

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Campbell Union School District

Contact Name and Title Raúl S. Lomeli
Principal

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Sherman Oaks Community Charter School serves more than 500 students, from Preschool to 6th grade, and is home to the Spanish-English dual language immersion program. All students learn all subjects in English and Spanish. Each class is made up of one-third of the students with English as their primary language; one-third of the students with Spanish as their primary language and one-third of the students who are bilingual. The students' language abilities are determined on the pre-assessment. The school community is made up of 85% Latino students, 6% White, 1.7% Black, 2.2% Asian, close to 1% American Indian, and the rest other/declined to state. 65% of our population qualifies for free or reduced lunch.

Currently, we have four classes in each primary grade K-3 and two classes in each upper grade, 4-6. We also offer full-day kindergarten classes. Our after-school programs serve first grade through sixth-grade students.

Our school has a rich history of academic and cultural excellence that is the result of the hard work and dedication of our staff, and of the partnership with the parents who provide a diversity of experiences for our students. Our staff focuses on creating successful bilingual and bi-literate leaders for the 21st-century workplace.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Through analysis of our state and local data and with input from staff, students and stakeholders we identified our focus areas and goals that will be our focus for the next three years.

Goal 1: All Students will receive high quality instruction in Common Core and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century Classrooms.

The actions/services aligned to this goal fall into four areas: Curriculum Adoption, Staffing, Classroom Technology Integration and professional development.

Goal 2: Ensure all students will learn at high levels and close the achievement gap.

The actions and services aligned to this goal are on-going data analysis, Professional Learning Communities, staffing, professional development and interventions.

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.

The actions and services aligned to this goal are 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.

The actions and services aligned to this goal include parent education, communication and community events.

Key Local Control and Accountability Plan (LCAP) Actions overall are: reduced class size, Equity Coaches, Reading Intervention Teachers, Counseling support, implementation of Professional Learning Communities, collaboration tie and technology integration.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

All grades levels (4-6) showed growth in terms of the SBAC. The biggest growth in English Language Arts was sixth grade with 14% more students meeting or exceeding standards. The biggest growth in Math was sixth grade with 20% more students meeting or exceeding standards. Comparing the last two school years, all grade levels showed growth in the number of ELs who meet or exceed grade level standards. In comparison to the state of California, our students are meeting the average ranges of in ELA and Math. With regard to ELA, 48% of students met or exceeded expectations; a greater focus on comprehension, informational texts, research/inquiry, and writing is needed. With regard to math, 32% of students meet or exceeded expectations; a greater focus on problem solving skills, real world problem application, building mathematical models, and communicating reasoning is needed.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Although our school has shown growth across grade levels and student groups, we are still performing at lower than desired rates. School wide 52% of students are not meeting grade level standards in ELA; a greater focus on comprehension, informational texts, research/inquiry, and writing is needed. School wide 67% are not meeting grade level standards in Math; a greater focus on problem solving skills, real world problem application, building mathematical models, and communicating reasoning is needed. To promote higher levels of achievement, we will focus our approach on refining our PLC process that focuses on student performance on common assessments; we will also continuing to invest in professional development for teachers regarding implementation of the district’s identified elements of high quality first instruction and teaching of the essential standards. Furthermore, Teachers will meet collaboratively to evaluate iReady data after each diagnostic session. Students needing intervention will receive additional instruction and their progress will be monitored. Student Study teams will happen for students not showing adequate growth. Teachers use performance task data as well as curriculum embedded assessments to analyze progress and determine if the goal is being met and what next steps need to be taken if it is not. See LCAP goal 2

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students via the following actions:

Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments (DRA2/EDL, etc.) See LCAP goal 2

Hire Bilingual Educational Associates to support differentiated instruction. See LCAP goal 1

A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. See LCAP goal 1

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

There are definite gaps in achievement between the general population and economically disadvantaged/Latino students. This gap is present in both ELA and Math and is evidenced by performance on the CAASP. The school will look at data at regular intervals during the year and pay particular attention to students in the Standard not Met and the Standard Nearly Met categories to ensure that they are showing progress with the intent of moving to Standards met and Standards Exceeded categories. The following are actions that we will take reduce the achievement gaps:

- Increase collaboration time for teachers for the purpose of PLCs focusing on analyzing sub group achievement data and providing interventions for students that are not reaching learning goals. See LCAP goal 3
- Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. See LCAP goal 3
- Provide after school class on STEAM in order to motivate and engage disadvantaged students and support their academic levels in Math. See LCAP goal 3

The school's suspension rate is also of concern since more students were suspended according to the dashboard data. Additionally, low SES students, Hispanic, and ELs were more likely to be suspended than other groups. The following are actions that we will take to decrease suspensions for the groups mentioned:

- The school will continue to focus on school climate through the PBIS committee comprised of teachers representing all grade levels.
- Teachers and staff will receive training on restorative justice approaches in order to further support and engage students.
- School will engage in process to become community responsive via the TEN (teaching excellence network) approach, survey, and community feedback loops.

Another performance gap was found for English Language Learners. We experienced a decrease in achievement as found in the CA dashboard.

- Moving forward the school will work on engaging language learners at higher levels through the adoption of Benchmark Adelante curriculum that was a focus on specific CCSS standard aligned skills that is targeted by EL levels.
- Celdt data will also be monitored at least twice a year to ensure progress for all ELs.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$85,422,473
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$253,000.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Campbell Union School District is comprised of 12 PreK-8 schools, which includes 11 dependent Charters and one non-Charter school. Each of the 12 schools is a separate Local Educational Agency (LEA) and they develop their own local control accountability plan. The district does not break down the total expenditure of support services to each of the LEAs, such as the expenditure of Human Resources, Accounting, Superintendent/Assistant Superintendents, Special Education, etc. Those services come from the general fund but are not allocated in this plan. The funds allocated in this plan support the four educational goals that are shared by each of our 12 schools. Each LEA accounts for the site funding that is allocated to support the school goals.

\$68,047,268	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Plan Goals 1, 2, 5</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- *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.

ACTUAL

100 % of teachers used Common Core aligned materials in both English Language Arts and Math and participated in professional development to support . We finished the pilot process and moved forward with a curriculum adoption for English Language Arts and Math for grades 6-8. We also completed English Language Arts for grades TK-5. The Math pilot process for elementary school will be complete by the end of the year. All 6-8 grade teachers did use the NGSS standards when planning new lessons however additional time was needed for middle school teachers to discuss and decide upon the model we would use. Teachers selected going with an integrated science approach. Moving to that approach meant that some units that were previously taught in one grade needed to be moved to another grade to align with the NGSS standards. We spent time identifying the model which allowed us less time to upgrade 50% of the units to NGSS. We will continue working on that and begin evaluating NGSS curriculum as it is released. All of our new teachers received support. This support came through a BTSA Mentor, a district TOSA or grade level team members. The challenge is to provide ample time for actual coaching cycles.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services

PLANNED
 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 Language learners.

ACTUAL
 1.1 A math curriculum will be decided upon by June 1, 2017.
 1.2 100% of teachers taught at least one full NGSS aligned unit. District teachers wrote units and provided access to all teachers through a shared resource drive. Purchasing new publisher created units has not occurred at this time as we are waiting until there is more to choose from and we want to allow additional time for our teachers to become very familiar with the new standards before we provide curriculum to them. It is important that they not rely solely on the curriculum before understanding the instructional shifts of the new standards.

Expenditures

BUDGETED
 1.1 Cost of adopted materials 4000-4999: Books And Supplies Base \$42,457
 1.2 Curriculum 4000-4999: Books And Supplies Base \$10,000
 1.3 Materials 4000-4999: Books And Supplies Title I \$60,000

ESTIMATED ACTUAL
 1.1 Cost of adopted materials 4000-4999: Books And Supplies Base \$42,457
 1.2 Curriculum 4000-4999: Books And Supplies Base \$10,000
 1.3 Materials 4000-4999: Books And Supplies Title I \$60,000

Action **2**

Actions/Services

PLANNED
 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

ACTUAL
 2.1: 5 TOSAs were hired and trained during the 2016-2017 school year.
 2.2: An equity coach was hired at all sites.
 2.3: All schools sites developed strong instructional leadership teams (ILT)and stipends were provided for 39 (ILT) teachers, 8 NGSS teacher leaders, 8 ELD Champions and 22 Technology Integration Coaches.
 2.4: Substitute teachers were provided for each ILT team for the purpose of professional learning community collaboration. Each team had 3 days of release time for collaboration. We sent 14 teachers district-wide to the Computers Using

Expenditures

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

Education Conference, 16 teachers to the Soluciones Conference on Supporting EL Students and Students from Poverty, 9 teachers attended the Solution Tree Response to Intervention Conference.

2.5: ____ Days were provide in the 2016-17 school year for teacher collaboration.

2.6: Implementation of Common Cure and support was provided

BUDGETED

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 1000-1999: Certificated Personnel Salaries District Funded Base \$6,000

2.4 Stipends 1000-1999: Certificated Personnel Salaries District Funded Concentration \$500

2.5 Stipends 1000-1999: Certificated Personnel Salaries District Funded Base \$1,000

2.6 NGSS Teacher leaders 1000-1999: Certificated Personnel Salaries 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

ESTIMATED ACTUAL

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 1000-1999: Certificated Personnel Salaries District Funded Base \$6,000

2.4 Stipends 1000-1999: Certificated Personnel Salaries District Funded Concentration \$500

2.5 Stipends 1000-1999: Certificated Personnel Salaries District Funded Base \$1,000

2.6 NGSS Teacher leaders 1000-1999: Certificated Personnel Salaries 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

Action

3

Actions/Services

PLANNED

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.

ACTUAL

3.1 We were able to maintain a 1:1 technology integration level for grades 2-8 as well as purchase shared carts that are accessible for grades TK-1.

3.2 Each site was allocated \$5000 to be spent on STEAM materials. 80% of our sites were able to use the funds to create a STEAM space or STEAM traveling supply cart. The instructional materials support integration of maker spaces where students can experience the Design Thinking process in action.

<p>Expenditures</p>	<p>BUDGETED 3.1 Mobile Devices 5900: Communications Concentration \$2,000 3.2 STEAM materials 4000-4999: Books And Supplies District Funded Base \$5,000</p>	<p>ESTIMATED ACTUAL 3.1 Mobile Devices 5900: Communications Concentration \$2,000 3.2 STEAM materials 4000-4999: Books And Supplies District Funded Base \$5,000</p>
<p>Action 4</p>	<p>PLANNED District Professional Development 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>ACTUAL 4.1 Professional Development was offered on 7 Saturdays this school year. We hosted 10 different learning circles on the topics of Assessment, Blended Learning in Math, How to Support English Language Learners with Reading, Newly Adopted Curriculum training and Technology Integration.</p>
<p>Expenditures</p>	<p>BUDGETED 4.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded Base \$20,000</p>	<p>ESTIMATED ACTUAL 4.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures District Funded Base \$20,000</p>
<p>Action 5</p>	<p>PLANNED Site Actions/Services 1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources) 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 1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 1.4 Hire Bilingual Educational Associates to support differentiated instruction.</p>	<p>ACTUAL Site Actions/Services 1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources) 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 1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 1.4 Hire Bilingual Educational Associates to support differentiated instruction.</p>

Expenditures

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students (multiple funding sources)

BUDGETED

1.1 Instructional materials to support Common Core implementation 4000-4999: Books And Supplies Supplemental \$10,000

1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. 4000-4999: Books And Supplies Title I \$10,000

1.2 Hire educational consultant 2000-2999: Classified Personnel Salaries Concentration \$20,000

1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 1000-1999: Certificated Personnel Salaries Supplemental \$20,000

1.4 Hire Bilingual Educational Associates 2000-2999: Classified Personnel Salaries Supplemental \$60,000

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 4000-4999: Books And Supplies Supplemental \$1,500

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. 4000-4999: Books And Supplies Title I \$2,500

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students (multiple funding sources)

ESTIMATED ACTUAL

1.1 Instructional materials to support Common Core implementation 4000-4999: Books And Supplies Supplemental \$10,000

1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation. 4000-4999: Books And Supplies Title I \$10,000

1.2 Hire educational consultant 2000-2999: Classified Personnel Salaries Concentration \$10,000

1.3 Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. 1000-1999: Certificated Personnel Salaries Supplemental \$20,000

1.4 Hire Bilingual Educational Associates 2000-2999: Classified Personnel Salaries Title I \$60,000

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students. 4000-4999: Books And Supplies Supplemental \$1,500

1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students. 4000-4999: Books And Supplies Title I \$2,500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services for this goal were generally implemented as planned with the exception of the amount spent on Professional Development. With the large amount of new standards that are being implemented at the same time, the capacity of our teachers to implement it effectively is unrealistic. We focused heavily on English Language Arts and Math first and moved through the piloting and adoption process. With regard to NGSS and Web Literacy we will be continuing our work and creating new goals for the 2017-18 LCAP. Another barrier for NGSS is that there are not yet readily available coherent materials that support a full year scope and sequence. Our teacher leaders will continue to evaluate what is out there and work with teachers to ensure there is a high level of understanding of the standards before we jump into any curriculum.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The goal of ensuring that all of our students receive a strong standards based curriculum is a good one. One thing we found is that we have a need to identify what high quality first instruction looks like and we need to have a common understanding of this. This goal led our grade level PLCs to work hard on identifying essential standards and creating a list of elements that define quality first instruction. Once this list is finalized all of our professional development will align to an area of high quality first instruction that is aligned to standards. We realized that we don't have an identified metric for analyzing where we are with implementation of the standards. As a result of this we will be determining a local measure that will be decided upon to give us feedback on where our teachers feel they are with regards to standards implementation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The bulk of funding for standards alignment was spent on purchasing adopted materials. We actually spent more than we allocated due to the high costs of instructional materials and the large quantities that had to be purchased. We spent less money on NGSS because as mentioned earlier we started with Math and ELA materials. We were able to use some of the NGSS funding to support the adoptions. We allocated a large amount of money over the last few years for staffing to support teachers by using Teachers on Special Assignment(TOSA). The use of TOSAs provided a lot of classroom teacher support and professional development to ensure that all teachers were feeling comfortable with the new standards. As we are in declining enrollment and state budgets are proposing swift cuts we will have to look at how to cut back on what we spend on TOSAs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue with the goal but we will better define what "high quality" instruction means. As a result we will develop a collaborative list of elements and we will align professional development to the particular element. As a metric we will track the number of PD sessions offered that are aligned to each element to ensure that we are offering support to teachers on how to strengthen core instruction. In addition we will consider additional services and actions that call out the specifics of NGSS and Technology integration since those are the parts of the goal that we didn't complete to satisfaction this year. Finally, we will develop a rubric to be used as a metric to determine where we are with regard to implementation of the standards.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Ensure that all children learn at high levels and close the achievement gap.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>Strategic Plan #1</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- *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

ACTUAL

We hit growth targets at all grade levels on iReady in Reading and Math. The target for the full year is 100%. By the second window we had a district growth average in math of 83% with 36% of students achieving the target. In reading the growth was a district average 101% with 38% of students hitting the target. The total percentage of students at grade level by window 2 was 20% for math and 38% for reading. Students are making growth between assessment windows. Students at Campbell Middle School made some of the largest growth gains in the district. For math CMS students showed an 88% growth rate and had 37% of students who met the growth target which is higher than the district average. In reading CMS students grew 109% with 40% of students hitting the target. This number is also higher than the district average.

District SBAC Data indicated that we met our target as well. In math we went from a 42% in 2015 to a 45% in 2016 of students who met grade level standards and in reading we went from 48% proficient in 2106 to 52% proficient in 2016.

The amount of collaboration time increased for teachers through the use of grade level planning days and increased time provided on early release days to analyze student data. All school sites provided grade level teams with at least one full day for collaboration. This is an increase from last year.

The district changed its' annual assessment calendar with regard to writing which didn't allow us to track data in the same way as it was tracked the year previously. Teachers were given a choice about the time frame in which they wanted to test each writing type (Narrative, Argumentation and Informational/Explanatory).



Because the students completed assessments at different times in the year we don't have aligned data. We will be looking at another metric for measuring writing growth next year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED
 District Actions/Services
 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. Supplemental Educational Services provided to support students in reading and math
 7. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.

ACTUAL
 1. We purchased both iReady and Illuminate Ed. assessment and instruction program for all students.
 2. Each instructional leadership team received three full days of training with a Solution Tree trainer. The trainer was very well received and we will be having him back for more work next year.
 3. Each school site has a dedicated reading intervention teacher who served a minimum of 30 students annually. Protocols were developed to evaluate data and move students into and out of the program.
 4. Instructional time was increased through the use of Saturday session for some struggling learners, after school programs, and additional intervention work done during the day through the use of Reading Intervention teachers or teams of teachers group students together to deliver additional targeted instruction at the level of the students.
 5. District office SpEd TOSAs provided Special Education teachers with training on Universal Design for Learning training. This training is dedicated to instructional planning to meet the needs of all learners. We will expand this training to general education teachers next year. ELD Champions provided additional support for teachers in helping them

		<p>better understand how to meet the needs of EL learners. More interventions are necessary next year and creating a stronger tier 2 system will be a goal.</p> <p>6. Supplemental Education Services were not provide to support students after school because it was not a requirement of Title I this year. Funding was spent on Educational Associates and ELD Champions.</p> <p>7. Castlemont students participated in summer school as invited based on assessment data.</p>
Expenditures	<p>BUDGETED</p> <ol style="list-style-type: none"> 1. Cost of iReady 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000 2. Cost of Consultant fee 5800: Professional/Consulting Services And Operating Expenditures 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 1000-1999: Certificated Personnel Salaries Supplemental \$52,970 6. SES Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$72,000 7. Summer School Support 1000-1999: Certificated Personnel Salaries Title I \$140,000 	<p>ESTIMATED ACTUAL</p> <ol style="list-style-type: none"> 1. Cost of iReady 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000 2. Cost of Consultant fee 5800: Professional/Consulting Services And Operating Expenditures 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 1000-1999: Certificated Personnel Salaries Supplemental \$52,970 6. SES Services 5800: Professional/Consulting Services And Operating Expenditures Title I \$72,000 7. Summer School Support 1000-1999: Certificated Personnel Salaries Title I \$140,000

Action **2**

Actions/Services	<p>PLANNED</p> <p>Site Actions/Services</p> <ol style="list-style-type: none"> 9. Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time) 10. Increase out of school time for struggling students. (hourly pay for Ed. Associates or Teachers, Saturday/Summer program, etc.) 	<p>ACTUAL</p> <p>Site Actions/Services</p> <ol style="list-style-type: none"> 9. Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time) 10. Increase out of school time for struggling students. (hourly pay for Ed. Associates) 11. Provide additional intervention services to struggling students through summer school
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	<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>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) (Multiple funding sources)</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>9. Collaboration time 1000-1999: Certificated Personnel Salaries 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) 1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 4000-4999: Books And Supplies Supplemental \$2,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 4000-4999: Books And Supplies Title I \$2,833</p>	<p>ESTIMATED ACTUAL</p> <p>9. Collaboration time 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p> <p>10. Educational Associates 2000-2999: Classified Personnel Salaries Title I \$60,000</p> <p>11. Provide additional intervention services to struggling students through summer school 1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 4000-4999: Books And Supplies Supplemental \$2,000</p> <p>12. Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) 4000-4999: Books And Supplies Title I \$2,833</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services aligned to this goal were effective in providing a foundation for an intervention program to support our struggling learners. We have a strong funding commitment to hiring reading intervention teachers and Equity Coaches at each site. While this is still a goal of ours, it is also our desire to strengthen the tier 1 instruction going on in all classrooms. We want to ensure that the additional resources are available for our neediest students. We also want to ensure that our teachers have adequate skills to lesson plan and meet the needs of a variety of learners without expecting that all intervention will happen by a supplemental teacher. Towards this effort we are spending a lot of time to come to define what elements of high quality instruction will be present in all classrooms in CUSD.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Data shows that our intervention teachers are seeing growth with our struggling readers and we are making gains in closing the achievement gap. We found that the Equity Coaches were working more with teacher practice and focusing more in instruction rather than learning. We will be re-designing the Coach role to focus more on student learning. While we know the role of a coach is effective with regard to making classroom teachers feel supported we weren't seeing the increase in student data that we wanted to see. This is the reason the role of the coach will be changed to one where they teacher on special assignment will ensure that all students needing intervention will receive differentiated instruction and additional support where data shows it is needed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One major difference is seen in Site Action 10; this is due to the additional hiring of another Ed. Associate. Additionally action 11 was changed in order to provide a summer intervention program for struggling learners.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same for the 2017-2018 school year. We will take time at our District Leadership team meetings to evaluation the metrics we are using to evaluate the effectiveness of the goal. We feel the metrics can be better known to all and more clearly articulated with teachers. Action 11 was changed in order to provide a summer intervention program for struggling learners.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	Strategic Plan #1, 3, 4															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Dashboard data for the district did not show that we met our goal of dropping suspension rates from 2015 to 2016 however we are on track to show a decrease for the 2017 school year. Dashboard results for Sherman Oaks for 2016 showed a 1.5% increase in suspensions. Expulsions increased by one overall in the district. In 2015 we had 2 and in 2016 there were three.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED
 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)

ACTUAL
 District Services:
 3.1 Guidance Counselors and School Psychologists were hired across the district.

 3.2 A Director of School Services and Community Liaisons were hired support tiered behavior interventions, attendance, truancy.

Expenditures

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 that English Learners, Foster Youth and Socio-economically students are offered additional services to support their emotional and academic development

3.3 We hired a district School Links Service Coordinator, mental health interns and we worked with a variety of outside contractors to provide social skills classes, parenting classes, do home visits and provide on-site cognitive trauma and behavior support.

3.4 We hired a district Equity Coordinator who provided professional development on Culturally responsive teaching, equitable teaching practices and interventions.

BUDGETED

3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$31,469

3.2 School Service Staff 1000-1999: Certificated Personnel Salaries Supplemental \$60,467

3.3 Wellness Grant Support 5800: Professional/Consulting Services And Operating Expenditures Grant Funded \$5,000

3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$100,000

ESTIMATED ACTUAL

3.1 Counselors, Psychologists 1000-1999: Certificated Personnel Salaries Supplemental \$31,469

3.2 School Service Staff 1000-1999: Certificated Personnel Salaries Supplemental \$60,467

3.3 Wellness Grant Support 5800: Professional/Consulting Services And Operating Expenditures Grant Funded \$5,000

3.4 Equity Coordinator 1000-1999: Certificated Personnel Salaries District Funded Supplemental \$100,000

Action

2

Actions/Services

PLANNED

Site Services:

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)

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)

3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement

ACTUAL

Site Services:

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)

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)

3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement

3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior

3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided

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

3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision.

3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior

3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided

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

3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision.

Expenditures

BUDGETED

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) 5800: Professional/Consulting Services And Operating Expenditures Concentration \$2,000

3.6 Expand enrichment opportunities available for students both during school and out of school time activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,336

3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement 4000-4999: Books And Supplies Supplemental \$2,000

3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior 4000-4999: Books And Supplies Concentration \$1,000

3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided 2000-2999: Classified Personnel Salaries Concentration \$2,000

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.

5800: Professional/Consulting Services And Operating Expenditures Title I \$17,000

3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision 2000-2999: Classified Personnel Salaries Title I \$40,000

ESTIMATED ACTUAL

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) 5800: Professional/Consulting Services And Operating Expenditures Concentration \$2,000

3.6 Expand enrichment opportunities available for students both during school and out of school time activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,336

3.7 Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement 4000-4999: Books And Supplies Supplemental \$2,500

3.8 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior 4000-4999: Books And Supplies Concentration \$1,000

3.9 Bilingual/Spanish parent engagement classes will be offered and childcare provided 2000-2999: Classified Personnel Salaries Concentration \$250

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.

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$17,000

3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision 2000-2999: Classified Personnel Salaries Supplemental \$46,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district-wide actions and services to support this goal were effective. We need a central staff to monitor student services as well as provide professional development. The Director of Student Services provided overall support for all schools. Sherman Oaks also experienced actions and services that were effective in supporting this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services for this goal were both appropriate and effective. The PBIS team effort was effective in encouraging and ensuring a positive school climate. Other actions also provided personnel and systems to ensure a better school climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not find the need to provide childcare during our parent meetings this year since we had parent volunteers and or classified staff that provided care at times.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will remain the same district-wide however, we will be looking more closely at the metrics that are used to determine the goal's success. The district leadership team will be examining the metrics and communicating them with all stakeholders. For the site, we will be shifting some of the actions and services to goal 4 since they are better aligned to it.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	Strategic Plan # 4															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- *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.

ACTUAL

- *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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	District Actions/Services;	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.

4.4 A Parent University will be established and will offer classes to parents on a regular basis.

4.5 A parent perception survey and BrightBytes technology survey will go out to all families

4.6 A district-wide parent GATE Committee will be formed to guide planning for services that best need the needs advanced learners.

4.1 Materials were sent home in Spanish and communication calls send from the district to parents were also sent in Spanish. The website had the functionality to translate into many languages.

4.2 The School Link Services Coordinator planned a wide variety of parent engagement opportunities and tracked parental enrollment and involvement. Both the number of opportunities and the attendance at events increased.

4.3 We hired 3 Community Liaisons throughout the district.

4.4 One district-wide Parent University took place on May 20th, 2017.

4.5 A parent perception survey will go out in May 2017.

4.6 A GATE committee was formed and it met four times throughout the course of the year. (Dates listed in Stakeholder Agreement Section)

Expenditures

BUDGETED

4.1 Translation services 2000-2999: Classified Personnel Salaries Supplemental \$20,000

4.2 School Link Services Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$60,000

4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000

4.4 Parent University 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.5 Parent perception survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.6 Gate Committee Budget 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

ESTIMATED ACTUAL

4.1 Translation services 2000-2999: Classified Personnel Salaries Supplemental \$20,000

4.2 School Link Services Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$60,000

4.3 Community Liaisons 2000-2999: Classified Personnel Salaries Supplemental \$60,000

4.4 Parent University 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.5 Parent perception survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000

4.6 Gate Committee Budget 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

Action

2

Actions/Services

PLANNED
Site Actions/Services
 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)
 • 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
 4.2 Sherman Oaks University (one Saturday each year)
 4.3 Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation
 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

ACTUAL
Site Actions/Services
 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)
 • Parent Nights (exhibition)
 • Back to School Night
 • Conferences
 • Community Celebrations of Learning
 • Coffee with the Principal
 • School plays
 • ELAC
 • SSC
 4.2 Sherman Oaks University (one Saturday each year)
 4.3 Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation
 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

Expenditures

BUDGETED
 4.1 Parent Participation events 4000-4999: Books And Supplies Supplemental \$500
 4.1 Parent Participation events 4000-4999: Books And Supplies Title I \$2,500
 4.2 Sherman Oaks University (one Saturday each year) 1000-1999: Certificated Personnel Salaries Concentration \$20,000
 4.3 Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000
 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 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000

ESTIMATED ACTUAL
 4.1 Parent Participation events 4000-4999: Books And Supplies Supplemental \$500
 4.1 Parent Participation events 4000-4999: Books And Supplies Supplemental \$1,500
 4.2 Sherman Oaks University (one Saturday each year) 1000-1999: Certificated Personnel Salaries Concentration \$15,000
 4.3 Biliteracy classes for parents will be offered to parents in order to better understand dual language development and provide opportunities for cross-cultural appreciation 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500
 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 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the services and actions for this goal was very effective. All staff members were hired and the services were provided on a continuous basis all throughout the year. The partnership and additional grant funding that we have in the area of wellness greatly benefits our families. We will continue with these support services and focus on creating a greater amount of parent engagement opportunities annually. The largest district parent engagement event we had this year was our STEAM showcase where we had over 600 parents and community members attend.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services support the articulated goal. Particularly successful is the Community Liaisons who regularly reach out to support families by offering Spanish language support and also just explaining the school system and how parents can take part in school events. Providing all written materials in Spanish is also very effective as that is our highest second language spoken.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district allocated funds for the parent university were not expended. We did not need \$20,000 for this event. The actual number was \$4,000. The GATE committee expended more than the \$5,000 allocated because we offered Saturday support classes that were offered by outside contractors. The actual amount spent on the classes was \$18,000. For the site, most of the parent workshops and classes were facilitated by school staff thus the actual amount spent was less than what was originally budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One change that we made was not directly to a goal but to a service. We changed the parent, student and staff perception survey. We changed the questions so that they now provide us more feedback on areas where we can make improvements. Stakeholders are also able to state areas where they have noticed improvements which is valuable to our LEAs so that we know that the current services and actions are working to support the overall goals. The feedback from our new surveys will help determine future goals in our LCAPs. We currently take the perception survey in May but will shift that next year to do at an earlier time. With it happening so late in May we don't get the results back in a timely manner to make appropriate goals for our LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

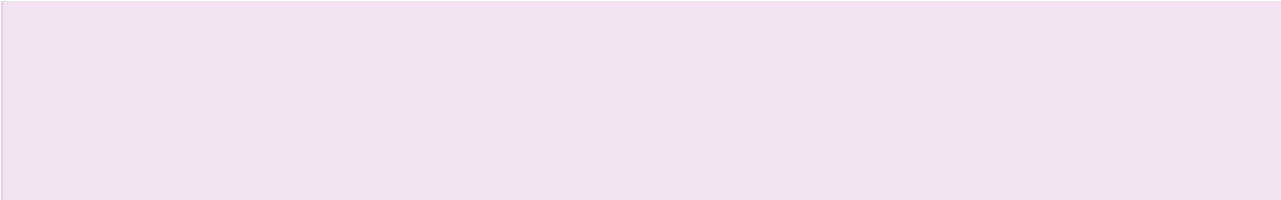
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

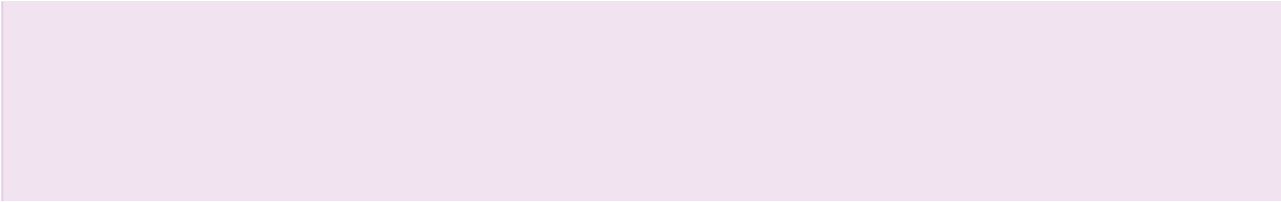
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

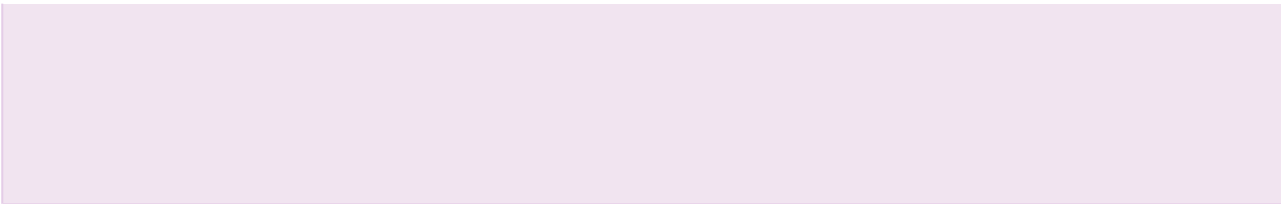
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

2

Actions/Services

PLANNED

I

ACTUAL

I

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Redacted area]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Redacted area]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Redacted area]

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
8**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9	
-------------------	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

--	--

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal
10**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

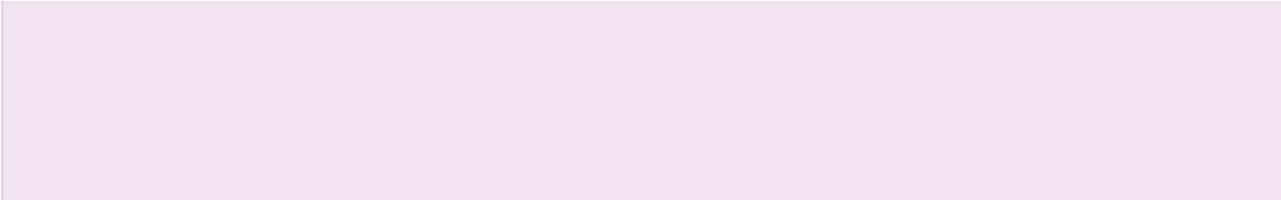
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

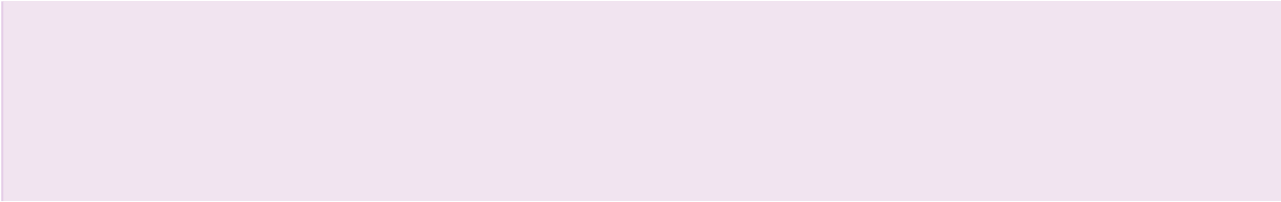
Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

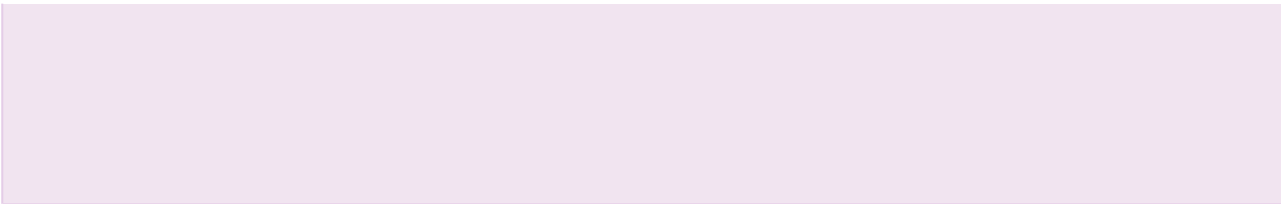
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 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 September, 2016 to May, 2017.

At Sherman Oaks elementary we believe, and research shows, that the pre-condition for student academic and social outcomes is teaching quality under the unique conditions of our school culture.

The teaching qualities within our school culture are defined by the community of educators, students, and families that come to our school every day. In order to determine the teaching qualities that define our school culture, Sherman Oaks partnered with the Teaching Excellence Network (TEN).

TEN is a mobile and web platform that uses a three-step process to engage stakeholders to determine the relevant teaching qualities for our school. The time to input data into the system by the stakeholders is between 10-15 minutes per person. All the data submitted by the stakeholders is anonymous and confidential.

Step 1: Create a common language with all school stakeholders

The first step is for all stakeholders to take what is known as the priorities survey. The stakeholders select 21 out of 52 qualities that they consider important for effective teaching. The 52 qualities are divided into three domains relationships, responsibility and relevance.

Step 2: Teachers obtain feedback from stakeholders

After the stakeholders take the priorities survey, the school will have the top 12 priorities of teaching excellence that are relevant to the school. Each teacher will be given feedback by the stakeholders using these 12 priorities. The teacher will receive qualitative and quantitative feedback from students, families, other teachers, and administrators.

Step 3: Obtain data analysis on feedback

The data analysis is provided for both the priorities and the feedback loop survey. Teachers can view either their own stakeholders priority qualities or school wide qualities. The administrators and principals can see school wide data for both priorities and scoring surveys.

Engagement Process and Results

The process of engagement to obtain input from all stakeholders (educators, students and families) was as follows:

May 2017: 100% of the administrators and teachers to complete the priorities survey.

May, 2017: Teachers administer the priorities survey to students and families with a participation goal of 100% students and over 80% of our parents to provide their input in order to define the teaching qualities that are important for our school.

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 district management meetings.

On April 14, 2017 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 2017-18 school year. . After an overview of the LCAP and an opportunity to ask questions the staff broke into groups and did a gallery walk during which they gave input on the different priority areas as they relate to our Sherman Oaks and to our focus on Dual Immersion Education. On April, 21, the ELAC committee reviewed the feedback for LCAP from the community meeting and also provided additional feedback for LCAP goals. On April 21, SSC also reviewed the LCAP feedback and also contributed to the goals through feedback and or recommendation for approval of the plan pending changes due to community feedback.

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 TEN initiative is also providing for a way for stakeholders to have meaningful impact as to the future goals and priorities for the school; depending on feedback, the community may choose to prioritize certain instructional areas and or methodologies that are identified through the survey and feedback loop.

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.

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 español
- 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

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.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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 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 comprehensive 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 an 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.

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

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 field 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 español
- * RtI2 team to address the needs of all struggling students in behavior and academics.
- * Restructuring of PBIS leadership team

Community Feedback:

Counseling services

Parent Liaison

More parenting classes

More after-school program options and summer school bilingual classes

Music/Instrumental "Mariachi" program

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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Plan Goals 1, 2, 5

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA scores	Status: Low 8.6 points below level 3	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly	Status: Medium
SBAC Math scores	Status: Low 35.2 points below level 3	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly
IReady Math scores for grades 3-6th	98% progress towards targeted growth	108% progress towards targeted growth	118% progress towards targeted growth	128% progress towards targeted growth
IReady ELA scores for grades 2nd-6th	110% progress towards targeted growth	120% progress towards targeted growth	130% progress towards targeted growth	140% progress towards targeted growth
K-2nd EDL2 growth scores	TBD by end of current school year	At least 85% of students will grow 4 levels in EDL2	At least 88% of students will grow 4 levels in EDL2	At least 90% of students will grow 4 levels in EDL2

3rd - 6th EDL2 growth scores	TBD by end of current school year	At least 75% of students will grow 2 levels in EDL2	At least 78% of students will grow 2 levels in EDL2	At least 82% of students will grow 2 levels in EDL2
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation.	1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation.	1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000	Amount \$5,000	Amount \$5,000

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 1.1 Spanish Immersion Instructional Materials	Budget Reference	4000-4999: Books And Supplies 1.1 Spanish Immersion Instructional Materials	Budget Reference	4000-4999: Books And Supplies 1.1 Spanish Immersion Instructional Materials

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2 Hire educational consultant, to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer

2018-19

New Modified Unchanged

1.2 Hire educational consultant, to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer

2019-20

New Modified Unchanged

1.2 Hire educational consultant, to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

2018-19

Amount \$10,000

2019-20

Amount \$10,000

Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant
Budget Reference		Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.3 Provide collaboration time to analyze data and develop the MTSS approach at the school site by paying for teacher release days or paid out of school time.

1.3 Provide collaboration time to analyze data and develop the MTSS approach at the school site by paying for teacher release days or paid out of school time.

1.3 Provide collaboration time to analyze data and develop the MTSS approach at the school site by paying for teacher release days or paid out of school time.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,000	Amount	\$7,000	Amount	\$7,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1.3 Release Time for MTSS Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries 1.3 Release Time for MTSS Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries 1.3 Release Time for MTSS Collaboration

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.4 Hire Bilingual Educational Associates to support differentiated instruction.	1.4 Hire Bilingual Educational Associates to support differentiated instruction.	1.4 Hire Bilingual Educational Associates to support differentiated instruction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$60,000	Amount	\$60,000	Amount	\$60,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 1.4 Ed. Associates	Budget Reference	2000-2999: Classified Personnel Salaries 1.4 Ed. Associates	Budget Reference	2000-2999: Classified Personnel Salaries 1.4 Ed. Associates

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students	1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students	1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$2,000	Amount \$2,000	Amount \$2,000

Source

Base

Budget
Reference

1000-1999: Certificated Personnel
Salaries
1.5 Teacher Hourly

Source

Base

Budget
Reference

1000-1999: Certificated Personnel
Salaries
1.5 Teacher Hourly

Source

Base

Budget
Reference

1000-1999: Certificated Personnel
Salaries
1.5 Teacher Hourly

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 2

Ensure all students will learn at high levels and close the achievement gap

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Plan #1

[Identified Need](#)

Student achievement data in grades 3-5 was much lower than the district and county average. Students are struggling to read the complex text and multi-step problems on the Smarter Balanced Assessment Consortium and the performance based assessments. Our EL data does show some decreases from the 2014-2015 to 2015-2016 school years in the areas of achievement based on CAASP for both Math and English and in the area of number of students being Reclassified.

SBAC results from 2015-16 indicated the following totals of students who met or exceeded ELA and Math Standards:

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL SBAC scores Math	Low: 53.5 points below level 3	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly
EL SBAC scores ELA	Low: 32.4 points below level 3	Low with a change indicator of increased significantly	Low with a change indicator of increased significantly	Status of Medium
Percentage of students meeting the Exceeds standards in Math	8.3%	13%	18%	23%
Percentage of students meeting the Exceeds standards in ELA	16.1%	21%	26%	31%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)

2018-19

New Modified Unchanged

2.1 Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)

2019-20

New Modified Unchanged

2.1 Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)

BUDGETED EXPENDITURES

2017-18

Amount	(5,000)
Source	Base

2018-19

Amount	(5,000)
Source	Base

2019-20

Amount	(5,000)
Source	Base

Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 PLC Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 PLC Collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 PLC Collaboration
Budget Reference		Budget Reference		Budget Reference	
Budget Reference		Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2 Summer school program to support students that are 1 or more grade levels behind in Math or Language arts

2018-19

New Modified Unchanged

2.2 Summer school program to support students that are 1 or more grade levels behind in Math or Language arts

2019-20

New Modified Unchanged

2.2 Summer school program to support students that are 1 or more grade levels behind in Math or Language arts

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$35,000	Amount	\$35,000	Amount	\$35,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 2.2 Summer School Program	Budget Reference	1000-1999: Certificated Personnel Salaries 2.2 Summer School Program	Budget Reference	1000-1999: Certificated Personnel Salaries 2.2 Summer School Program

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3 Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals

2018-19

New Modified Unchanged

2.3 Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals

2019-20

New Modified Unchanged

2.3 Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$31,000	Amount	\$32,000
Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.3 Equity Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries 2.3 Equity Teacher	Budget Reference	1000-1999: Certificated Personnel Salaries 2.3 Equity Teacher

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.4 Purchase Assessment Materials in Spanish appropriate for Dual Immersion programs	2.4 Purchase Assessment Materials in Spanish appropriate for Dual Immersion programs	2.4 Purchase Assessment Materials in Spanish appropriate for Dual Immersion programs

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$2,000	\$2,000	\$2,000

Source

Supplemental

Budget
Reference

4000-4999: Books And Supplies
2.4 Assessment Materials in Spanish

Source

Supplemental

Budget
Reference

4000-4999: Books And Supplies
2.4 Assessment Materials in Spanish

Source

Supplemental

Budget
Reference

4000-4999: Books And Supplies
2.4 Assessment Materials in Spanish

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Plan #1, 3, 4

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension/expulsion results	.4% student suspended	Below a 1% suspension rate	Below a 1% suspension rate	Below a 1% suspension rate
Attendance rates	97.05% attendance rate	97.5 % attendance rate	98% attendance rate	98% attendance rate
Project cornerstone survey	Lowest areas identified: kindness with peers, and playground climate	To show improvement in both areas	Reach a rating of 4 for both areas	Maintain a rating of 4 for both areas
SWIS data on the number of referrals	Daily referral rate: 1.47	Daily referral rate: 1	Daily referral rate: 0.75	Daily referral rate: 0.5

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation). Staff will also participate in Social emotional curriculum (Toolbox) training, in order to further support students in the school setting.

2018-19

New Modified Unchanged

3.1 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation). Staff will also participate in Social emotional curriculum (Toolbox) training, in order to further support students in the school setting.

2019-20

New Modified Unchanged

3.1 Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation). Staff will also participate in Social emotional curriculum (Toolbox) training, in order to further support students in the school setting.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$2,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$2,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

3.1 PBIS Professional Development

3.1 PBIS Professional Development

3.1 PBIS Professional Development

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

3.2 Expand enrichment opportunities available for students both during school and out of school time activities

- field trips
- Art program for 3rd grade

2018-19

New Modified Unchanged

3.2 Expand enrichment opportunities available for students both during school and out of school time activities

- field trips
- Art program for 3rd grade

2019-20

New Modified Unchanged

3.2 Expand enrichment opportunities available for students both during school and out of school time activities

- field trips
- Art program for 3rd grade

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$5,500

2018-19

Amount \$5,500

2019-20

Amount \$5,500

Source	Concentration	Source	Concentration	Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities	Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities
Budget Reference		Budget Reference		Budget Reference	
Budget Reference		Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

3.3 Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision

3.3 Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision

3.3 Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision

BUDGETED EXPENDITURES

2017-18

Amount	\$45,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3.3 Campus Supervisor

2018-19

Amount	\$45,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3.3 Campus Supervisor

2019-20

Amount	\$45,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3.3 Campus Supervisor

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.4 Staff retreat/ professional development on community responsiveness and restorative practices

2018-19

New Modified Unchanged

3.4 Staff retreat/ professional development on community responsiveness and restorative practices

2019-20

New Modified Unchanged

3.4 Staff retreat/ professional development on community responsiveness and restorative practices

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
3.5 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior			3.5 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior			3.5 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior		

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies 3.5 Student Incentive Materials	Budget Reference	4000-4999: Books And Supplies 3.5 Student Incentive Materials	Budget Reference	4000-4999: Books And Supplies 3.5 Student Incentive Materials

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.6 Playworks coach who provides recess and PE activities to create a positive school climate, and after school opportunities for students

2018-19

New Modified Unchanged

3.6 Playworks coach who provides recess and PE activities to create a positive school climate, and after school opportunities for students

2019-20

New Modified Unchanged

3.6 Playworks coach who provides recess and PE activities to create a positive school climate, and after school opportunities for students

BUDGETED EXPENDITURES

2017-18

Amount	\$18,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.6 Playworks

2018-19

Amount	\$18,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.6 Playworks

2019-20

Amount	\$18,000
Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.6 Playworks

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL Strategic Plan # 4

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent workshop and Cafecito attendance rate	An average of 20 parents to participate in workshops	An average of 25 parents to participate in workshops	An average of 30 parents to participate in workshops	An average of 35 parents to participate in workshops
Parent sign-in sheet for Sherman Oaks University	80-100 parents	100-120 parents	At least 120 parents in attendance	At least 130 parents in attendance
Teaching Excellence Network survey results and feedback loop	100% of 3rd-6th grade students and teachers/staff to take survey 80% of families to take survey	100% of students to participate in feedback loops	100% of students and 50% of families to participate in feedback loops	100% of students and 75% of families to participate in feedback loops

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.1 A variety of structures will be put into place to encourage parent participation and engagement

- Parent nights
- Back to school nights
- Coffee with the principal

2018-19

New Modified Unchanged

4.1 A variety of structures will continue to encourage parent participation and engagement

- Parent nights
- Back to school nights
- Coffee with the principal

2019-20

New Modified Unchanged

4.1 A variety of structures will continue to encourage parent participation and engagement

- Parent nights
- Back to school nights
- Coffee with the principal

BUDGETED EXPENDITURES

2017-18

Amount

Source

2018-19

Amount

Source

2019-20

Amount

Source

Budget Reference 4000-4999: Books And Supplies
4.1 Parent Engagement Activities

Budget Reference 4000-4999: Books And Supplies
4.1 Parent Engagement Activities

Budget Reference 4000-4999: Books And Supplies
4.1 Parent Engagement Activities

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

4.2 TEN initiative to ensure community responsiveness

4.2 TEN initiative to ensure community responsiveness

4.2 TEN initiative to ensure community responsiveness

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$2,000

Amount \$2,000

Amount \$2,000

Source Base

Source Base

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.2 TEN Initiative

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.2 TEN Initiative

Budget Reference 5000-5999: Services And Other Operating Expenditures
4.2 TEN Initiative

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.3 Cost of Los Dichos project

2018-19

New Modified Unchanged

4.3 Cost of Los Dichos project

2019-20

New Modified Unchanged

4.3 Cost of Los Dichos project

BUDGETED EXPENDITURES

2017-18

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3 Los Dichos Project

2018-19

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3 Los Dichos Project

2019-20

Amount	\$2,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3 Los Dichos Project

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.4 Bilingual parent engagement and empowerment workshops will be offered

- Parent workshops on technology, parenting, social emotional learning, etc..

2018-19

New Modified Unchanged

4.4 Bilingual parent engagement and empowerment workshops will be offered

- Parent workshops on technology, parenting, social emotional learning, etc..

2019-20

New Modified Unchanged

4.4 Bilingual parent engagement and empowerment workshops will be offered

- Parent workshops on technology, parenting, social emotional learning, etc..

BUDGETED EXPENDITURES

2017-18

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4.4 Bilingual Parent Engagement

2018-19

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4.4 Bilingual Parent Engagement

2019-20

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4.4 Bilingual Parent Engagement

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.5 Sherman Oaks Parent University

2018-19

New Modified Unchanged

4.5 Sherman Oaks Parent University

2019-20

New Modified Unchanged

4.5 Sherman Oaks Parent University

BUDGETED EXPENDITURES

2017-18

Amount	\$4,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4.5 Parent University

2018-19

Amount	\$4,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4.5 Parent University

2019-20

Amount	\$4,500
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4.5 Parent University

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 5

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/>	All	<input type="checkbox"/>	Students with Disabilities	<input type="checkbox"/>	[Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/>	All Schools	<input type="checkbox"/>	Specific Schools:	<input type="checkbox"/>	Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/>	English Learners	<input type="checkbox"/>	Foster Youth	<input type="checkbox"/>	Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

|

|

[BUDGETED EXPENDITURES](#)

2017-18

2018-19

2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 7

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 8

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 9

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

 Modified

 Unchanged

Goal 10

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$813,600

Percentage to Increase or Improve Services: 9.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Based on staff/stakeholder input and district data identifying areas of need we are implementing 31 LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth. In the 2017-2018 school year, Campbell Union School District will spend its LCFF supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

- *Funding 12 Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers
- *Training in Universal Design for Learning for all Equity TOSAs to provide instructional strategies for how to meet the needs of struggling learners.
- *Funding 12 Reading Intervention teachers to provide strategic reading support for struggling readers
- *Hire a District English Language Development Teacher on Special Assignment to support effective ELD instruction
- *Hire a District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the are of English Language Arts
- *Hire an additional literacy teacher to teach a reading access and support class at CMS to support struggling learners
- *Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.
- *Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students
- *Provide a four-week academic summer program for identified struggling learners
- *Provide a Saturday tutorial program to support student achievement in math
- *Hire bilingual educational associates to support english language learners (funds accounted for in individual school site plans, not specifically CMS plan)
- *Provide additional funding to support unduplicated pupils access to programs like MESA, BAND and AVID
- *Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

Research demonstrates that when parents are active partners with their children and the school then academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

- *Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home
- *Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- *Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- *Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,412,500.00	1,445,250.00	253,000.00	254,000.00	255,000.00	762,000.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	72,957.00	72,957.00	11,500.00	11,500.00	11,500.00	34,500.00
Concentration	100,000.00	53,250.00	51,500.00	52,500.00	53,500.00	157,500.00
District Funded Base	33,200.00	33,200.00	0.00	0.00	0.00	0.00
District Funded Concentration	500.00	500.00	0.00	0.00	0.00	0.00
District Funded Supplemental	241,000.00	241,000.00	0.00	0.00	0.00	0.00
Grant Funded	5,000.00	5,000.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	559,810.00	578,810.00	95,000.00	95,000.00	95,000.00	285,000.00
Title I	400,033.00	460,533.00	95,000.00	95,000.00	95,000.00	285,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,412,500.00	1,445,250.00	253,000.00	254,000.00	255,000.00	762,000.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	804,174.00	815,174.00	81,000.00	82,000.00	83,000.00	246,000.00
2000-2999: Classified Personnel Salaries	256,200.00	280,450.00	105,000.00	105,000.00	105,000.00	315,000.00
4000-4999: Books And Supplies	152,290.00	151,790.00	11,000.00	11,000.00	11,000.00	33,000.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	40,000.00	40,000.00	40,000.00	120,000.00
5800: Professional/Consulting Services And Operating Expenditures	197,836.00	195,836.00	16,000.00	16,000.00	16,000.00	48,000.00
5900: Communications	2,000.00	2,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,412,500.00	1,445,250.00	253,000.00	254,000.00	255,000.00	762,000.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: District Funded	Supplemental	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0001: Locally Funded	Title I	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
1000-1999: Certificated Personnel Salaries	Concentration	43,000.00	38,000.00	30,000.00	31,000.00	32,000.00	93,000.00
1000-1999: Certificated Personnel Salaries	District Funded Base	8,200.00	8,200.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
1000-1999: Certificated Personnel Salaries	District Funded Concentration	500.00	500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	District Funded Supplemental	241,000.00	241,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	342,474.00	358,474.00	14,000.00	14,000.00	14,000.00	42,000.00
1000-1999: Certificated Personnel Salaries	Title I	169,000.00	169,000.00	35,000.00	35,000.00	35,000.00	105,000.00
2000-2999: Classified Personnel Salaries	Concentration	52,000.00	10,250.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	140,000.00	126,000.00	45,000.00	45,000.00	45,000.00	135,000.00
2000-2999: Classified Personnel Salaries	Title I	64,200.00	144,200.00	60,000.00	60,000.00	60,000.00	180,000.00
4000-4999: Books And Supplies	Base	52,457.00	52,457.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books And Supplies	Concentration	1,000.00	1,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	District Funded Base	5,000.00	5,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	16,000.00	18,000.00	6,000.00	6,000.00	6,000.00	18,000.00
4000-4999: Books And Supplies	Title I	77,833.00	75,333.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	5,500.00	5,500.00	5,500.00	16,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	20,500.00	20,500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	2,000.00	2,000.00	16,000.00	16,000.00	16,000.00	48,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	District Funded Base	20,000.00	20,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Grant Funded	5,000.00	5,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	61,336.00	76,336.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	89,000.00	72,000.00	0.00	0.00	0.00	0.00
5900: Communications	Concentration	2,000.00	2,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	84,000.00	84,000.00	84,000.00	252,000.00
Goal 2	67,000.00	68,000.00	69,000.00	204,000.00
Goal 3	84,000.00	84,000.00	84,000.00	252,000.00
Goal 4	18,000.00	18,000.00	18,000.00	54,000.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.