

# 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	Contact Name and Title	Email and Phone
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## 2017-20 Plan Summary

### The Story

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 focus 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.

This year's LCAP highlights a refinement of our goals to align to a new Instructional Vision that was born through our strategic planning process. The new instructional vision provides coherence throughout the organization around our core practices aligned to the goals. It clarifies expectations for the staff and defines key terms so that staff have a common understanding of our goals and purpose. The instructional vision came after a group of community stakeholders including business members, parents, students, teachers, administrators and classified staff came together to develop a profile of a graduate. Through this process we determined the core competencies that we want for all students who graduate our system. The work done at these sessions have guided our LCAP with the formation of a new goal. Since the onset of Common Core and the new SBAC testing we have been consistently and deeply examining data to drive our work. With the adoption of new curriculum in both English Language Arts and Math over the last two years our students and staff have faced many changes. Throughout this time we have been examining the strengths and weaknesses of curriculum as well as looking at data. This work has guided our instructional vision which was launched with staff in the spring of 2018. The vision included the new goals and steps for accomplishing the goals. Those are as follows:

LCAP Goal 1: Provide High Quality teaching and learning the promotes opportunity for applying knowledge.

LCAP Goal 2: Ensure that students are college and future ready by equipping them with the competencies identified in a Profile of a Graduate (Self-directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

LCAP Goal 3: Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.

LCAP Goal 4: Fully engage parents/guardians, students and the community in support of student educational outcomes.

Along with changes to the goals we are moving towards coherence for all 12 of our schools by creating uniform matrices to evaluate the effectiveness of the actions and services aligned to our goals. The annual update of this plan documents the new matrices that will take effect moving forward. (attendance, suspension, expulsion, SBAC ELA and Math, iReady, Benchmark Assessment System/Dibels, Special Ed integration data, PLC rubric, attendance of teachers attending professional development, attendance of parents at engagement events) The data will be evaluated by sub-groups to make sure we are consistently focusing on closing the achievement gap.

The steps to achieving our goals are:

1. Deepen learning through an effective instructional program which leverages high quality first instruction aligned to LCAP goal 1.
2. Ensure every child is a reader by third grade aligned to LCAP goal 1.
3. Build the capacity of our teachers through collaboration and job embedded professional development in professional learning communities aligned to LCAP goal 1.
4. Define mastery of guaranteed learning through our Profile of a Graduate aligned to LCAP goal 2.
5. Provide strategic whole system engagement through multi-tiered systems of support aligned to LCAP goal 3.
6. Actively engage parents and the community in student learning and well being aligned to LCAP goal 4.

Key actions and services outlined in the LCAP are Equity Coaches, Reading Intervention Teachers, Counselors, additional teachers to lower class size at title I schools, additional intervention

teachers at middle school, attendance tracking systems, district teachers on special assignment to provide professional development.

## 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 third grade with 25% 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, 45% of students met or exceeded expectations; a greater focus on comprehension, informational texts, research/inquiry, and writing is needed. With regard to math, 37% of students met or exceeded expectations; a greater focus on problem solving skills, real world problem application, building mathematical models, and communicating reasoning is needed. We will continue to monitor growth for ELs through IReady scores and are looking successfully used EIA funds in the form of tutoring or small group interventions to support ELs in both Language arts and Math.

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 most grade levels and student groups, we are still performing at lower than desired rates. School wide 55% 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 63% 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 formative 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, as well as in continuous PD as to research based pedagogy for Dual language programs. Furthermore, Teachers will meet collaboratively to evaluate iReady data, EDL2 data, and DRA 2 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 common formative 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 1

Hire Bilingual Educational Associates to support differentiated instruction interventions. See LCAP goal 2

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 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.

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.

### Increased or Improved services

Refinement of our Academic English Language Development block for K-3rd grades: teachers and staff will be engaged in identifying curriculum for ELD time that is both aligned to California standards and to our DI program. The goal will be to align curricular, and instructional approaches to be implemented across grades.

Provide further supports for EL students in English and Math through reading intervention (4th-6th) and or through after school programs.

## 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	\$89,889,753
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$291,729.00

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.

**DESCRIPTION**

Total Projected LCFF Revenues for LCAP Year

**AMOUNT**

\$70,443,053

# Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Plan Goals 1, 2, 5

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
SBAC ELA scores

**17-18**  
Low with a change indicator of increased significantly

**Baseline**  
Status: Low 8.6 points below level 3

Low with a change indicator of declined

**Metric/Indicator**  
SBAC Math scores

**17-18**  
Low with a change indicator of increased significantly

Low with a change indicator of maintained

Expected

Actual

<p><b>Baseline</b> Status: Low 35.2 points below level 3</p>	
<p><b>Metric/Indicator</b> IReady Math scores for grades 3-6th</p> <p><b>17-18</b> 110% progress towards targeted growth</p> <p><b>Baseline</b> 98% progress towards targeted growth</p>	<p>93.25% progress towards targeted growth</p>
<p><b>Metric/Indicator</b> IReady ELA scores for grades 2nd-6th</p> <p><b>17-18</b> 120% progress towards targeted growth</p> <p><b>Baseline</b> 110% progress towards targeted growth</p>	<p>113% progress toward targeted growth</p>
<p><b>Metric/Indicator</b> K-2nd EDL2 growth scores</p> <p><b>17-18</b> At least 85% of students will grow 4 levels in EDL2</p> <p><b>Baseline</b> TBD by end of current school year</p>	<p>Data will be entered after June 15, 2018.</p>
<p><b>Metric/Indicator</b> 3rd - 6th EDL2 growth scores</p> <p><b>17-18</b> At least 75% of students will grow 2 levels in EDL2</p> <p><b>Baseline</b> TBD by end of current school year</p>	<p>Data will be entered after June 15, 2018.</p>

**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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Purchase Spanish Immersion instructional materials to support Common Core implementation.	1.1 Purchased Spanish Immersion instructional materials to support Common Core implementation.	1.1 Spanish Immersion Instructional Materials 4000-4999: Books And Supplies Base \$5,000	1.1 Spanish Immersion Instructional Materials 4000-4999: Books And Supplies Base 6,500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Hire educational consultant, to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer	1.2 Hire educational consultant, to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer. This action will continue but we will increase the amount to account for the two new consultants we will be using. The new amount will be \$20,000 for the 18-19 school year.	1.2 Educational Consultant 5800: Professional/Consulting Services And Operating Expenditures Concentration \$10,000	1.2 Educational Consultant 5800: Professional/Consulting Services And Operating Expenditures Concentration 10,000

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Collaboration time was provided to allow teachers 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. One challenge with this model has been getting substitutes who are willing to work at a dual immersion school.	1.3 Release Time for MTSS Collaboration 1000-1999: Certificated Personnel Salaries Supplemental \$7,000	1.3 Release time for MTSS collaboration 1000-1999: Certificated Personnel Salaries Supplemental 7,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Hire Bilingual Educational Associates to support differentiated instruction.	4 Bilingual Educational Associates we're hired to support struggling learners and students needing support in English. This action will continue next year but will be moved to goal 2 where there is a focus on closing the achievement gap. More money was spent this year than anticipated because of employee benefits that were more expensive than anticipated.	1.4 Ed. Associates 2000-2999: Classified Personnel Salaries Title I \$60,000	1.4 Ed. Associates 2000-2999: Classified Personnel Salaries Title I 75,000

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 A Dual Language early beginning to the school year will be offered to incoming kinder students	A Dual Language early beginning to the school year was offered to incoming kinder students. This action will continue in the 18-19 school year.	1.5 Teacher Hourly 1000-1999: Certificated Personnel Salaries Base \$2,000	1.5 Teacher Hourly 1000-1999: Certificated Personnel Salaries Base 2,000

## 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 various actions and services in support of the mentioned goals have all been implemented. Teachers all have access to relevant and up to date materials and curriculum that are all aligned to CCSS and NGSS standards. Teachers have also been supported through training and feedback as to instructional strategies and approaches used, as well as to aligning and planning curriculum to state standards and prioritizing standards as well as learning targets. Incoming kinder students have been supported through the early start to the year and bilingual associates have been hired and consistently support students in all grade levels.

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

The actions and services mentioned here are all necessary in order to work toward achieving the articulated goal. It is imperative that teachers have access to CCSS aligned curriculum and that they are provided with training and release time in order to plan high quality and effective units of study for all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Difference in this area is minimal. There was an increased expenditure for Educational Associates because of the increase cost of employee benefits.

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 are in the process of cleaning up the language and creating more concrete district wide goals and metrics. All of our goals will be changing slightly to align to an articulated district instructional vision. The wording of this goal is being changed because it is currently worded to align to the State Priorities which are now embedded within our system. Implementation of the Common Core and other standards are the foundation for our work and as such we need to switch the focus to specify teaching and learning. The wording for the new goal is as follows: Provide high quality teaching and learning that promotes opportunities for applying knowledge. The new metrics that will be the same for all schools in the district aligned to this goal are:

1. Implementation of standards (Local indicator),
2. Percentage of teachers who are fully credentialed
3. Sufficiency of instructional materials as measured by percentage of students who have access to standards aligned instructional materials
4. Facilities in good repair
5. Percentage of teachers participating in professional development aligned to standards and district initiatives as measured by sign in sheets
6. Professional learning communities (PLC) implementation as monitored using a rubric from Richard Dufour's book entitled Learning by Doing, Handbook for PLCs at work.
7. SBAC proficiency in ELA and Math
8. iReady Proficiency in Reading and Math
9. Percentage of students on track to be readers by 3rd grade as measured by BAS or Dibels assessment data.

These changes can be found in the LCAP under the Goals/Actions and Expenditures for 2017-2020 under goal 1.

The goal itself has not changed yet we did realize a need to take a closer look at SBAC goals since it is evident that we were not able to reach the expected outcome. This is especially true for ELA SBAC data where our change indicator shows a decline in scores rather than showing significant growth as expected. We will also consider how students in our 90/10 program will do compared to

previous years where students had received 50/50 instruction in English and in Spanish. We are predicting that we will see a decline in ELA for 3rd grade for 2018, but that we should also see an upswing in ELA for next year's 4th graders.

# Annual Update

LCAP Year Reviewed: **2017-18**

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

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:    Strategic Plan #1

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

EL SBAC scores Math

**17-18**

Low with a change indicator of increased significantly

**Baseline**

Low: 53.5 points below level 3

Low with a change indicator of maintained

**Metric/Indicator**

EL SBAC scores ELA

**17-18**

Low with a change indicator of increased significantly

Low with a change indicator of declined

Expected

Actual

<p><b>Baseline</b> Low: 32.4 points below level 3</p>
<p><b>Metric/Indicator</b> Percentage of students meeting the Exceeds standards in Math</p> <p><b>17-18</b> 13%</p> <p><b>Baseline</b> 8.3%</p>
<p><b>Metric/Indicator</b> Percentage of students meeting the Exceeds standards in ELA</p> <p><b>17-18</b> 21%</p> <p><b>Baseline</b> 16.1%</p>

<p>16.33% of students meeting exceeds standards in Math</p>
<p>16.33% of students meeting exceeds standards in ELA</p>

**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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time)</p>	<p>Teachers were provided with additional release days to Increase collaboration time for the purpose of PLCs. (subs, paid release time out of school time) This practice will continue next year but will move to goal 1 as an action to improve the quality of first instruction.</p>	<p>2.1 PLC Collaboration 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>2.1 PLC Collaboration 1000-1999: Certificated Personnel Salaries Base 5,000</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Summer school program to support students that are 1 or more grade levels behind in Math or Language arts	A summer school program was provided in the summer of 2017 for 200 students. It targeted students where were 2 grade levels below in math or language arts. It was offered in Spanish and was very well received with attendance rates 90% for the four weeks, which is rare with a summer program. This program will not continue next year due to budget cuts.	2.2 Summer School Program 1000-1999: Certificated Personnel Salaries Title I \$35,000	2.2. Summer School Program 1000-1999: Certificated Personnel Salaries Title I 38,000

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals	We funded .25 of an Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals. She provided coaching for teachers to improve quality instruction as well as offered intervention support for students. This action will continue next year but will not require site funding as the district will be paying for the position to continue offering our students the support needed.	2.3 Equity Teacher 1000-1999: Certificated Personnel Salaries Concentration \$30,000	2.3 Equity Teacher 1000-1999: Certificated Personnel Salaries Concentration 30,000

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Purchase Assessment Materials in Spanish appropriate for Dual Immersion programs	Sherman Oaks purchased a program called iStation to provide a Spanish language assessment program to ensure that student	2.4 Assessment Materials in Spanish 4000-4999: Books And Supplies Supplemental \$2,000	2.4Assessment Materials in Spanish 4000-4999: Books And Supplies Supplemental 3,800

progress in Spanish is tracked.  
This action will continue.

## 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.

All of the actions and services were implemented during the school year. We were able to provide a summer school program for struggling learners that met all requirements, we purchased the needed materials for instruction, an equity teacher was hired, and teachers had more collaboration and release time to plan and reflect on instruction.

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

We only met 1 out of the 4 measurable outcomes and the achievement gap persists according to the data gathered. Although this is the case, we do believe that the actions and services are aligned to the overall goal and that they are imperative to address the achievement gaps.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More funding was needed in 2 of the actions due to cost associated to the dual immersion assessments and due to the higher than projected cost of the summer program.

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.

This goal is being changed to align to our new instructional vision that will guide our work for the next 3-5 years. The new goal is "Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps. The Profile of a Graduate competencies were created by a large stakeholder group including parents, teachers, administrators, students, community and board members. They are formed with the idea that they are based on the foundation of building a strong academic core where students are prepared for college, career and life. The academic metrics that will be used to assess this goal are those that will demonstrate our desire to close the achievement gap. They are:

1. Decrease the percentage of English Language learners performing 2 or more grade levels below on iReady in Reading and Math.
2. Increase the percentage of Special Education Students in the General Education setting 50% or more of their day.
3. Percentage of English Learner who make progress towards proficiency as measured by ELPAC.
4. Increase the number of English Learners who are reclassified annually.



5. Increase the percentage of teachers who demonstrate mindset growth on a rubric aligned to the Profile of a Graduate competencies. The rubric is an internal document that was based off of the work done around NGSS with the San Jose Tech Museum of Innovation.

These new metrics can be found in the goals/actions and expenditures section 2017-2020 under Goal 2.

New District actions that will be aligned to these goals are professional development in the area of Universal Design for Learning, Co-Teach/Co-Plan, hiring two teachers who will provide additional services only to identified English Language learners struggling in reading and/or math.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities:    Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Plan #1, 3, 4

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
Suspension/expulsion results  
**17-18**  
Below a 1% suspension rate  
**Baseline**  
.4% student suspended

1.5% suspension rate

**Metric/Indicator**  
Attendance rates  
**17-18**  
97.5 % attendance rate  
**Baseline**  
97.05% attendance rate

97% attendance rate

Expected

**Metric/Indicator**  
Project cornerstone survey

**17-18**  
To show improvement in both areas

**Baseline**  
Lowest areas identified: kindness with peers, and playground climate

**Metric/Indicator**  
SWIS data on the number of referrals

**17-18**  
Daily referral rate: 1

**Baseline**  
Daily referral rate: 1.47

Actual

The area of respecting peers remained consistent. The second area on recess and lunch climate was difficult to interpret due to wording of the survey.

Referral rate is currently at 1 a day.

**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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3.1 Some Staff participated in PBIS professional development but we will need to continue this action to continue providing training and ensure that all staff receive the training and on-going support. All staff participated in training on the new Social emotional curriculum (Toolbox) that was purchased for each classroom. This action will also continue as on-going training is needed.</p>	<p>3.1 PBIS Professional Development 1000-1999: Certificated Personnel Salaries Supplemental \$2,500</p>	<p>3.1 PBIS Professional Development 1000-1999: Certificated Personnel Salaries Supplemental 2,500</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Expand enrichment opportunities available for students both during school and out of school time activities <ul style="list-style-type: none"><li>field trips</li><li>Art program for 3rd grade</li></ul>	3.2 Expand enrichment opportunities available for students both during school and out of school time activities <ul style="list-style-type: none"><li>field trips</li><li>Art program for 3rd grade</li></ul>	3.2 Enrichment Opportunities 5000-5999: Services And Other Operating Expenditures Concentration \$5,500	3.2 Enrichment Opportunities 5000-5999: Services And Other Operating Expenditures Concentration 5,500

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision	A Campus Supervisor was hired to support students with challenging behaviors. This position will be expanded to a full time position next year.	3.3 Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental \$45,000	3.3 Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental 45,000

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Staff retreat/ professional development on community responsiveness and restorative practices	Staff retreat/ professional development on community responsiveness and restorative practices	3.4 Staff Retreat and Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$12,000	3.4 Staff Retreat and Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 12,000

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior	Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior	3.5 Student Incentive Materials 4000-4999: Books And Supplies Supplemental \$1,000	3.5 Student Incentive Materials 4000-4999: Books And Supplies Supplemental 1,000

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Playworks coach who provides recess and PE activities to create a positive school climate, and after school opportunities for students	A Playworks coach was hired who offered recess games for children. The coach worked to help students problem solve both in-class and out of class conflicts.	3.6 Playworks 5000-5999: Services And Other Operating Expenditures Supplemental \$18,000	3.6 Playworks 5000-5999: Services And Other Operating Expenditures Supplemental 19,000

## 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.

All actions and services planned have been fully implemented and are aligned to the goals and measurable outcomes set.

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

There was evident growth toward the overall goal set in this area. The actions and services seem to have been aligned and demonstrated effectiveness in achieving these. All but one outcome was met through the actions and services set.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actuals in this area are consistent with the budgeted 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.

The wording of this goal is changing just slightly to align to our instructional vision as well as the work we are doing around Multi-tiered systems of support. The new goal will be "Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students." The new metrics aligned to this goal will be:

1. School attendance rates
2. Chronic absenteeism rates
3. Middle school drop out rates
4. Student suspension rates
5. Student expulsion rates
6. Number of initial student study team meetings held to plan support for students as measured by SST schedules.
7. Number of Special Education students who were recommended through the student study team process for Special Education and qualified as determined by SpEd Records.
8. The number of students who are exited from Special Education as determined by student schedule and SpEd Records.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 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 Priorities:     Priority 3: Parental Involvement (Engagement)  
                               Priority 6: School Climate (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Strategic Plan # 4

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Parent workshop and Cafecito attendance rate

**17-18**

An average of 25 parents to participate in workshops

**Baseline**

An average of 20 parents to participate in workshops

Parent workshop and Cafecito attendance rate

An average of 20-25 parents have participated consistently in workshops and or cafecitos

**Metric/Indicator**

Parent sign-in sheet for Sherman Oaks University

**17-18**

100-120 parents

**Baseline**

80-100 parents

Parent sign-in sheet for Sherman Oaks University reached a rate of 86 parents

**Metric/Indicator**

Teaching Excellence Network survey results and feedback loop

100% of 3rd-6th grade students participated in the TEN feedback loop

Expected

**17-18**

100% of students to participate in feedback loops

**Baseline**

100% of 3rd-6th grade students and teachers/staff to take survey

80% of families to take survey

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**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.1 A variety of structures will be put into place to encourage parent participation and engagement</p> <ul style="list-style-type: none"> <li>• Parent nights</li> <li>• Back to school nights</li> <li>• Coffee with the principal</li> </ul>	<p>We held many parent engagement events at Sherman Oaks and we provided funding to support materials for the events at our :</p> <ul style="list-style-type: none"> <li>• Parent nights: Exhibitions</li> <li>• Back to school night</li> <li>• Coffee with the principal</li> </ul>	<p>4.1 Parent Engagement Activities 4000-4999: Books And Supplies Supplemental \$3,000</p>	<p>4.1 Parent Engagement Activities 4000-4999: Books And Supplies Supplemental 3,000</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4.2 TEN initiative to ensure community responsiveness</p>	<p>We allocated funding to support a survey that engaged stakeholder feedback around how to improve quality classroom instruction and responsiveness to students and parents alike. This will not continue next year because of the administrative change that will be occurring.</p>	<p>4.2 TEN Initiative 5000-5999: Services And Other Operating Expenditures Base \$2,000</p>	<p>4.2 TEN Initiative 5000-5999: Services And Other Operating Expenditures Base 2,000</p>



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Cost of Los Dichos project	The Los Dichos program as funded and parent volunteers worked with elementary classrooms to read books on a regular basis that focused on a variety of social emotional skills. Funding will continue to provide access to the books needed for the program.	4.3 Los Dichos Project 5000-5999: Services And Other Operating Expenditures Base \$2,500	4.3 Los Dichos Project 5000-5999: Services And Other Operating Expenditures Base 2,500

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Bilingual parent engagement and empowerment workshops will be offered <ul style="list-style-type: none"> <li>Parent workshops on technology, parenting, social emotional learning, etc..</li> </ul>	Workshops were offered this year but we did not spend the entire amount allocated because we were not able to have as many event nights as planned. We did not have availability of appropriate staff for these events. We will continue the events next year and seek community engagement to ensure they can happen.	4.4 Bilingual Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures Concentration \$6,000	4.4 Bilingual Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures Concentration 1,000

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Sherman Oaks Parent University	We offered the Parent University and were able to offer a variety of classes in both english and spanish and attendance increased from the previous year. This is a practice that will continue in 2018.	4.5 Parent University 1000-1999: Certificated Personnel Salaries Supplemental \$4,500	4.5 Parent University 1000-1999: Certificated Personnel Salaries Supplemental 4,500

# 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.

All actions and services in this area were implemented toward the achievement of the articulated goal.

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

Most of the actions and services are aligned to the goal in this section and measurable outcomes in this section were also reached, yet more actions will be created that are better aligned to the ultimate goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only area where there was a difference was in action 4.4. Most of the workshops we engaged parents in were provided free of charge to the site.

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 wording for the goal will change slightly to align with our Instructional Vision. The new goal will be: Fully engage parents/guardians, students and the community in support of student educational outcomes. The new metrics for this goal will be:

1. The percentage of parents who participate in our online system of gathering stakeholder feedback called Thought Exchange. Our goal will be to expand that annually.
2. The percentage of students in grades 3-8 who participate in Thought Exchange. We also strive to increase that annually.
3. The number of parents signed up to receive electronic information such as newsletters and SeeSaw student portfolios. The goal will be to increase this number annually.
4. The number of parents who attend the following three parent engagement activities: parent teacher conferences, back to school night and the school determined parent engagement event/s.
5. The number of community based partnerships that enhance the educational experience of students. Our goal will be to increase these annually if the partnership is one that is valuable to student success and learning.
6. Increase parent engagement for at-risk students by tracking home visits and the number of families who attend the intervention conferences.

# Annual Update

LCAP Year Reviewed: **2017-18**

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 Priorities:  
Local Priorities:

### 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: 2018-19

## 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 2016-2017 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 for 2017-2018**

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

August: Teachers and staff participated in TEN circuits meant to align teaching philosophy to the Priorities set by the community.

October: Teachers reflected on set priorities and developed PLCs around them

December- March: Students (3rd-6th) and parents (for some primary classes) provided feedback to teachers and staff on the 12 school priorities

May: Students (3rd-6th) and parents (for some primary classes) provided feedback to teachers and teachers reflect on feedback to look for growth.

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, 6th 2018 Sherman Oaks Staff participated in a process to give input on the progress towards this year's goals and on the development of goals and actions for the 2018-19 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 26, 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

- April 6th 2018- We held our Cafecito with the principal where parents provided feedback in regards to the eight state priorities for LCAP.
- April 26th, 2018- We held our ELAC meeting where parents provided feedback in regards to the eight state priorities for LCAP.
- February 13th, March 20th, April 17th- We held School Site Council meetings and discussed various aspects of the LCAP including changes in goals, actions, services, and budgeting.

Input from parent and teacher meetings including several ongoing meetings during 2017-2018, the Leadership team meetings, the School Site Council (various dates), the ELAC May 12/16, and the Principal's Coffees (various dates):

- Providing more enrichment programs during or after school
- More support for parents to support kids in the Dual Immersion program
- More focused reading intervention
- More planning and collaboration time/days

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 compressive school supports we already have in place but stated that more communication about this was needed. As a result more communication will go out to stakeholders in monthly newsletters. There was also a desire from parents to have more services available for our advanced learners. As a result of this there was a Parent Advisory Gate Committee formed which will continue as a action item in the 2016-2017 LCAP.

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

#### 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    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 declined	Low with a change indicator of increased significantly	Status: Medium

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	93.25% progress towards targeted growth	100% progress towards targeted growth	110% progress towards targeted growth
IReady ELA scores for grades 2nd-6th	110% progress towards targeted growth	113% progress towards targeted growth	118% progress towards targeted growth	123% 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

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks  
[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1 Purchase Spanish Immersion instructional materials to support Common Core implementation.

2018-19 Actions/Services

1. Purchase Spanish Immersion assessment materials to support dual immersion program model:iStation

2019-20 Actions/Services

See actions from 19-20

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	6,500	6,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 1.1 Spanish Immersion Instructional Materials	5000-5999: Services And Other Operating Expenditures 1.Spanish assessment materials	5000-5999: Services And Other Operating Expenditures 1 Spanish assessmentl Materials

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]



**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant	5800: Professional/Consulting Services And Operating Expenditures 1.2 Educational Consultant
Budget Reference			

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

3 Provide collaboration time to analyze data and further the work of professional learning communities. Teacher release days/Substitute cost.  
4. Provide pay for teachers to do hourly work outside of work time to further their PLC work and to provide a dual language orientation for incoming kindergarten students.  
5. Hire a library and media associate for the library.

**2019-20 Actions/Services**

See actions from 18-19

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,000	12,623	16,409
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3 Release Time for MTSS Collaboration	1000-1999: Certificated Personnel Salaries 3 Release Time PLC work	1000-1999: Certificated Personnel Salaries 3 Release Time for PLC work

Amount		2,377	3090
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 3a. Benefits for release time subs	3000-3999: Employee Benefits 3a. Benefits for release time subs
Amount		8415	10,939
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 4. Hourly pay for teachers	1000-1999: Certificated Personnel Salaries 4. Hourly pay for teachers
Amount		1585	2060
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits 4a. Benefits for hourly pay	3000-3999: Employee Benefits 4a. Benefits for hourly pay
Amount		32,000	32,960
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries 5. Library/Media Specialist	2000-2999: Classified Personnel Salaries 5. Library/Media Specialist
Amount		8579	8837
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries 5a. benefits for library/media	2000-2999: Classified Personnel Salaries 5a. benefits for library/media

**Action 4**

**OR**

**Actions/Services**

Unchanged Action	Unchanged Action	Unchanged Action
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**Budgeted Expenditures**

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:     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 2017-18 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
SBAC data for EL's students in ELA.	Only 8.9% of our English learners met standard on the 2017 SBAC ELA assessment.	TBD	27% of our EL students will meet standards on 2019 SBAC assessment.	31% of our EL students will meet standards on 2020 SBAC assessment.
SBAC data for SED students in ELA.	33.9% of our Socio-economically disadvantaged students met standard on the SBAC ELA assessment.	TBD	38% of our SED students will meet standards on 2019 SBAC assessment.	42% of our SED students will meet standards on 2020 SBAC assessment.
CELDT Scores	25% of students in school for less than five years have scored at the English Proficient level.	TBD	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
CELDT Long Term EL's	50% of students in school for 5 years of more met English Proficient Level.	TBD	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
CELDT AMAO 1	47.33% of Sherman Oaks EL's improved at least on level on the CELDT	TBD	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
Decrease the percentage of Els performing 2 or more grade levels below on iReady in Reading and Math.	New metric so baseline will be 17-18 Reading: 55% Math: 46%	Reading: 55% Math: 46%	Reading: 51% Math: 42%	Reading: 46% Math: 41%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.	Ne metric so baseline will be 17-18 Reading: 84.6% Math: 71.7%	Reading: 84.6% Math: 71.7%	Reading: 80.6% Math: 67.7%	Reading: 76% Math: 64%
Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.	Ne metric so baseline will be 17-18			
Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	Baseline data not available yet due to new State testing.	To be determined	To be determined	to be determined
Percentage of English Learners who are reclassified	9.2% reclassification rate	8.3% reclassification rate	11%	13%
Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.	This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.	N/A: New metric	TBD	TBD

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

1. Increase collaboration time for teachers for the purpose of further developing school PLC. (subs, paid release time out of school time)

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1. This action will continue but will be funded from a different budget and can be found under goal 1.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

See actions from 18-19

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	7,000	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1 PLC Collaboration	1000-1999: Certificated Personnel Salaries 1 PLC Collaboration	1000-1999: Certificated Personnel Salaries 1 PLC Collaboration
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:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2. Summer school program to support students that are 1 or more grade levels behind in Math or Language arts  
 3. Hire Bilingual Educational Associates to support differentiated instruction and interventions.

2. Program will not continue due to budget constraints  
 3. Hire Bilingual Educational Associates to support differentiated instruction and interventions.  
 4. Hire staff to support and after school reading intervention program.  
 5. Increase the time for the campus supervisor to a full time position.

See actions from 18-19

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$35,000	0	0
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Summer School Program	1000-1999: Certificated Personnel Salaries 2. Summer School Program	1000-1999: Certificated Personnel Salaries 2. Summer School Program
Amount		53,577	55,184
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries 3. Bilingual Ed. Associates	2000-2999: Classified Personnel Salaries 3. Bilingual Ed. Associates
Amount		14,366	18,675
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits 3a. Ed. Associates benefits	3000-3999: Employee Benefits 3a. Ed. Associates benefits

Amount		25,000	25,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries 4. After school reading intervention staff	1000-1999: Certificated Personnel Salaries 4. After school reading intervention staff
Amount		4707	6119
Source		Supplemental	Supplemental
Budget Reference		0001-0999: Unrestricted: Locally Defined 4a. benefits for reading staff	0001-0999: Unrestricted: Locally Defined 4a. benefits for reading staff

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Sherman Oaks

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals  
\*Funded by district

2019-20 Actions/Services

Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals  
\*Funded by district

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Equity Teacher	1000-1999: Certificated Personnel Salaries Equity Teacher	1000-1999: Certificated Personnel Salaries Equity Teacher

**Action 4**

OR

		Specific Schools: Sheraman Oaks
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**Actions/Services**

**Budgeted Expenditures**

# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)  
                               Priority 6: School Climate (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     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 Data	Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.	One student was suspended for a total of 8 days	Below a 1% suspension rate	Below a 1% suspension rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SWIS ODR Data	12% of our students have two or more ODR's	7.9% of students have two or more ODR's	6% of our students will have two or more ODR's	4% of our students will have two or more ODR's
Track in Powerschool the number of initial student study team meetings to plan support for students.	We have held 50 S4 SST meetings.	Increase the number of S1 meetings to 50 and S2 meetings to 25.	Reach a rating of 4 for both areas	Maintain a rating of 4 for both areas
School Attendance Rates	Daily referral rate: 1.47	Will be determined in June 2017	Daily referral rate: 0.75	Daily referral rate: 0.5
Reduce the number of students who are chronically absent	new metric: baseline will be 17-18	To be determined at the end of the school year in June 2017		
Number of students who received an initial student study team meeting to create a support plan	new metric: baseline will be 17-18			
Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.	new metric: baseline will be 17-18			
Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.	new metric: baseline will be 17-18			

# 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: special needs  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

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**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 PBIS Professional Development	1000-1999: Certificated Personnel Salaries 3.1 PBIS Professional Development	1000-1999: Certificated Personnel Salaries 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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**

Year	2017-18	2018-19	2019-20
Amount	\$5,500	\$5,500	\$5,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities	5000-5999: Services And Other Operating Expenditures 3.2 Enrichment Opportunities
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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.3 Campus Supervisor to support students school-wide with behavioral need

3.3 Campus Supervisor to support students school-wide with behavioral need

3.3 Campus Supervisor to support students school-wide with behavioral need

and to support PBIS behavior support systems, as well as to provide class and campus supervision

and to support PBIS behavior support systems, as well as to provide class and campus supervision

and to support PBIS behavior support systems, as well as to provide class and campus supervision

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$45,000	\$45,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 3.3 Campus Supervisor	2000-2999: Classified Personnel Salaries 3.3 Campus Supervisor	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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.4 Staff retreat/ professional development on community responsiveness, restorative practices, and mission/vision, as well as collective commitments overview

3.4 Staff retreat/ professional development on community responsiveness, restorative practices, and mission/vision, as well as collective commitments overview

3.4 Staff retreat/ professional development on community responsiveness, restorative practices, and mission/vision, as well as collective commitments overview

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.4 Staff Retreat and Professional Development	5000-5999: Services And Other Operating Expenditures 3.4 Staff Retreat and Professional Development	5000-5999: Services And Other Operating Expenditures 3.4 Staff Retreat and Professional Development

**Action 5**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
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**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 3.5 Student Incentive Materials	4000-4999: Books And Supplies 3.5 Student Incentive Materials	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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: School Services  
 [Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$18,000	\$18,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3.6 Playworks	5000-5999: Services And Other Operating Expenditures 3.6 Playworks	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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

### State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    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 perception Surveys completed	180	200	An average of 30 parents to participate in workshops	An average of 35 parents to participate in workshops

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Participation in school sponsored events	50%	60%	At least 120 parents in attendance	At least 130 parents in attendance
Number of parents taking leadership roles on school committees - ELAC, HSC, SSC, Campus Collaborative.	12	20	100% of students and 50% of families to participate in feedback loops	100% of students and 75% of families to participate in feedback loops
Track the number of parents participating in Thought Exchange perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had 1608 district-wide parents participate and 68 participated from Sherman Oaks.	Increase district number to 2000 and Sherman Oaks number to 100		
Track the number of students participating in Thought Exchange Perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had ____ overall students participate this year and ____ participated at Sherman Oaks School.	Increase district number to ____ and Sherman Oaks school number to ____		
Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)	This is a new metric and baseline data will start in 2018-2019.	N/A		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Using sign in sheets track the number of families who attend: back to school night, parent teacher conferences and the school sponsored parent engagement event.	This is a new metric and we will determine baseline data in 2018-2019.	N/A		
Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.	This is a new metric and will have baseline data in the 2018-2019 year.	N/A		
Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.	This is a new metric and will have baseline data in the 2017-18 year.			

## 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:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)



Specific Student Groups: special needs  
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
 Foster Youth  
 Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

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 Actions/Services**

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 Actions/Services**

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**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 4.1 Parent Engagement Activities	4000-4999: Books And Supplies 4.1 Parent Engagement Activities	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
Specific Student Groups: special needs  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

4.2 TEN initiative to ensure community responsiveness

2018-19 Actions/Services

4.2 TEN initiative to ensure community responsiveness

2019-20 Actions/Services

4.2 TEN initiative to ensure community responsiveness

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.2 TEN Initiative	5000-5999: Services And Other Operating Expenditures 4.2 TEN Initiative	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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

4.3 Los Dichos project

2018-19 Actions/Services

4.3 Los Dichos project

2019-20 Actions/Services

4.3 Los Dichos project

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4.3 Los Dichos Project	5000-5999: Services And Other Operating Expenditures 4.3 Los Dichos Project	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:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

4.4 Bilingual parent engagement and empowerment workshops will be offered

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

2018-19 Actions/Services

4.4 Bilingual parent engagement and empowerment workshops will be offered

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

2019-20 Actions/Services

4.4 Bilingual parent engagement and empowerment workshops will be offered

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4.4 Bilingual Parent Engagement	5800: Professional/Consulting Services And Operating Expenditures 4.4 Bilingual Parent Engagement	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:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4.5 Sherman Oaks Parent University

4.5 Sherman Oaks Parent University

4.5 Sherman Oaks Parent University

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,500	\$4,500	\$4,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4.5 Parent University	1000-1999: Certificated Personnel Salaries 4.5 Parent University	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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

## Goal 5

### State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### 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.

#### Action 1

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$978,106

Percentage to Increase or Improve Services

17.51%

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).

\*Reading Intervention Teacher

\*Teacher on Special Assignment to support the needs of struggling learners

\*Consultant support to improve the dual immersion program and provide teacher training to ensure teachers have necessary skills to meet the needs of English Learners

\*After school intervention program

\*Community Liaison to support connecting students to school and community resources

\*District counseling and MFTI support ]

\*Educational Associates to support students in the classroom

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**



Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$813,600

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

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).

\*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)

# 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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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, enter 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, enter 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**

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**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 enter "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 entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 *EC* 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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 *California Code of Regulations, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 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 (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - 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 University of California (UC) or California State University (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 California English Language Development Test (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. S broad course of study including courses described under *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

*Prepared by the California Department of Education, October 2016*



# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	258,000.00	275,300.00	206,000.00	291,729.00	307,773.00	805,502.00
Base	16,500.00	18,000.00	11,500.00	4,500.00	4,500.00	20,500.00
Concentration	51,500.00	46,500.00	6,000.00	6,000.00	6,000.00	18,000.00
Supplemental	95,000.00	97,800.00	153,500.00	213,286.00	223,414.00	590,200.00
Title I	95,000.00	113,000.00	35,000.00	67,943.00	73,859.00	176,802.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	258,000.00	275,300.00	206,000.00	291,729.00	307,773.00	805,502.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	4,707.00	6,119.00	10,826.00
1000-1999: Certificated Personnel Salaries	86,000.00	89,000.00	86,000.00	53,038.00	59,348.00	198,386.00
2000-2999: Classified Personnel Salaries	105,000.00	120,000.00	45,000.00	139,156.00	141,981.00	326,137.00
3000-3999: Employee Benefits	0.00	0.00	0.00	18,328.00	23,825.00	42,153.00
4000-4999: Books And Supplies	11,000.00	14,300.00	9,000.00	4,000.00	4,000.00	17,000.00
5000-5999: Services And Other Operating Expenditures	40,000.00	41,000.00	40,000.00	46,500.00	46,500.00	133,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00	11,000.00	26,000.00	26,000.00	26,000.00	78,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	258,000.00	275,300.00	206,000.00	291,729.00	307,773.00	805,502.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	4,707.00	6,119.00	10,826.00
1000-1999: Certificated Personnel Salaries	Base	7,000.00	7,000.00	7,000.00	0.00	0.00	7,000.00
1000-1999: Certificated Personnel Salaries	Concentration	30,000.00	30,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	14,000.00	14,000.00	44,000.00	53,038.00	59,348.00	156,386.00
1000-1999: Certificated Personnel Salaries	Title I	35,000.00	38,000.00	35,000.00	0.00	0.00	35,000.00
2000-2999: Classified Personnel Salaries	Supplemental	45,000.00	45,000.00	45,000.00	85,579.00	86,797.00	217,376.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00	75,000.00	0.00	53,577.00	55,184.00	108,761.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	3,962.00	5,150.00	9,112.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	14,366.00	18,675.00	33,041.00
4000-4999: Books And Supplies	Base	5,000.00	6,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	6,000.00	7,800.00	9,000.00	4,000.00	4,000.00	17,000.00
5000-5999: Services And Other Operating Expenditures	Base	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	Concentration	5,500.00	5,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	30,000.00	31,000.00	35,500.00	42,000.00	42,000.00	119,500.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	16,000.00	11,000.00	6,000.00	6,000.00	6,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2017-18 Annual Update Budgeted</b>	<b>2017-18 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	84,000.00	100,500.00	32,000.00	92,079.00	100,795.00	224,874.00
<b>Goal 2</b>	72,000.00	76,800.00	72,000.00	97,650.00	104,978.00	274,628.00
<b>Goal 3</b>	84,000.00	85,000.00	84,000.00	84,000.00	84,000.00	252,000.00
<b>Goal 4</b>	18,000.00	13,000.00	18,000.00	18,000.00	18,000.00	54,000.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00

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