

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Oaks Elementary School

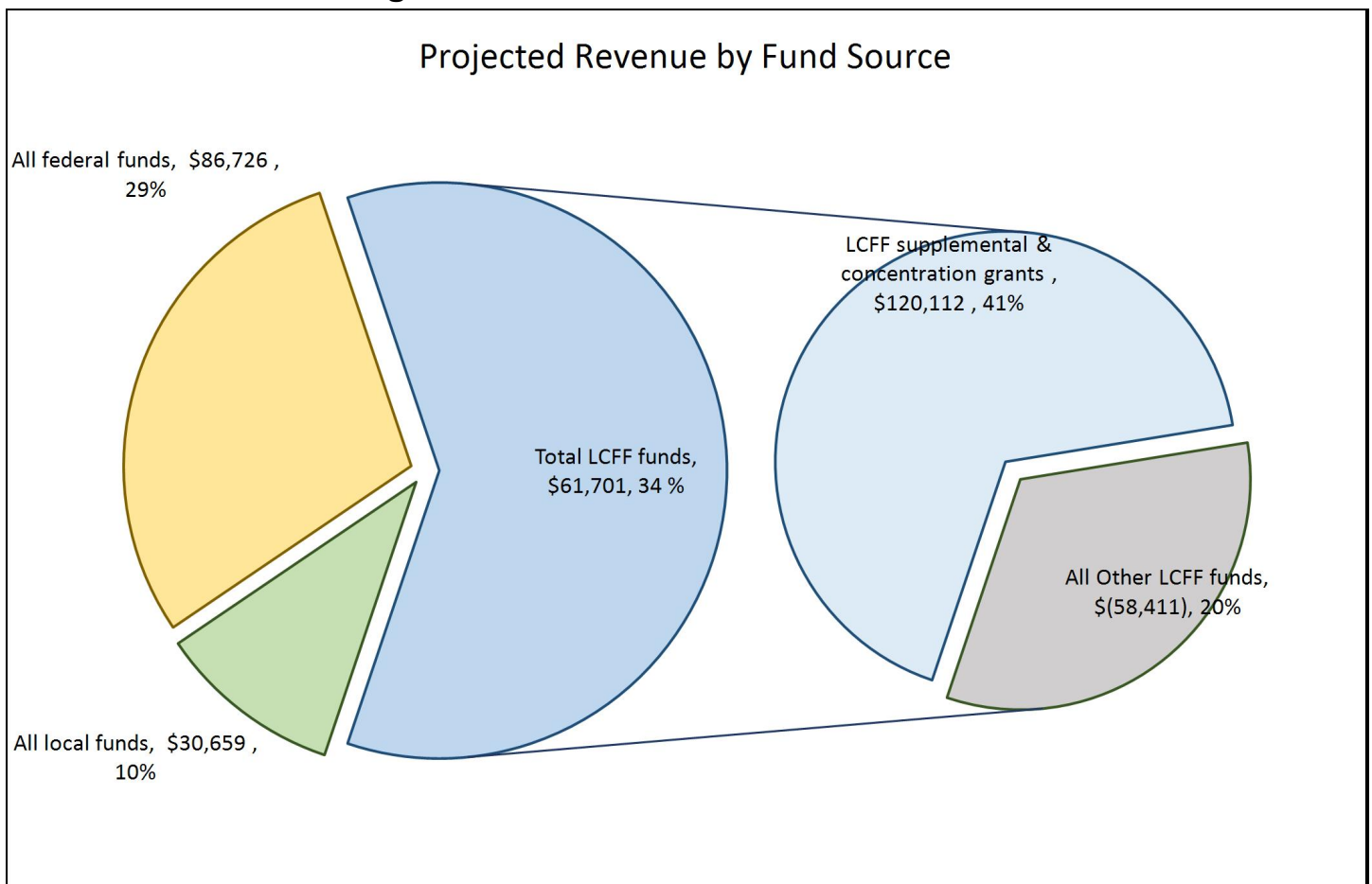
CDS Code: 43-69393-6046692

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Marco Chavez, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year



This chart shows the total general purpose revenue Sherman Oaks Elementary School expects to receive in the coming year from all sources.

The total revenue projected for Sherman Oaks Elementary School is \$179,086.12, of which \$61,701.00 is Local Control Funding Formula (LCFF), \$30,659.00 is local funds, and \$86,726.12 is federal funds. Of the \$61,701.00 in LCFF Funds, \$120,112.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Sherman Oaks Elementary School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

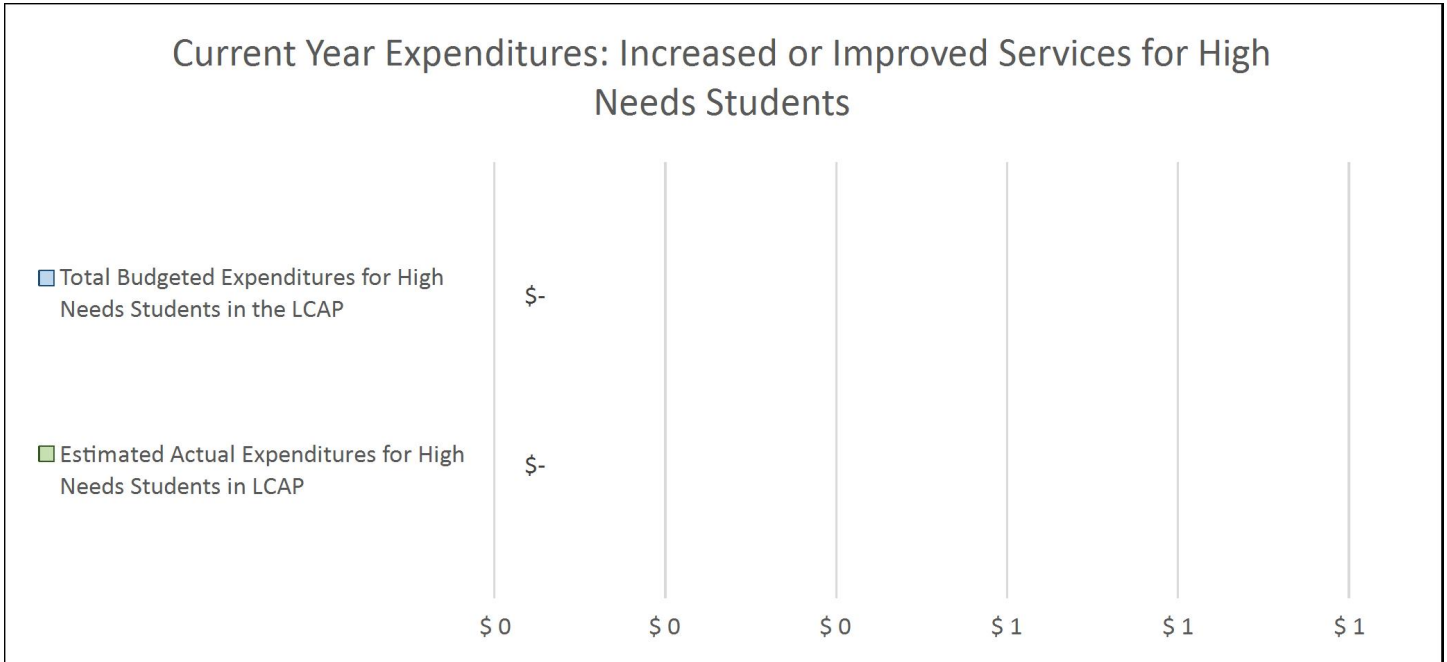
Sherman Oaks Elementary School plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sherman Oaks Elementary School is projecting it will receive \$120112.00 based on the enrollment of foster youth, English learner, and low-income students. Sherman Oaks Elementary School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sherman Oaks Elementary School plans to spend \$ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Sherman Oaks Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherman Oaks Elementary School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sherman Oaks Elementary School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Sherman Oaks Elementary School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): 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
Sherman Oaks Elementary School	Marco Chavez Principal	mchavez@campbellusd.org 408-795-1140

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 540 students, from TK 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 based on pre-assessment. The school community is made up of 87% Latino students, 6% White, 1.6% Black, 1% Asian, and the rest other/declined to state. 67% of our population qualifies for free or reduced lunch.

Currently, we have three classes in K and third grades, four classes in first and second grades, and two classes in each upper grade, 4-6. We also offer full-day TK and 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 that 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.

Sherman Oaks LCAP highlights its continued development and collaborative team (PLC) approach toward ensuring that all of our students are achieving and that interventions are in place for the students that need additional supports. The Sherman Oaks LCAP also highlight the work that our staff and community is doing to further strengthen the dual language immersion program (Spanish-English) to ensure that our students are bilingual and biliterate. Further, the LCAP reflect that commitment to ensuring that Sherman Oaks is a safe place, conducive to learning, with the implementation of our PBIS framework and social emotional learning curriculum. Finally, our LCAP captures the importance of a strong partnership with our parents and community through planned workshops, volunteer options, and governance/leadership opportunities.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Overall there was a slight decline in ELA (3-6) by four percentage points. The biggest growth in English Language Arts was fourth grade with 13% more students meeting or exceeding standards. The biggest growth in Math was fourth grade with 14% more students meeting or exceeding standards. Comparing the last two school years, some 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, 41% of students met or exceeded expectations; a greater focus on comprehension, informational texts, research/inquiry, and writing is needed. With regard to math, 38% 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 LCFF and Title I funds in the form of tutoring or small group interventions to support ELs in both Language arts and Math.

Referring to the California School Dashboard, 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 continue 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 in 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 California School Dashboard, 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 to reduce the achievement gaps:

- Increase collaboration time for teachers for the purpose of PLCs focusing on analyzing subgroup 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 decreased due to systematic implementation of PBIS:

- The school will continue to focus on school climate through the PBIS committees (fully implementing the three tiers) comprised of teachers representing all grade levels.
- Teachers and staff will receive training on de-escalation strategies in order to further support and engage students.

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.
- ELPAC data will also be monitored at least twice a year to ensure progress for all ELs
- GLAD training and coaching will continue to be provided

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC ELA scores</p> <p>18-19 Low with a change indicator of increased significantly</p> <p>Baseline Status: Low 8.6 points below level 3</p>	<p>ELA Met/Exceed SiteWide 2018</p> <p>Third (80) 39%</p> <p>Fourth (72) 43%</p> <p>Fifth (60) 30%</p> <p>Sixth (49) 51%</p> <p>ALL SOAKS Students (261) 41%</p>
<p>Metric/Indicator SBAC Math scores</p> <p>18-19 Low with a change indicator of increased significantly</p> <p>Baseline Status: Low 35.2 points below level 3</p>	<p>Math Met/Exceed SiteWide 2018</p> <p>Third (81) 39%</p> <p>Fourth (73) 46%</p> <p>Fifth (60) 25%</p> <p>Sixth (49) 39%</p> <p>ALL SOAKS Students (262) 38%</p>

Expected

Actual

<p>Metric/Indicator IReady Math scores for grades 3-6th</p> <p>18-19 100% progress towards targeted growth</p> <p>Baseline 98% progress towards targeted growth</p>

<p>IReady Math Scores for Grades 2nd - 6th</p> <p>Grade 2 45%</p> <p>Grade 3 30%</p> <p>Grade 4 52%</p> <p>Grade 5 34%</p> <p>Grade 6 28%</p> <p>Overall 35%</p>

<p>Metric/Indicator IReady ELA scores for grades 2nd-6th</p> <p>18-19 118% progress towards targeted growth</p> <p>Baseline 110% progress towards targeted growth</p>

<p>IReady ELA Scores for grades 2nd - 6th</p> <p>Grade 2 60%</p> <p>Grade 3 39%</p> <p>Grade 4 63%</p> <p>Grade 5 55%</p> <p>Grade 6 47%</p> <p>Overall 51%</p>

<p>Metric/Indicator K-2nd EDL2 growth scores</p> <p>18-19 At least 88% of students will grow 4 levels in EDL2</p> <p>Baseline TBD by end of current school year</p>

<p>TK - 2nd growth of 4 levels in EDL2</p> <p>Grade TK - 75%</p> <p>Grade K - 92%</p> <p>Grade 1 - 88%</p> <p>Grade 2 - 78%</p> <p>Grade 3 - 94%</p>

<p>Metric/Indicator 3rd - 6th EDL2 growth scores</p> <p>18-19 At least 78% of students will grow 2 levels in EDL2</p> <p>Baseline TBD by end of current school year</p>

<p>3rd - 6th growth of 2 levels in EDL2</p> <p>Grade 3 - 94%</p> <p>Grade 4 - 93%</p> <p>Grade 5 - 94%</p> <p>Grade 6 - 95%</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. Purchase Spanish Immersion assessment materials to support dual immersion program model:iStation

1. Purchased the following assessment materials to strengthen our dual immersions program: EDL2 kits and iStation
2. Purchased iStation license for all students

1.Spanish assessment materials 5000-5999: Services And Other Operating Expenditures Supplemental 6,500

1.Spanish assessment materials 5000-5999: Services And Other Operating Expenditures Supplemental 6,750

Action 2

Planned Actions/Services

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

Actual Actions/Services

2. Hired SDCOE consultants

Budgeted Expenditures

1.2 Educational Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000

Estimated Actual Expenditures

1.2 Educational Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,000

Action 3

Planned 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.

Actual Actions/Services

3. Provided collaboration time for TK - 3rd grade teachers through PLC release days
4. Teachers participated in collaboration time, outside of contractual hours to further work on PLC strategies and to offer an orientation for incoming kindergarten students
5. Hired a media associate for the library

Budgeted Expenditures

3 Release Time PLC work 1000-1999: Certificated Personnel Salaries Supplemental 12,623

3a. Benefits for release time subs 3000-3999: Employee Benefits Supplemental 2,377

4. Hourly pay for teachers 1000-1999: Certificated Personnel Salaries Supplemental 8,415

4a. Benefits for hourly pay 3000-3999: Employee Benefits Supplemental 1,585

5. Library/Media Specialist 2000-2999: Classified Personnel Salaries Supplemental 32,000

Estimated Actual Expenditures

3 Release Time PLC work 1000-1999: Certificated Personnel Salaries Supplemental 7,568

3a. Benefits for release time subs 3000-3999: Employee Benefits Supplemental 1,525

4. Hourly pay for teachers 1000-1999: Certificated Personnel Salaries Supplemental 10,348

4a. Benefits for hourly pay 3000-3999: Employee Benefits Supplemental 2,085

5. Library/Media Specialist 2000-2999: Classified Personnel Salaries Supplemental 24,991

5a. benefits for library/media
2000-2999: Classified Personnel
Salaries Supplemental 8,579

5a. benefits for library/media
2000-2999: Classified Personnel
Salaries Supplemental 7,780

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/services were implemented focusing on achieving the articulated goal.

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

Based on district assessment data, there is significant academic growth and program coherence through the implementation of the actions/services in this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Release Time PLC work - For this item we spent \$5,055 less than budgeted because we implemented a PLC Release time process that did not require the projected number of substitute teachers.

Library/Media Specialist - The salary for this position was calculated at a higher percentage of FTE than the actual 0.75 FTE, with savings of \$7,009.

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.

To support this goal, the School Site Council along with our school's leadership team, decide to purchase an phonics intervention program, in English. Our data showed a need to strengthen our English reading program.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Ensure that 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

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

SBAC data for EL's students in ELA.

18-19

27% of our EL students will meet standards on 2019 SBAC assessment.

Baseline

Only 8.9% of our English learners met standard on the 2017 SBAC ELA assessment.

ELA Demographics Met/Exceed 2018

ELL 10%

Metric/Indicator

SBAC data for SED students in ELA.

18-19

38% of our SED students will meet standards on 2019 SBAC assessment.

Baseline

ELA Demographics Met/Exceed 2018

SED 32%

Expected

33.9% of our Socio-economically disadvantaged students met standard on the SBAC ELA assessment.

Metric/Indicator

CELDT Scores

18-19

This metric will be replaced with ELPAC data.

Baseline

25% of students in school for less than five years have scored at the English Proficient level.

Metric/Indicator

CELDT Long Term EL's

18-19

This metric will be replaced with ELPAC data.

Baseline

50% of students in school for 5 years of more met English Proficient Level.

Metric/Indicator

CELDT AMAO 1

18-19

This metric will be replaced with ELPAC data.

Baseline

47.33% of Sherman Oaks EL's improved at least on level on the CELDT

Metric/Indicator

Decrease the percentage of ELs performing 2 or more grade levels below on iReady in Reading and Math.

18-19

Reading: 51%

Math: 42%

Baseline

New metric so baseline will be 17-18

Reading: 55%

Math: 46%

Metric/Indicator

Actual

This is a new metric. The baseline data will be for the 2018-2019 year. That data will be entered when we have it in August or September 2019. A higher percentage of students reaching Levels 3 & 4 overall in comparison to 17-18

This is a new metric. The baseline data will be for the 2018-2019 year. That data will be entered when we have it in August or September 2019. A higher percentage of students reaching Levels 3 & 4 overall in comparison to 17-18

This is a new metric. The baseline data will be for the 2018-2019 year. That data will be entered when we have it in August or September 2019. A higher percentage of students reaching Levels 3 & 4 overall in comparison to 17-18

48% of ELL students 2 or more levels below in Reading
37% of ELL students 2 or more levels below in Math

70% of SWD 2 or more levels below Reading
59% of SWD 2 or more levels below

Expected

Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.

18-19

Reading: 80.6%

Math: 67.7%

Baseline

Ne metric so baseline will be 17-18

Reading: 84.6%

Math: 71.7%

Metric/Indicator

Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.

Baseline

Ne metric so baseline will be 17-18

Metric/Indicator

Percentage of English learners who make progress toward English proficiency as measured by the ELPAC

18-19

To be determined

Baseline

Baseline data not available yet due to new State testing.

Metric/Indicator

Percentage of English Learners who are reclassified

18-19

11%

Baseline

9.2% reclassification rate

Metric/Indicator

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.

18-19

Actual

We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.

This is a new metric. The baseline data will be for the 2018-2019 year. That data will be entered when we have it in August or September 2019. A higher percentage of students reaching Levels 3 & 4 overall in comparison to 17-18

Sherman Oaks -14%

We will not be using this metric this year because we needed more time to develop a rubric aligned to our the learning target goals associated with each profile of a graduate competency. We need more time to create a rubric that will be easy to quantify and enter into our data management system.

Expected

Actual

TBD

Baseline

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.

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. This action will continue but will be funded from a different budget and can be found under goal 1.	1.	1 PLC Collaboration 1000-1999: Certificated Personnel Salaries Base 0	1 PLC Collaboration 1000-1999: Certificated Personnel Salaries Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	2. 20/day program will be implemented using a different funding source 3. Education associates were hired 4. Teachers offered after school reading interventions 5. Time was not increased for the campus supervisor	2. Summer School Program 1000-1999: Certificated Personnel Salaries Title I 0 3. Bilingual Ed. Associates 2000-2999: Classified Personnel Salaries Title I 53,577 3a. Ed. Associates benefits 3000-3999: Employee Benefits Title I 14,366 4. After school reading intervention staff 1000-1999: Certificated Personnel Salaries Supplemental 25,000	2. Summer School Program 1000-1999: Certificated Personnel Salaries Concentration 14,750 3. Bilingual Ed. Associates 2000-2999: Classified Personnel Salaries Title I 45,763 3a. Ed. Associates benefits 3000-3999: Employee Benefits Title I 14,247 4. After school reading intervention staff 1000-1999: Certificated Personnel Salaries Supplemental 2,208

4a. Benefits for reading staff
0001-0999: Unrestricted: Locally
Defined Supplemental 4,707

4a. Benefits for reading staff
3000-3999: Employee Benefits
Supplemental 445

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Fund Equity Teacher on Special assignment to support EL's, and students that are not reaching achievement goals *Funded by district	6. Equity TOSA was hired	6. Equity Teacher 1000-1999: Certificated Personnel Salaries Supplemental 0	6. Equity Teacher 1000-1999: Certificated Personnel Salaries Supplemental 0

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 were implemented fully, intentionally focusing on students groups that needed academic interventions and behavior supports.

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

Based on district assessment data, growth was achieved from the established baseline. Programas and Services for ELs and SWD were strengthened through PD offered by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summer School Program - After careful budget review and adjustments our SSC and Leadership Team determined we had enough funds to pay for a 20-day summer reading program
Bilingual Ed Associates - There was a change of a 1.0 FTE to 0.5 FTE, which resulted in the difference in spending of \$7,814
After School Reading Intervention Program - While this intervention was implemented, it was paid for with funds carried over from a different budget, this is why it is not reflected here.
Benefits for Reading Staff - Similarly, carryover funds were used to supplement this 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.

- The change from CELDT to ELCAP has resulted in reevaluating the metrics for this goal.
- Time was not increased for the Campus Supervisor position

Annual Update

LCAP Year Reviewed: **2018-19**

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

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

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Suspension/Expulsion Data

18-19

Below a 1% suspension rate

Baseline

Three students have been suspended in 2016-17 for a total of seven days.
No students were expelled.

0.2% overall suspension rate

Metric/Indicator

SWIS ODR Data

18-19

6% of our students will have two or more ODR's

Baseline

12% of our students have two or more ODR's

0.93% of our students have had two or more ODRs

Expected

Metric/Indicator

Track in Powerschool the number of initial student study team meetings to plan support for students.

18-19

Reach a rating of 4 for both areas

Baseline

We have held 50 S4 SST meetings.

Metric/Indicator

School Attendance Rates

18-19

Daily referral rate: 0.75

Baseline

Daily referral rate: 1.47

Metric/Indicator

Reduce the number of students who are chronically absent

Baseline

new metric: baseline will be 17-18

Metric/Indicator

Number of students who received an initial student study team meeting to create a support plan

Baseline

new metric: baseline will be 17-18

Metric/Indicator

Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.

Baseline

new metric: baseline will be 17-18

Metric/Indicator

Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.

Baseline

new metric: baseline will be 17-18

Actual

We will no longer use this metric because it was difficult to track district-wide and the metric did not give us useful information to guide our behavior and academic support.

96.96 Overall Attendance Rate

2.43 Overall Chronic Absenteeism

We will no longer use this metric because it was difficult to track district-wide and the metric did not give us useful information to guide our behavior and academic support.

6 students were recommended who qualified for SpEd

No students were exited from SpEd

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
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.	3.1 SOaks staff participated in PBIS and Toolbox professional development throughout the school year	3.1 PBIS Professional Development 1000-1999: Certificated Personnel Salaries Supplemental 2,500	3.1 PBIS Professional Development 1000-1999: Certificated Personnel Salaries Supplemental 2,500

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"> field trips Art program for 3rd grade 	3.2 All grade levels participated in field trips. However, due to limited resources from the Montalvo Arts Program, 3rd grade did not participate this year.	3.2 Enrichment Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental 5,500	3.2 Enrichment Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental 0

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 to support PBIS behavior support systems, as well as to provide class and campus supervision	3.3. Campus supervisor was hired.	3.3 Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental 45,000	3.3 Campus Supervisor 2000-2999: Classified Personnel Salaries Supplemental 44,130

Campus Supervisor Benefits
3000-3999: Employee Benefits
Concentration 13,738

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Staff retreat/ professional development on community responsiveness, restorative practices, and mission/vision, as well as collective commitments overview	3.4 a full-day staff retreat was held in August	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 7,000

Action 5

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	3.5 Purchased incentives; including PBIS acknowledgements, certificates for academic achievement and attendance.	3.5 Student Incentive Materials 4000-4999: Books And Supplies Supplemental 1,000	3.5 Student Incentive Materials 4000-4999: Books And Supplies Supplemental 267.09

Action 6

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	3.6 Contracted with Playworks to provide a coach.	3.6 Playworks 5000-5999: Services And Other Operating Expenditures Supplemental 18,000	3.6 Playworks 5000-5999: Services And Other Operating Expenditures Supplemental 8,000

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 items were implemented toward meeting our goal.

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

The implementation of these strategies resulted, base on data, in an improvement of a student-centered school environment. Alternatives to suspensions and time out of class increased student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Playworks - This funding was supplemented with grant funds, which resulted in a difference of \$10,000
Staff Retreat - The retreat was only one day vs. the two days that it was originally planned for.

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.

There were no changes made in these areas.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent perception Surveys completed</p> <p>18-19 An average of 30 parents to participate in workshops</p> <p>Baseline 180</p>	<p>50 parents participated in the Thought Exchange Survey</p>
<p>Metric/Indicator Parent Participation in school sponsored events</p> <p>18-19 At least 120 parents in attendance</p> <p>Baseline 50%</p>	<p>An average of 200 parents participated in school sponsored events.</p>
<p>Metric/Indicator Number of parents taking leadership roles on school committees - ELAC, HSC, SSC, Campus Collaborative.</p>	<p>15 Parents consistently participate in leadership roles.</p>

Expected

18-19

100% of students and 50% of families to participate in feedback loops

Baseline

12

Metric/Indicator

Track the number of parents participating in Thought Exchange perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.

Baseline

This is a new metric this year. We had 1608 district-wide parents participate and 68 participated from Sherman Oaks.

Metric/Indicator

Track the number of students participating in Thought Exchange Perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.

Baseline

This is a new metric this year. We had ___ overall students participate this year and ___ participated at Sherman Oaks School.

Metric/Indicator

Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)

Baseline

This is a new metric and baseline data will start in 2018-2019.

Metric/Indicator

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.

Baseline

This is a new metric and we will determine baseline data in 2018-2019.

Metric/Indicator

Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.

Baseline

This is a new metric and will have baseline data in the 2018-2019 year.

Actual

50 parents participated in the Thought Exchange feedback tool

29 students participated in the Thought Exchange feedback tool

423 parents/guardians signed up for electronic information exchange.

Approximately 75% of families participated in school-wide events including; back to school night, parent teacher conferences, and other events.

This is a new metric for the school year.

Expected

Metric/Indicator

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.

Baseline

This is a new metric and will have baseline data in the 2017-18 year.

Actual

We will no longer use this metric as we found it to be an ineffective metric to determine if the partnership was actually enhancing the student experience.

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
4.1 A variety of structures will continue to encourage parent participation and engagement <ul style="list-style-type: none"> • Parent nights • Back to school nights • Coffee with the principal 	4.1 Opportunities for parent participation were offered including; Coffee with the Principal, Back to School Night, Exhibition Night, and several cultural events.	4.1 Parent Engagement Activities 4000-4999: Books And Supplies Supplemental 3,000	4.1 Parent Engagement Activities 4000-4999: Books And Supplies Supplemental 1,172

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Los Dichos project	4.2 The partnership with Los Dichos continued	4.2 Los Dichos Project 5000-5999: Services And Other Operating Expenditures Base 2,500	4.2 Los Dichos Project 5000-5999: Services And Other Operating Expenditures Base 1,394

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Bilingual parent engagement and empowerment workshops will be offered	4.3 A variety of workshops and resources were offered to parents during our parent university day.	4.3 Bilingual Parent Engagement 5800: Professional/Consulting	4.3 Bilingual Parent Engagement 5800: Professional/Consulting

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

Services And Operating Expenditures Concentration
6,000

Services And Operating Expenditures Concentration
464.38

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Sherman Oaks Parent University	4.4. Parent University was held on April 20th	4.4 Parent University 1000-1999: Certificated Personnel Salaries Supplemental 4,500	4.4 Parent University 1000-1999: Certificated Personnel Salaries Supplemental 3,005

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.

Parent engagement is an important element of our instructional program. All action items were implemented with the goal of have a positive impact on student achievement.

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

Through anecdotal evidence, parents shared the impact of their participation in workshops and classes had on their children's academic success. They shared that they were better able to help with homework and provide more learning opportunities at home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Bilingual Parent Engagement - This year we received a variety of donations that helped supplement this budget item. Also, some learning opportunities were offered during through our Parent University event.

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.

There were no changes to these areas.

Annual Update

LCAP Year Reviewed: **2018-19**

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: **2019-20**

Involvement Process for LCAP and Annual Update

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

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 were conducted in English and Spanish.

On March 12, 2019 we held a SSC meeting hosted by the Principal that sought the input and feedback of parents and staff 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 an April 1, 2019 School Leadership Team meeting, teachers in attendance discussed the progress made during the current year and shared on charts how they felt the school could become stronger. The April 29, 2019, ELAC provided another opportunity for parents to review the ideas of the School Site Council and to add ideas of their own. Additional opportunities to solicit parent input was provided at the Coffee with the Principal meeting held on April 5th, 2019.

In addition to the meetings held to gather LCAP feedback from our stakeholders, the SSC, ELAC and School's Leadership Team reviewed and considered the feedback captured through our Thought Exchange Electronic Feedback System, in December 2018, that included the feedback of our students, teachers, and community.

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 March 27, 2019 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 2019-20 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.

The goals and priorities, Conditions of Learning, remained the same; however, the actions and metrics shifted to reflect the input from stakeholders. We anticipate additional changes as we proceed through the ongoing process of including stakeholders in the LCAP process.

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

Input from Site meetings included the following:

LCAP Goals 1

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

- Souday Phonics: Training, Materials
- DRA: New Kits, Additional Materials
- Istations
- IReady Training as needed
- Need for writing Intervention/ Program
- DIBELS/ IDEL
- Sumdog
- Visit other DI school Spanish Reading / Training on instruction
- Science fair (STEAM showcase)
- Challenge: TK= istation – to its fullest potential
- Student-to-student programs to foster collaboration
- Strengthen science program with materials and PD

LCAP 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.

- Grade level funding for additional software/ Materials - Updating software: Sumdog, Math, Reading, Spelling
- o After school intervention (reading/writing/language development) TK-2
 - Steam/ Innovative program to do push-in (like living classroom) All grades
 - After school support earlier in the year- especially TK-2
 - Support for All students

- HW Club/ Language club – for English+ Spanish speakers
- Bigger Instructional Associates team
- Serving Transitional Kinder Students
- Additional Social/Emotional programs (i.e. Eight Intelligences, Emotional Intelligences, etc.) to promote self esteem
- Strategies for student council that include leadership, collaboration, and empathy
- More technology, video, coding, virtual gardens, etc.
- More project-based work

LCAP Goal 3

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

- Continue Toolbox/ PBIS training: Get additional material, Creative lessons
- Art therapy counseling/ whole group session
- Additional training for deescalation/ response to behavior
- Playworks specific to K-3 for classroom game time, explore upper grade option
- Additional funding for incentives
- 3th grade art (free?) museum of modern art
- Strengthen Playworks structure
- Additional counselor(S)
- Behavior specialist (include Teacher PD)
- Campus Supervisor
- VP (Assistant Principal)
- Music Therapy
- More outdoor activities
- More outdoor recess and play time

LCAP Goal 4

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

- Provide more specific parent involvement opportunities for volunteering
- Parent incentives for surveys
- Parent run enrichment programs: Funding for materials (i.e. gardening club, lego club, robotics, stitching/ saving/ knitting, ect.)
- Maker space activities
- Reading club- help support Reading Intervention
- Reading information workshop (expectations)
- Los Dichos

- Enable better communication strategies and coordination between parents and teachers for school events (walk-a-thon, raffle, carnival, etc.)
- Develop strategies to increase parent participation; parent-to-parent invites, possible evening/afternoon meetings, survey parents, etc.
- Invite parents to present during coffee with the principal

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 feedback, opportunities will be provided for parents learn strategies to help students at home and specifically to learn more about Common Core Instruction. Staff feedback showed that teachers value the PLC time and professional development specific to Dual Language Instruction. As a result we have increased the professional development opportunities and offerings to support their instructional needs. The district assessment calendar is being revised to ensure that our current assessments are providing us the data we need to guide instruction and programs. 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 a variety of communications options (i.e.

letters, SeeSaw, emails, website, etc.). There was also a desire from parents to have more services available for our advanced learners.

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 2019-2020 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. 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

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

School climate

- * Sherman Oaks will continue Playworks and work with PTC to support fields trips
- * 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.

Community Feedback:

Counseling services

Parent Liaison

More parenting classes

More after-school program options and summer school bilingual classes

Music/Instrumental "Mariachi" program

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

[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Sherman Oaks

[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)

[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

Modified 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	4,500
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

Modified 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	11,489
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
[Add Students to be Served selection here]

Location(s):

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

Specific Schools: Sherman Oaks
[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

[Add Students to be Served selection here]

Scope of Services:

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

Schoolwide

[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

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.

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

Modified Action

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.

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

Modified Action

2019-20 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.
6. . Purchase Sondag Phonics Materials and PD
7. Purchase license for Sumdog (based on grade-level needs)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	12,623	7,500
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	1,512
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	10,000
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	2,015
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	25,000
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries 5. Library/Media Specialist	2000-2999: Classified Personnel Salaries 5. Library/Media Specialist

Amount		8,579	7,783
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
Amount		2,000	2,000
Source			Supplemental
Budget Reference			4000-4999: Books And Supplies 6. . Purchase Sondag Phonics Materials and PD
Amount			1,500
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures 7. Purchase license for Sumdog (based on grade-level needs)

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%
Decrease the percentage of Special Education students performing 2 or more grade levels below on	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%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
iReady in reading and math.				
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	To be determined	To be determined	To be determined
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)

Location(s):

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

All

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)

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[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

Modified Action

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

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)

2018-19 Actions/Services

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

2019-20 Actions/Services

See actions from 18-19

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,000	0	5,000
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

Amount			1,008
Source			Base
Budget Reference			3000-3999: Employee Benefits 1.2 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

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

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

2018-19 Actions/Services

2. Program will not continue due to budget constraints

2019-20 Actions/Services

See actions from 18-19, and
2. Offer additional after school interventions; reading, writing, language development.

3. Hire Bilingual Educational Associates to support differentiated instruction and interventions.

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.

3. Homework and/or Language Clubs
 4. Programs that support all students in their levels of academic/social emotional achievement

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	5,000
Source		Supplemental	Concentration
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	1,008
Source		Supplemental	Concentration
Budget Reference		0001-0999: Unrestricted: Locally Defined 4a. benefits for reading staff	3000-3999: Employee Benefits 4a. benefits for reading staff
Amount			1,000
Source			Concentration
Budget Reference			0000: Unrestricted Programs that support all students in their levels of academic/social emotional achievement (i.e. Toolbox)

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

5. 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 5.Equity Teacher

Action 4

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Specific Schools: Sheraman Oaks

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	16 students were determined chronically absent	Decrease the number of students who are chronically absent by 50%
Number of students who received an initial student study team meeting to create a support plan	new metric: baseline will be 17-18		23 students received an initial SST meeting	Maintain or decrease the number of students requiring initial SSTs
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		9 students were recommended for SpEd, through the SST process and qualified	Meet district recommended guidelines for students that are recommended for SpEd through the SST process
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			This metric will be studied and revised.

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
[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

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

2018-19 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.

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

systems, as well as to provide class and campus supervision

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

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)

Location(s):

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

[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

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)

Location(s):

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

Specific Student Groups: School Services
[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

[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

Modified 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
3.7 Explore Art Therapy as an option to support social emotional learning
3.8 Research and offer training on additional deescalation/response to behavior strategies
3.9 Fund an Assistant Principal position to support supplemental services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18,000	18,000	12,500
Source	Supplemental	Supplemental	Base
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
Amount			1,500
Source			Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 3.7 Explore Art Therapy as an option to support social emotional learning
Amount			1000
Source			Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 3.8 Research and offer training on additional deescalation/response to behavior strategies
Amount			20,000
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries 3.9 Fund an Assistant Principal position to support supplemental services
Amount			4,030
Source			Title I
Budget Reference			3000-3999: Employee Benefits 3.9a Assistant Principal Benefits

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
Parent Participation in school sponsored events	50%	60%	At least 120 parents in attendance	At least 130 parents in attendance

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	50 parents participated in the Thought Exchange survey	Increase parent participation by 150%
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 ____	39 Students participated in the Thought Exchange survey from Sherman Oaks	Increase student participation by 150%
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	65% of our classrooms used SeeSaw to communicate with parents	85% of our classrooms used SeeSaw to communicate with parents
Using sign in sheets track the number of families who attend: back to school night,	This is a new metric and we will determine baseline data in 2018-2019.	N/A	75% of our families participated in school-wide events	Increase parent participation in school-wide events by 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parent teacher conferences and the school sponsored parent engagement event.				
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	one home was visited this year	Maintain or increase the number of visits based on student needs
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.	N/A	13 partnerships were established in support of our students and community	Maintain or Increase the number of partnerships to 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

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
 [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

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)

Location(s):

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

All
 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
 [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

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

2017-18 Actions/Services
 4.2 TEN initiative to ensure community responsiveness

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 3

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

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

4.3 Los Dichos project

4.3 Los Dichos project

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

4.5 Sherman Oaks Parent University

2018-19 Actions/Services

4.5 Sherman Oaks Parent University

2019-20 Actions/Services

4.5 Sherman Oaks Parent University
 4.6 Offer a opportunities for parents to volunteer on specific activities such as; enrichment programs (gardening, Lego, robotics, knitting, etc) and reading club
 4.7 Provide incentives for parents that participate in surveys

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
Amount			1,000
Source			Concentration
Budget Reference			0000: Unrestricted Offer a opportunities for parents to volunteer on specific activities such as; enrichment programs (gardening, Lego, robotics, knitting, etc) and reading club

Amount			1,000
Source			Concentration
Budget Reference			0000: Unrestricted Provide incentives for parents that participate in surveys
Amount			907
Source			Concentration
Budget Reference			3000-3999: Employee Benefits Certificated Personnel Benefits (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: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$120,112

Percentage to Increase or Improve Services

26.10%

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).

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$813,600

Percentage to Increase or Improve Services

9.87%

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

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

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

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

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

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

- *Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home

- *Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- *Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- *Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

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.

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	289,729.00	240,130.47	206,000.00	291,729.00	284,111.00	781,840.00
	0.00	0.00	0.00	2,000.00	0.00	2,000.00
Base	2,500.00	1,394.00	11,500.00	2,500.00	21,008.00	35,008.00
Concentration	6,000.00	28,952.38	6,000.00	6,000.00	18,415.00	30,415.00
Supplemental	213,286.00	149,774.09	153,500.00	213,286.00	146,799.00	513,585.00
Title I	67,943.00	60,010.00	35,000.00	67,943.00	97,889.00	200,832.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	289,729.00	240,130.47	206,000.00	291,729.00	284,111.00	781,840.00
	0.00	0.00	0.00	2,000.00	0.00	2,000.00
0000: Unrestricted	0.00	0.00	0.00	0.00	3,000.00	3,000.00
0001-0999: Unrestricted: Locally Defined	4,707.00	0.00	0.00	4,707.00	0.00	4,707.00
1000-1999: Certificated Personnel Salaries	53,038.00	40,379.00	86,000.00	53,038.00	54,500.00	193,538.00
2000-2999: Classified Personnel Salaries	139,156.00	122,664.00	45,000.00	139,156.00	132,967.00	317,123.00
3000-3999: Employee Benefits	18,328.00	32,040.00	0.00	18,328.00	29,155.00	47,483.00
4000-4999: Books And Supplies	4,000.00	1,439.09	9,000.00	4,000.00	6,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	44,500.00	23,144.00	40,000.00	44,500.00	41,000.00	125,500.00
5800: Professional/Consulting Services And Operating Expenditures	26,000.00	20,464.38	26,000.00	26,000.00	17,489.00	69,489.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	289,729.00	240,130.47	206,000.00	291,729.00	284,111.00	781,840.00
		0.00	0.00	0.00	2,000.00	0.00	2,000.00
0000: Unrestricted	Concentration	0.00	0.00	0.00	0.00	3,000.00	3,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental	4,707.00	0.00	0.00	4,707.00	0.00	4,707.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	7,000.00	0.00	5,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	14,750.00	0.00	0.00	5,000.00	5,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	53,038.00	25,629.00	44,000.00	53,038.00	24,500.00	121,538.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	35,000.00	0.00	20,000.00	55,000.00
2000-2999: Classified Personnel Salaries	Supplemental	85,579.00	76,901.00	45,000.00	85,579.00	77,783.00	208,362.00
2000-2999: Classified Personnel Salaries	Title I	53,577.00	45,763.00	0.00	53,577.00	55,184.00	108,761.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	1,008.00	1,008.00
3000-3999: Employee Benefits	Concentration	0.00	13,738.00	0.00	0.00	1,915.00	1,915.00
3000-3999: Employee Benefits	Supplemental	3,962.00	4,055.00	0.00	3,962.00	3,527.00	7,489.00
3000-3999: Employee Benefits	Title I	14,366.00	14,247.00	0.00	14,366.00	22,705.00	37,071.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	4,000.00	1,439.09	9,000.00	4,000.00	6,000.00	19,000.00
5000-5999: Services And Other Operating Expenditures	Base	2,500.00	1,394.00	4,500.00	2,500.00	15,000.00	22,000.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	2,500.00	2,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	42,000.00	21,750.00	35,500.00	42,000.00	23,500.00	101,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Concentration	6,000.00	464.38	6,000.00	6,000.00	6,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	20,000.00	20,000.00	20,000.00	20,000.00	11,489.00	51,489.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	92,079.00	81,047.00	32,000.00	94,079.00	73,299.00	199,378.00
Goal 2	97,650.00	77,413.00	72,000.00	97,650.00	86,875.00	256,525.00
Goal 3	84,000.00	75,635.09	84,000.00	84,000.00	105,030.00	273,030.00
Goal 4	16,000.00	6,035.38	18,000.00	16,000.00	18,907.00	52,907.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019-2020 CUSD Principally Directed Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how action/service is principally directed to and effective use of funds to meet your goals for UDPS.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
3	Hire a Campus Supervisor	Principally directed: Campus Supervisor will be hired at Sherman Oaks to support the additional behavioral and social emotional needs of students. They will implement PBIS Tier 1 and Tier 2 strategies and monitor progress for students.	SWIS behavior data indicates a need to maintain this position for support with office referrals and PBIS strategies ensuring students are in the classroom learning.
1	Hire a library/media aide	Principally directed: The library/media aide will be at Sherman Oaks to specifically support literacy and digital literacy.	Through access to literature, read-alouds, and digital resources for the home, this service will directly support student literacy.
1 and 3	Professional Development (Teacher and Instructional Aides Hourly)	Principally directed: Professional Development will be offered to ensure that teachers and aides have strategies to teach the essential standards. PD will focus on strategies that will meet the needs of our ELs and Economically Disadvantaged students	Research proves that professional development and follow up coaching is a high leverage activity that changes teacher practice in order to improve instruction.
2	After school Intervention (Teacher Hourly)	Principally Directed: Offer after school tutoring in Spanish and English Language Arts to targeted students.	This support will provide additional time and support may be required for some students to reach grade level performance. This intervention will be taught by site teachers and instructional assistants.
3	Staff Retreat	Principally Directed: Teachers and staff will convene in a one-day retreat to analyse student data and set academic and behavior goals for our students.	Setting clear instructional goals with a plan to achieve them is a research based strategy that will significantly improve the achievement of our

			students.
1 and 2	Professional Learning Communities (PLC) Work	Principally Directed: Substitutes will release grade-level teams to engage in the PLC collaborative process: Teachers will plan around the essential standards, analyze student data, develop plans for students that are not achieving and for those that have met the standards.	Through this process, our staff will ensure that we are meeting the academic needs of all students focusing on Spanish and English Language Arts and Mathematics.
3	Field Trips and Stipends	Principally Directed: Funds will be used to support some field trips and to pay for the overnight stipend for teachers that participate in the Science Camp for our fifth graders.	Real life experiences support language development. Students will learn academic vocabulary in both English and Spanish in a real-world setting.
1	Sunday Phonics Program	Principally Directed: Additional supplemental instructional materials, such as the Sunday Phonics Program, will be purchased to strengthen the English reading program.	To ensure our students are bilingual and biliterate, a systematic implementation of a phonics program will be purchased.
1 and 4	Supplemental Instructional Supplies	Principally Directed: Supplies will be purchased to support our Parent University program, ongoing parent engagement opportunities (such as Los Dichos), and classroom curriculum (such as Sumdog licenses and Toolbox)	Parent engagement and partnerships supports student achievement and success. Through a variety of opportunities parents will be invited to learn and participate at SOaks.
3	PBIS Materials and Supplies	Principally Directed: Materials and supplies will be purchased to support our PBIS program (Tiers 1, 2, and 3), including our acknowledgement system.	PBIS is a research based framework to teach positive expectation and acknowledge good behavior.
1	Conferences and Mileage	Principally Directed: Staff will participate in professional learning to continue to deepen our understanding and implementation of research-based strategies for; Dual Language programs, Reading and Writing, PLC, and PBIS	The development of teacher practices is essential to rich instruction. Our ELs will achieve when teachers use the most effective strategies for their language development and academic

			needs.
1	Consultants	Principally Directed: Professional Development consultant will be hired to support our staff in further developing language development strategies, such as GLAD, to strengthen our Dual Language program.	GLAD strategies are research-based that will increase the development of academic vocabulary for students in English and Spanish.
3	Contracted Services	Principally Directed: PlayWorks Coach will be contracted to teach our students structured and developmentally appropriate outdoor games.	Office referrals and unwanted behaviors will decrease when students are engaged in meaningful games during recess and lunch.
4	Food	Principally Directed: To encourage parents and community members to participate in school events, light snacks and refreshments will be offered.	Parent participation and partnership improve student achievement. Parents will be motivated to participate in school activities.