



## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union School District	Wendy Gonzalez Principal	wgonzalez@campbellusd.org 408-795-1140

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sherman Oaks Dual Immersion School is a Spanish and English immersion school that is part of the Campbell Union School District. The school's dual immersion model is 90/10 (Spanish/English). In TK and Kindergarten, students receive 90% of instruction in Spanish and 10% of instruction in English. The percentage of English instruction increases as students advance in grade levels, with students in 8th grade receiving 20% Spanish instruction and 80% English instruction.

Serving over 520 students in grades TK through 8th, our mission at Sherman Oaks is to build a bilingual and biliterate school community where all students learn at high levels. The school student community is made up of 90.4% Latino students, 6.9% White, less than 1% Black, less than 1% Asian, and the remainder of students selected 'other' or declined to state. Of the total enrollment in 2023-2024: 42% are English Learners and 69.8% of our population qualifies for free or reduced lunch. In the 2023-2024 school year, Sherman Oaks completed our third year as a TK-8th grade school and promoted our third 8th grade class. As a way of celebrating and promoting bilingualism, 8th grade students may earn a Pathway Award that measures and demonstrates their preparedness to earn the Seal of Biliteracy when they complete high school. In the 2022-2023 school year, 84% of eighth grade students earned one of three Pathways Awards.

In the 2023-2024 school year, the school areas of focus centered around Professional Learning Communities and the effective use of Common Formative Assessments. As a way of providing teacher teams with additional PLC collaboration time, the Art, Innovation and Music Program (AIM) was added, in which teacher teams worked to review student assessment data, plan Common Formative Assessments, and strategies for supporting students as a response to the data. As a school, we continued to strengthen our Social Emotional Learning and

PBIS programs. Our revised school PBIS/SEL scope and sequence remained pivotal in carrying out our second LCAP goal. The adoption of the Kimochis SEL Curriculum for TK and Kindergarten, alongside Character Strong in TK through 8th grade and Toolbox for grades TK through 5th, also contributed to ensuring a positive school climate.

Sherman Oaks has a rich history of academic and cultural excellence that is the result of the hard work and dedication of our staff and the partnership with our Parent Teacher Committee (PTC) and community members. These partnerships provide diverse cultural and academic experiences for our students. Parent workshops through partnering agencies and our Community Liaison are also well attended. English Language classes are regularly offered to parents and taken advantage of on a weekly basis. Many cultural events and after school activities continued to provide opportunities for community building. In addition to many social activities, spring events with specific academic focus areas per grade level were offered, such as Math Night, Reading Under the Stars, and Exhibition Night. These events provide family members with opportunities to engage with teachers and students around academics.

For the 2024-2025 Campbell Union School District LCAP, please go to <https://www.campbellusd.org/lcap>

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

During the past school year, Sherman Oaks experienced success in both academic and social emotional areas. Under LCAP Goal #1, High Quality First Instruction For All, English Language Learners experienced significant gains. The English Learner Progress Indicator on the California School Dashboard shows that during the 2022-2023 school year, 54.4% of English Learners were making progress towards English language Proficiency. In 2022-2023, we had a significant number of English Learners redesignate, growing from 14% to 17%. This percentage exceeds our goal for 2023-2024.

Sherman Oaks teachers strengthened their PLC practices, engaging in regular data conversations during which they analyzed student Common Formative Assessment (CFA) data, planned reteaching opportunities and small group instruction for students not having met standards, extensions for those already meeting standards, and reflected on teaching practices. These critical conversations positively impacted student achievement. Students showed significant growth after reteaches and small group interventions in CFA data.

Our mCLASS Lectura data shows growth for students in grades kindergarten and second. K-2 teachers conducted monthly progress monitoring for students performing below and well below benchmark. Most students who participated in monthly progress monitoring showed steady progress from month to month.

Our continued focus on PLC, Common Formative Assessments, Foundational Skills and Vocabulary Instruction Strategies most likely contributed to some of the aforementioned successes. Our staff professional development included ongoing training around research-based vocabulary instruction strategies, assessments and strategies for practicing learned vocabulary. As a school, we focused on using curriculum-embedded CFA's as teachers implemented new curriculum (Caminos in K-2 and Bridges in Mathematics in grades K-5). Two MTSS Aides supported lower grade teachers in the classroom, enabling teachers to provide quality Tier 1 lessons for students. In addition,

two Reading Intervention Teachers and two Reading Intervention Aides, along with MTSS Aides, provided targeted interventions in reading and math to students needing additional academic support. Teachers received support through lesson modeling, co-teaching, and targeted interventions from both our Math TOSA and Equity TOSA.

Under LCAP Goal #2, High Quality Social Emotional Learning For All, we saw a decrease in overall chronic absenteeism, with the overall rate of chronic absenteeism decreasing from 18% to 13.3%. The school's overall attendance rate increased to 95.26%.

Students in grades 3-8 participated in the Panorama Survey in the fall. Students demonstrated strengths in the area of Social-Emotional Learning, with 87% of students in grades 3-5 and 83% of students in grades 6-8 responding positively in identifying supportive relationships. Students in grades 3-8 also scored high in the area of sense of belonging, with 73%, as compared to 52% the previous year. Student Experience Survey results show an increase in students who claimed that "School Rules are Fair". Results from the 2023-2024 survey show that in both the highest and lowest rated items, positive student responses have increased for students this school year. These include items related to school safety, learning and opportunities for academic success.

Suspension rates remain low at Sherman Oaks, with only 4 suspensions this school year. No Middle School Students have dropped out or been expelled.

Continued services under Goal #2, has resulted in low student discipline data and a positive school climate. The continued use and purchasing of materials for our Social Emotional Learning curriculums, Character Strong, Toolbox and Kimochis aided in these results. Staff members who support behavior and Social Emotional Learning at Sherman Oaks include two MTSS Aides, a Campus PBIS Support and Supervisor, School Counselor, and Behavior Specialist. Their support of students through whole school PBIS assemblies and celebrations, targeted behavior interventions, class presentations, academic counseling, small group social groups and individual counseling, proved to be essential in the gains made towards this goal.

Under LCAP Goal #3, an area of success has been the increase in participation from parents in the Family experience Survey, with 171 parents participating this year. In addition, the Los Dichos program further connected parents to the school and students through the teaching of assets. Spring events such as Exhibition Night, Reading Under the Stars, Math Night, and 8th Grade Awards Night and Promotion provided opportunities for families and staff members to engage around academics. Parent-organized events were the result of a strong partnership between parents and the school and included: Multicultural & Movie Night, Halloween Fiesta, Breakfast with Santa, and a Spring Carnival. Parents participated in monthly Coffee with the Principals and actively provided feedback and suggestions about LCAP goals through their participation in School Site Council and ELAC.

There continue to be a high percentage of students in need of Tier 2 and 3 as part of our academic MTSS model. This indicates a continued need for improving overall high quality first instruction as a school site. Professional development, collaboration as part of a PLC model, continued focus on Common Formative Assessments and interventions, as well as additional time to implement new curriculum are areas that will continue to be a focus and strengthened.

Chronic absenteeism for students with disabilities is an area where growth is needed as indicated by the status of Red for this area for students with disabilities on the California School Dashboard.

Sherman Oaks Elementary was determined as eligible for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities as a result of California School Dashboard State Indicators where all indicators were at the lowest status level but one indicator was at another status level:

- Red Indicator: Chronic Absenteeism

School improvement efforts to address ATSI include:

- Phone calls and in-person conferences between parents of students of students chronically absent and school administrators
- Check-ins with students considered chronically absent (by school counselor, administrators)
- Check-ins with parents of students considered chronically absent (by Community Liaison)
- Information sessions about attendance during Coffee with the Principal meetings

School improvement efforts for ATSI will be monitored at the district level in the following way:

Chronic Absenteeism:

- Monitor month over month attendance and provide schools with a report
- Follow the district's School Attendance Review Board procedures to notify parents of progressive absence protocols
- Engage the Community Liaisons and classroom teachers to connect with students experiencing chronic absenteeism via phone, email or letters
- Provide regular communication in parent/caregiver newsletters on the importance of attendance
- Monitor independent study requests before approval

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sherman Oaks was not identified for CSI.

***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	<p>School Site Council meetings included LCAP updates in which school academic and SEL data was shared, along with updates in programs and spending towards meeting school LCAP goals. These meetings also provided opportunities for parents to give input about these areas. School Site Council members engaged in conversations about school data, budgeting decisions made to meet school and district goals, and brainstormed ways to improve communication between home and school as well as ways to include more parents in decision making opportunities.</p> <p>The following are the dates in which we engaged feedback from our School Site Council: 10/12/23, 11/2/23, 12/4/23, 1/4/24, 2/2/24, 4/25/24, and 5/23/24.</p>
English Language Acquisition Committee (ELAC)	<p>English Language Acquisition Committee meetings included LCAP updates in which school academic and SEL data was shared, as well as updates in programs and spending towards meetings LCAP goals. During these meetings, parents had opportunities to share feedback about these topics. Parents asked questions specific to English Language Learners and school programs and support provided to students. Parents requested that the reclassification process be explained in detail at one of our meetings. The English Language Acquisition Committee brainstormed ways to increase parent participation in academic and informational events.</p>

	<p>The following are the dates in which we engaged feedback from our English Language Acquisition Committee (ELAC): 9/12/23, 11/28/23, 2/13/24, and 5/7/24.</p>
<p>Students</p>	<p>Students in grades 5th through 8th participated in Student Council at Sherman Oaks. Student representatives raised funds to purchase sports equipment and other items that they determined would benefit the school and student population. Members of the Student Council organized events such as school dances for their fellow students and led school events, including assemblies and spirit days.</p> <p>Two student representatives from Sherman Oaks participated in the Superintendent's Student Advisory group. This group meets five times a year and is made up of students from all 12 of our district schools. This is a diverse group that represents the ethnic groups served by Campbell Union School District. Students are asked about issues at their schools that are going well and those that are in need of improvement.</p> <p>Students participated in school related surveys. During the fall, students participated in the Panorama Equity and Inclusion Survey and Social Emotional Survey. Students provided feedback about the the opportunities provided by the school to expand their cultural awareness, as well as the social emotional supports available to them and their sense of belonging at school. In the spring, students participated in the Studer Student Experience Survey. Students shared feedback about school facilities, staff and learning opportunities at the school.</p>
<p>Teachers</p>	<p>Teachers are engaged through their participation in staff meetings that take place about twice a month. During these meetings, teachers and staff collaborate around important topics including: Professional Learning Communities, PBIS, Social Emotional Learning, Common Formative Assessments, and Vocabulary Instruction.</p> <p>Teachers are engaged in school decision-making through their participation in the school Leadership Team. The Leadership Team is composed of one representative from each grade or two-grade span. As a team, teachers, support staff and administrators analyze district</p>

	<p>and school-wide data, make instructional decisions based on student assessment data, and plan school-wide activities and interventions. Teachers provide input about the use of school funds towards meeting our LCAP goals.</p> <p>A group of lower and upper grade teachers participates in our school PBIS Team. This team meets to review and analyze school-wide PBIS data, including Office Discipline Referrals (ODR's), PBIS launch and reteaches, and training for staff. The PBIS Team plans school-wide celebrations and interventions based on referral data and observations about student behavior on campus. Teachers provide feedback and collaborate in this team to problem solve around behavior concerns.</p> <p>Teachers participated in the Studer Employee Experience Survey. They provided feedback about the areas of strength at the district and site level as well as additional support needed and areas for improvement. During the school year, teachers participated in a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually.</p> <p>Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year.</p>
Special Education	<p>Special education staff participates in school staff meetings and collaboration every Wednesday. They are involved in the work we do around important topics such as: Professional Learning Communities, PBIS, Social Emotional Learning, Common Formative Assessments, and Vocabulary Instruction.</p> <p>CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss</p>



	<p>district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.</p>
<p>Principals/Administrators</p>	<p>School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.</p>
<p>Classified Staff Members</p>	<p>Classified staff members participated in the Student Employee Experience Survey. They provided feedback about the areas of strength at the district and site level as well as additional support needed and areas for improvement. During the school year, classified staff members participated in a process called Leader Rounding where staff members are asked a series of questions to understand their experience with different district/school services and processes.</p> <p>The MTSS Team at Sherman Oaks includes both classified and certificated staff members. This team meets twice a month to analyze school-wide data and discuss interventions for students in needs of Tier 2 and Tier 3 academic, behavior or social emotional support or interventions. This team comes together to problem solve and review whether interventions that have been put in place are effective.</p> <p>During the 2023-2024 school year, classified yard duty staff participated in "Yard Duty Huddles" every month. During these meetings, we addressed questions, concerns regarding student supervision, student behavior, school safety and other topics related to their role. Classified team members shared their feedback and helped to refine systems already in place as well as to create new ones that would benefit our students.</p>

	<p>Classified staff participated in the annual Studer Employee Experience Survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.</p>
<p>Parents/Guardians</p>	<p>Parents attended monthly "Coffee with the Principal" meetings regularly throughout the school year. During these meetings, information was shared about the school's academic programs, social emotional learning program, as well as regular events happening during the school year. These meetings also served as opportunities for parents to ask questions pertaining to the school and students, and to offer input. Meetings took place on the following dates: 9/8/23, 10/12/23, 11/13/23, 12/15/23, 1/26/24, 2/27/24, 3/22/24, 4/19/24, and 5/13/24.</p> <p>Parents participated in School Site Council and the English Language Acquisition Committee (ELAC). Parent representatives shared their input about LCAP goals and services implemented towards meeting these goals.</p> <p>Parents participated in the Studer Parent Experience Survey. Parents shared feedback about topics related to their experience at our school, including school rules, facilities, the learning program at their student's school, and communication from the school and district.</p> <p>The district Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout the year. Topics included in the presentations are: data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys and local indicators.</p> <p>At the end of each parent meeting we use a Plus/Delta process to gather input from parents. School data is also shared at PTA meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey</p>

	<p>(offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings.</p>
<p>Parent Teacher Committee (PTC)</p>	<p>Members of the Parent Teacher Committee board regularly attend our monthly Coffee with the Principals meetings. During these meetings, they share updates about events they organize and engage parents in joining and supporting their efforts. PTC members collaborate with parents, principals and other school staff and share their feedback and suggestions around the school goals during these meetings.</p> <p>Parent Teacher Committee meetings were held every other week on Monday mornings on campus as well as monthly in the evenings over Zoom.</p> <p>School administrators met with the Parent Teacher Committee Board in October and in April and May in the 2023-2024 school year to discuss the event calendar for the year, fundraising, and plan for the 2024-2025 school year.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The School Site Council contributed to this LCAP through the ongoing feedback of team members around the areas of family engagement, school academic and social emotional data, and school infrastructure and facilities. In the fall, School Site Council members provided feedback around the topic of "Building Relationships Between School Staff and Families". The team identified "Creating and supporting opportunities for families and staff to to have two way communication using language that is understandable and accessible for parents" as an area of focus. Action steps for engaging more parents with the use of our parent communication app, ParentSquare, were planned. During the winter, "Providing families with information and resources to support student learning and development in the home" was identified as an area of focus. Group members suggested the development of a menu with resources that our school Community Liaison could share so that families could easily access the resources shared by our liaison and the district office.

The English Language Acquisition Committee (ELAC) contributed to this LCAP through the ongoing feedback of team members around the areas of family engagement, school academic and social emotional data, and school infrastructure and facilities. In the fall, English Language Acquisition Committee members provided feedback around the topic of "Building Relationships Between School Staff and Families". The committee identified "Supporting staff in learning about each family's strengths, cultures, languages, and goals for their children" as an area of focus. Action steps for increasing parent participation at events such as Back to School Night and sharing information about

communication opportunities between parents and teachers with new parents were planned and implemented. During the winter, "Supporting families to understand and exercise their legal rights and advocate for their own students and all students" was identified as an area of focus. Parents suggested inviting an expert to discuss parent educational rights at an upcoming parent meeting.

Teachers contributed to this LCAP through ongoing data analysis during the school year in Professional Learning Communities and as participants in our school Leadership Team. This analysis of school and district data allowed us to prioritize interventions for struggling learners and vulnerable student groups. During the 2023-2024 school year, Leadership Team members provided ongoing feedback about school systems, including our continuous improvement work, student academic recognition, equity, and assessments. Their feedback and questions helped drive the actions and services included in this plan. Teachers not on the leadership team had a representative who shared their feedback and questions or concerns during our monthly meetings and also had opportunities to engage in collaborative work around those topics during Wednesday staff meetings.

Classified Staff Members participated in some Wednesday staff meetings and also provided their feedback through their participation in the Employee Experience Survey. Their participation in "Yard Duty Huddles" and the MTSS team meetings helped strengthen supports for students at all three tiers. Their questions and feedback influenced our focus on actions and services tied to all three goals in this LCAP. Suggestions, feedback on current interventions, and systems in place helped us to evaluate the effectiveness of the actions and services planned for.

The Sherman Oaks Parent Teacher Committee (PTC) influenced this LCAP as a result of the feedback provided during PTC meetings about parent-sponsored events and their partnership with the school in the planning and implementation of these events. Their reflection on school events and ideas for continuously engaging students and families in building community highlighted the importance of the actions and services listed for goal three, to "Fully engage parents/guardians, and the community in support of student well-being".

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Provide high quality academic first instruction for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
--

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. Current local iReady academic data reports indicate that we have a disproportionate amount of students performing in tiers two and three, indicating that additional supports for students and teacher training are needed in tier 1. Data also demonstrates that there is an achievement gap between "all students" and our identified student-groups. (low socio-economic, English Learners, Foster Youth and students with disabilities) We examine academic data from both a growth and overall proficiency standpoint. iReady data indicates that there is trend of students not maintaining proficiency as they move from one grade level to the next in math. Because of this concerning data trend we have developed this goal to ensure that we are examining the quality of instruction that ALL students receive in tier 1. Improving our first instruction through our professional learning community work and the actions associated in this LCAP plan will lead to greater teacher efficacy and student growth and achievement levels. As part of our anti-racism work, we have aligned a goal in this area that is to increase the racial literacy of our system. In order to provide high quality first instruction we must allow staff to learn and lean into discomfort to uncover bias.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter	2022.2023 SBAC English Language Arts			80% of students in grades 3-8 Meeting or	

	<p>Balanced Assessment: English Language Arts in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>Results</p> <ul style="list-style-type: none"> <li>• Grades 3-8</li> <li>• Overall: 39%</li> <li>• Socioeconomically Disadvantaged : 33%</li> <li>• Students with Disabilities: 11%</li> <li>• English Learners: 11%</li> <li>• White: 83%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 36%</li> <li>• Black: *</li> </ul> <p>* Group size too small to report.</p>			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> <li>• Grades 3-8</li> <li>• Overall: 27%</li> <li>• Socioeconomically Disadvantaged : 20%</li> <li>• Students with Disabilities: 11%</li> <li>• English Learners: 8%</li> <li>• White: 82%</li> <li>• Asian: *</li> </ul>			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15</p>	

		<ul style="list-style-type: none"> <li>Hispanic/Latino : 22%</li> <li>Black: *</li> </ul> <p>* Group size too small to report.</p>			percentage points by 26-27.	
1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> <li>Grade 5 and 8</li> <li>Overall: 18%</li> <li>Socioeconomically Disadvantaged : 12%</li> <li>Students with Disabilities: *</li> <li>English Learners: 3%</li> <li>White: *</li> <li>Asian: *</li> <li>Hispanic/Latino : 13%</li> <li>Black: *</li> </ul> <p>* Group size too small to report.</p>			<p>80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.4	<p>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of English Learners with a current and prior year ELPAC score: 180</li> </ul>			<p>Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 26-27.</p>	

	(ELPI) on the California School Dashboard.  Source: California School Dashboard	<ul style="list-style-type: none"> <li>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 54.4%</li> </ul>				
1.5	<p>Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).</p> <p>Number of Long Term English Learners (LTELS) in 8th grade as of Census Day.</p> <p>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELS).</p>	<p>2022.2023 Redesignation Results</p> <ul style="list-style-type: none"> <li>County</li> <li>Number of ELs as of CalPads Census Date: 54266</li> <li>Number of ELs redesignated: 7087</li> <li>Percent of ELs redesignated: 31.5%</li> </ul> <ul style="list-style-type: none"> <li>School</li> <li>Number of ELs as of CalPads Census Date: 224</li> <li>Number of ELs redesignated (excludes K): 37</li> <li>Percent of ELs redesignated (excludes K): 17%</li> </ul> <p>2023.2024 Number of 8th Grade English Learners who are Long</p>			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>Decrease the number of LTELS in 8th grade by 26-27.</p>	



		<p>Term English Learners (LTELS) as of Census Day:</p> <ul style="list-style-type: none"> <li>• Number of LTELS as of Census Day: 34</li> <li>• Number of LTELS in 8th Grade as of Census Day: 10</li> </ul>				
1.6	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> <li>• Grades 2-8</li> <li>• Overall: 35%</li> <li>• Socioeconomically Disadvantaged : 29%</li> <li>• Students with Disabilities: 3%</li> <li>• English Learners: 6%</li> <li>• White: 65%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 33%</li> <li>• Black: *</li> </ul> <p>* Group size too small to report.</p>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on</p>	<p>2023.2024: Winter i-Ready Math Results</p>			<p>80% of students in grades 2-8 achieving Early</p>	

	<p>i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<ul style="list-style-type: none"> <li>• Grades 1-8</li> <li>• Overall: 23%</li> <li>• Socioeconomically Disadvantaged : 20%</li> <li>• Students with Disabilities: 6%</li> <li>• English Learners: 4%</li> <li>• White: 59%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 20%</li> <li>• Black: *</li> </ul> <p>* Group size too small to report.</p>			<p>On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.8	<p>Percent of students scoring At or Above Benchmark on Lectura in grades K-2.</p> <p>Source: Lectura/Amplify</p>	<p>2023.2024: Middle of Year Lectura Results</p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Overall: 61%</li> <li>• Socioeconomically Disadvantaged : 56%</li> <li>• Students with Disabilities: 46%</li> <li>• English Learners: 52%</li> <li>• White: 91%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 58%</li> <li>• Black: *</li> </ul>			<p>80% of students in grades K-2 scoring At or Above Benchmark on Lectura by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.</p>	

		* Group size too small to report.				
1.9	<p>Number of teachers misassigned and number of vacant teacher positions.</p> <p>Source: Human Resources Department</p>	<p>2022.2023 and 2023.2024 Results</p> <ul style="list-style-type: none"> <li>2022.2023 Number of teachers misassigned: 0</li> <li>2023.2024 Number of vacant teacher positions: 0</li> </ul>			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	
1.10	<p>Percent of students with access to standards aligned instructional materials.</p> <p>Source: School Accountability Report Cards (SARCs)</p>	<p>2023.2024 Result</p> <ul style="list-style-type: none"> <li>100%</li> </ul>			Maintain 100% of students having access to standards aligned instructional materials.	
1.11	<p>Facilities Inspection Tool (FIT) Score</p> <p>A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.</p> <p>Source: Final FIT Evaluations</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>100%</li> </ul>			Maintain a FIT Score of at least 95%.	

1.12	<p>Not Applicable, District Level Metric.</p> <p>Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI).</p> <p>Source: PowerSchool and SIRAS</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	
1.13	<p>Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards.</p> <p>Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• English Language Arts: 3 (Initial Implementation)</li> <li>• English Language Development: 2 (Beginning Development)</li> <li>• Math: 3 (Initial Implementation)</li> <li>• Next Generation Science</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability).</p>	

		Standards: 2 (Beginning Development) • History/Social Studies: 2 (Beginning Development)				
1.14						
1.15						
1.16						

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Increased or Improved Action: Professional development will be offered to ensure that teachers and aides have strategies to teach the essential standards, including ELD standards. Professional development will focus on strategies that will meet the needs of our English Learners, Economically Disadvantaged students, Students with Disabilities and Foster Youth.	\$10,000.00	Yes
1.2	Library and Media Aide	The library/media aide will be at Sherman Oaks to specifically support literacy and digital literacy in Spanish and English.	\$46,473.00	No
1.3	After School Interventions	Increased or Improved Action: After school tutoring and interventions in Spanish and English Language Arts to targeted students, including English Language Learners, Students with Disabilities, Socioeconomically Disadvantaged Students and Foster Youth.	\$8,000.00	Yes
1.4	Data Analysis and Goal Setting Staff Retreat	Teachers and staff will convene in a one-day retreat at the start of the school year to analyze student data, teaching strategies and set academic and behavior goals for the year.	\$3,000.00	No
1.5	Professional Learning Communities: Implementation	Increased or Improved Action: Substitutes will release grade-level teams to engage in the PLC collaborative process: Teachers will plan around the essential standards, analyze student data, and develop plans for students that are not achieving and for those that have met the standards.	\$8,000.00	Yes

<b>1.6</b>	Field Trips and Outdoor Experiences for Students	Offer real-life experiences for student through field trips for language development.	\$3,500.00	No
<b>1.7</b>	Professional Learning from Consultants	Professional Development consultant will be hired to support our staff in further developing language development strategies to strengthen language acquisition and our Dual Language program.	\$5,000.00	No
<b>1.8</b>	Administrator support for MTSS Implementation	Increased or Improved Action: Assistant Principal to support the development and leadership of MTSS including instructional, behavioral, and SEL strategies.	\$31,016.00	Yes
<b>1.9</b>	Targeted Interventions	Increased or Improved Action: Instructional Associates will support the implementation of targeted intervention strategies in Reading and Math based on student achievement data.	\$75,777.00	Yes
<b>1.10</b>	Web-based Math/Reading Programs and Assessments	Web-based resources including iStation, NewsELA, SumDog and RAZKids will be purchased and implemented to assess and supplement our instructional programs.	\$26,000.00	No
<b>1.11</b>	Reading Intervention Teachers	Reading Intervention teacher (1.0 FTE) for lower grades and Reading Intervention teacher (.5 FTE) for upper grades	\$265,385.00	Yes
<b>1.12</b>	Improvement Coach	Provide teacher consultation for high quality first instruction and interventions.	\$177,449.00	No Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Provide high quality social emotional learning for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. This goal was created to help the district establish a clear and articulated multi-tiered system of support. District data in this area indicates that we have a higher percentage of suspensions and absences for specific student-groups. Actions in this area will be designed to improve outcomes for all students, with targeted intervention for sub-groups where data indicates need. This goal is also important to help us reach our goals associated with becoming an anti-racist organization. As part of this work we aligned a goal to normalize conversations about race. This supports the healthy social emotional development of all students in our system. We must transparently identify and deconstruct issues of race and bias that are negatively impacting our system.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate  Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate  • 94.45%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates  • Overall: 13.3%			Decrease the Chronic Absenteeism Rate	



	Source: DataQuest	<ul style="list-style-type: none"> <li>• Socioeconomically Disadvantaged : 15.1%</li> <li>• Students with Disabilities: 24.5%</li> <li>• English Learners: 14.7%</li> <li>• White: 10.3%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 13.7%</li> <li>• Black: *</li> </ul> <p>* Group size too small to report.</p>			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	<p>2022.2023 Rates</p> <ul style="list-style-type: none"> <li>• Overall: 1.6%</li> <li>• Socioeconomically Disadvantaged : 1.8%</li> <li>• Students with Disabilities: 3.9%</li> <li>• English Learners: 1.8%</li> <li>• White: 2.6%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 1.4%</li> <li>• Black: *</li> </ul> <p>* Group size too small</p>			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	

		to report.				
2.4	Middle School Drop Out Count  Source: CalPads	2022.2023 Count  • 0			Maintain a Middle School Drop Out Count of 0.	
2.5	Expulsion Rate  Source: DataQuest	2022.2023 Rate  • 0%			Decrease the Expulsion Rate to 0.0%.	
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8)  Source: Panorama	2023.2024 Results  • Grades 3-8 • Overall: ELE: 71%; MS: 53% • Students with Disabilities: ELE: 58%; MS: 63% • English Learners: ELE: 69%; MS: 55%			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8):  • I feel safe at school. • My school is clean.  Source: Annual Student	2023.2024 Ratings  • Grades 3-8 • Overall Rating • I feel safe at school: 4 • My school is clean: 3.2 • Top Box Percent: • I feel safe at school: 34.46%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.	

	Survey Results.	<ul style="list-style-type: none"> <li>My school is clean: 9.76%</li> </ul>				
--	-----------------	---	--	--	--	--

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Campus PBIS Support and Supervisor	The Campus Supervisor at Sherman Oaks will 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.	\$75,679.88	No
2.2	PBIS and SEL Materials and Supplies	Materials and supplies will be purchased to support our PBIS and SEL programs (Tiers 1, 2, and 3), including our PBIS acknowledgement system, Toolbox curriculum, and Character Strong curriculum.	\$5,000.00	No

<b>2.3</b>	MTSS Aides	Two MTSS Aides to provide academic and behavior interventions for students identified by the tier 2/3 intervention team.	\$93,265.00	Yes
<b>2.4</b>	School Counselor	Provide multi-tiered approach of school counseling services in each counseling domain. Services include academic and counseling to provide social emotional support. This action supports improvement of the Chronic Absenteeism indicator which is "red" for students with disabilities by providing academic and emotional supports to re-engage students who are or are at risk of chronic absenteeism.	\$174,997.00	No
<b>2.5</b>	SKIPS Counseling	Sherman Oaks will benefit from two days of SKIPS counseling services provided by a doctoral student trained in positive psychology, brain research and narrative therapy. The SKIPS counselor will provide individual and small group therapy, family meetings, and lead classroom projects tied to wellness. The expenditure reflected is for one day of services paid by the school site. This action supports improvement of the Chronic Absenteeism indicator which is "red" for students with disabilities by providing counseling support to re-engage students who are or are at risk of chronic absenteeism.	\$8,750.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Fully engage parents/guardians, and the community in support of student well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement)
---

An explanation of why the LEA has developed this goal.

In Campbell, we realize that partnering with families is essential to help reach our goal of educating each child to their highest potential. We understand the research that says that students who have parents or guardians who are actively engaged in the educational process of children leads to better social emotional and academic results. This became even more apparent to us during the pandemic as we depended on a mutually beneficial partnership to ensure student success. Internal data in Campbell demonstrates that we have active parent leadership groups at each school; however, there is a need to more actively engage families who are representative of the community we serve. In order to meet our goals of becoming an anti-Racist District we realize that we need more diverse perspectives when engaging families in support of our students. We have created an anti-racism goal that aligns to this LCAP goal and that is to tap the untapped voices in our system. To fully understand student needs we must directly connect with families to find out what supports and services will be most beneficial in helping children meet goals.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey.  Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> <li>Overall Satisfaction Rating: 4.15</li> <li>Top Box Percent: 42.32%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	

3.2	<p>Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school."</p> <p>Source: Annual Parent/Caregiver Survey Results</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• Overall Rating: 3.56</li> <li>• Top Box Percent: 26.22%</li> </ul>			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.</p>	
3.3	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families.</p> <p>Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

3.4	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.</p> <p>Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	
3.5	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

	<p>Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making."</p> <p>Source: Annual Self Reflection</p>					
3.6	<p>Not Applicable, District Level Metric</p> <p>Number of Parent Workshop Series Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.7	<p>Not Applicable, District Level Metric</p> <p>Number of School-Linked Services Events Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.8	<p>Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means</p>	<p>2023.2024 Results</p> <ul style="list-style-type: none"> <li>• 100%</li> </ul>			100% of parents of students with IEPs reporting that the school district facilitated parent	



	<p>of improving services and results as part of the IEP process.</p> <p>Source: SIRAS</p>				<p>involvement as a means of improving services and results as part of the IEP process by 26-27.</p>	
--	---	--	--	--	--	--

**Goal Analysis [2023-24]**

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable

**Actions**

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement and Learning	Materials will be purchased to support our Parent Resource Center, Parent University program, or other parent engagement opportunities (such as Los Dichos and FEI). This also includes the purchasing of materials for parent education such as English Language classes or resources used for parenting classes. Community feedback identified support for increased	\$1,500.00	Yes

		family engagement and learning opportunities, especially for English Learners, Socioeconomically Disadvantaged students and Foster Youth. This action supports improvement of the Chronic Absenteeism indicator which is "red" for students with disabilities by providing engagement to families whose students are or are at risk of chronic absenteeism.		
<b>3.2</b>	Motivating Family Participation	To encourage parents and community members to participate in school events with materials, light snacks and refreshments offered.	\$2,000.00	No
<b>3.3</b>	Community Liaison	Provide resources to parents and coordinate learning opportunities and services for families in need. Community feedback has identified the need for increased engagement between home and school to best support students, specifically English Learners, Socioeconomically Disadvantaged students and Foster Youth. This action supports improvement of the Chronic Absenteeism indicator which is "red" for students with disabilities by providing additional supports and engagement opportunities to families whose students are or are at risk of chronic absenteeism.	\$87,432.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,360,210.00	\$138,326.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with</p>	<p>This is a schoolwide contributing action. School data indicate that there is a need for increased academic support for struggling learners. Professional development that focuses on providing quality Tier 1 instruction will decrease the number of students needing tier 2 and 3 interventions.</p>	<p>Effectiveness will be monitored using the following metrics:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading</li> <li>• i-Ready Math</li> <li>• mCLASS Lectura</li> <li>• ELPAC</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p> <p><b>Scope:</b> Schoolwide</p>		<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> </ul>
<p><b>1.3</b></p>	<p><b>Action:</b> After School Interventions</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>After school interventions will provide targeted support to students not meeting grade level standards as measured by Common Formative Assessments and summative assessments.</p>	<p>Effectiveness will be monitored using the following metrics:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading</li> <li>• mCLASS Lectura</li> <li>• Common Formative Assessments</li> </ul>
<p><b>1.5</b></p>	<p><b>Action:</b> Professional Learning Communities: Implementation</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p>	<p>This is a schoolwide action. Engaging in PLC as grade level teams will help teachers identify, strengths and areas of need in student proficiency of skills. Time to work as a collaborative team will allow teachers to reflect on the effectiveness of teaching practices, reteaching strategies and interventions for students not meeting and approaching standards.</p>	<p>Metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading and Math</li> <li>• mCLASS Lectura</li> <li>• SBAC Reading and Math</li> <li>• California Spanish Assessment (CSA)</li> <li>• Common Formative Assessments</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
<p><b>1.8</b></p>	<p><b>Action:</b> Administrator support for MTSS Implementation</p> <p><b>Need:</b> School i-Ready data and summative SBAC data, local PBIS and ODR data demonstrate a need for fully implementing Multi Tiered Systems of Support. Increased numbers of Student Study Team (SST) requests for academic and behavioral concerns, IEPs that are more than one administrator can respond to further demonstrate the need for an additional administrator.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This is a schoolwide action. The administrator is tasked with ensuring that there are clearly identified academic and behavioral tiered supports for students and that this process is implemented system wide.</p>	<p>Metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• SST numbers decreasing to indicate that student needs are being met in Tier 1</li> <li>• Student band growth on iReady, classroom observations and evaluations.</li> </ul>
<p><b>1.9</b></p>	<p><b>Action:</b> Targeted Interventions</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This is a schoolwide contributing action. Reading Intervention teachers and aides are highly skilled and trained specialists who offer direct support for students in need of Tier 3 support. Early intervention for struggling readers is necessary in order to increase student achievement.</p>	<p>Metrics used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading</li> <li>• mCLASS Lectura</li> <li>• SBAC Reading</li> <li>• CSA</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	<p><b>Action:</b> Reading Intervention Teachers</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>This is a schoolwide contributing action. Reading Intervention teachers and aides are highly skilled and trained specialists who offer direct support for students in need of Tier 3 support. Early intervention for struggling readers is necessary in order to increase student achievement.</p>	<p>Metrics used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading</li> <li>• mCLASS Lectura</li> <li>• SBAC Reading</li> <li>• CSA</li> </ul>
1.12	<p><b>Action:</b> Improvement Coach</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate that there is an identified achievement gap between student groups. English Language Learners, Students with Disabilities and Socioeconomically Disadvantaged Students are requiring more support to meet academic needs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>The school Improvement Coach will provide support to teachers through modeling, co-teaching and co-planning lessons to support students at tiers 1 and 2. Coaches will work with small groups of students based on data review with teachers and as a result of collaboration with teacher teams. As a result, will decrease the number of students needing tiers 2 and 3 interventions.</p>	<p>Metrics used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading</li> <li>• mCLASS Lectura</li> <li>• SBAC Reading</li> <li>• CSA</li> </ul>
2.3	<p><b>Action:</b> MTSS Aides</p> <p><b>Need:</b> Local i-Ready data and summative SBAC data demonstrate there is an identified achievement</p>	<p>This is a schoolwide contributing action. MTSS Aides will provide support to classroom teachers and work with small groups of students on targeted academic and social emotional skills needed so that they are able to access Tier 1 instruction provided by the classroom teacher.</p>	<p>Metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• i-Ready Reading and Math</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>gap between student groups. PBIS data also shows that there are groups of students needing additional Tier 2 and 3 behavioral interventions.</p> <p><b>Scope:</b> Schoolwide</p>		<ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• mCLASS Lectura</li> <li>• Office Discipline Referrals</li> </ul>
<p><b>3.1</b></p>	<p><b>Action:</b> Family Engagement and Learning</p> <p><b>Need:</b> Sherman Oaks serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. This creates an increased need to provide support to families and engage them in our school community and educational process.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home. Workshops, classes and programs for parents in the family's native language help student transition to school successfully and achieve academic success.</p>	<p>Metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• Survey data from participating parents</li> <li>• Parent participation (attendance sheets) from classes, and educational workshops</li> </ul>
<p><b>3.3</b></p>	<p><b>Action:</b> Community Liaison</p> <p><b>Need:</b> Sherman Oaks serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. This creates an increased need to provide support to families and engage them in our school community and educational process. Underrepresented groups including low income families and foster youth often benefit from outreach from the Community</p>	<p>Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home. Workshops, classes and programs for parents in the family's native language help student transition to school successfully and achieve academic success.</p>	<p>Metrics that will be used to monitor effectiveness:</p> <ul style="list-style-type: none"> <li>• Survey data from participating parents</li> <li>• Parent participation (attendance sheets) from classes, and educational workshops</li> </ul>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Liaison in order to connect them to additional resources.  <b>Scope:</b> Schoolwide		

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Sherman Oaks Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 25.58%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant of \$138,326 will help fund additional part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.



<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31	1:22
Staff-to-student ratio of certificated staff providing direct services to students	1:17	1:15

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		1,360,210.00		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,009,088.88	\$21,858.00		\$77,277.00	\$1,108,223.88	\$1,052,223.88	\$56,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Professional Development	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.2	Library and Media Aide	All	No				2024-2025	\$46,473.00	\$0.00	\$46,473.00				\$46,473.00
1	1.3	After School Interventions	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$8,000.00	\$0.00	\$8,000.00				\$8,000.00
1	1.4	Data Analysis and Goal Setting Staff Retreat	All	No				2024-2025	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
1	1.5	Professional Learning Communities: Implementation	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$8,000.00	\$0.00	\$8,000.00				\$8,000.00
1	1.6	Field Trips and Outdoor Experiences for Students	All	No				2024-2025	\$0.00	\$3,500.00	\$3,500.00				\$3,500.00
1	1.7	Professional Learning from Consultants	All	No				2024-2025							\$5,000.00
1	1.8	Administrator support for MTSS Implementation	English Foster Low Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks	2024-2025	\$0.00	\$5,000.00	\$5,000.00				\$31,016.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							TK-8								
1	1.9	Targeted Interventions	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$31,016.00	\$0.00	\$31,016.00			\$75,777.00
1	1.10	Web-based Math/Reading Programs and Assessments	All		No				2024-2025	\$75,777.00	\$0.00			\$75,777.00	\$26,000.00
1	1.11	Reading Intervention Teachers	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$0.00	\$26,000.00	\$26,000.00			\$265,385.00
1	1.12	Improvement Coach	All English Foster Low	Learners Youth Income	No Yes	Scho olwide	English Learners Foster Youth Low Income		2024-2025	\$265,385.00	\$0.00	\$265,385.00			\$177,449.00
1	1.13									\$177,449.00	\$0.00	\$177,449.00			
2	2.1	Campus PBIS Support and Supervisor	All		No				2024-2025	\$75,679.88	\$0.00	\$75,679.88			\$75,679.88
2	2.2	PBIS and SEL Materials and Supplies	All		No				2024-2025	\$0.00	\$5,000.00	\$5,000.00			\$5,000.00
2	2.3	MTSS Aides	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$93,265.00	\$0.00	\$93,265.00			\$93,265.00
2	2.4	School Counselor	All Students Disabilities	with	No				2024-2025	\$174,997.00	\$0.00	\$174,997.00			\$174,997.00
2	2.5	SKIPS Counseling	All		No					\$8,750.00	\$0.00	\$8,750.00			\$8,750.00
3	3.1	Family Engagement and Learning	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	2024-2025	\$0.00	\$1,500.00			\$1,500.00	\$1,500.00
3	3.2	Motivating Family Participation	All		No				2024-2025	\$0.00	\$2,000.00	\$2,000.00			\$2,000.00
3	3.3	Community Liaison	English Foster	Learners Youth	Yes	Scho olwide	English Learners Foster Youth	Specific Schools: Sherman	2024-2025	\$87,432.00	\$0.00	\$65,574.00	\$21,858.00		\$87,432.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income	Oaks TK-8								

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
	1,360,210.00		0.000%		\$658,689.00	0.000%	0.000 %	<b>Total:</b>	\$658,689.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$658,689.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$10,000.00	
1	1.3	After School Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$8,000.00	
1	1.5	Professional Learning Communities: Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$8,000.00	
1	1.8	Administrator support for MTSS Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$5,000.00	
1	1.9	Targeted Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$31,016.00	
1	1.11	Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Sherman Oaks	\$26,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	TK-8		
1	1.12	Improvement Coach	Yes	Schoolwide	English Learners Foster Youth Low Income		\$265,385.00	
2	2.3	MTSS Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$93,265.00	
3	3.1	Family Engagement and Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8		
3	3.3	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sherman Oaks TK-8	\$65,574.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$903,350.00	\$1,016,630.66

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Professional Development	Yes	\$20,000.00	\$2,500.00
1	1.2	Library and Media Aide	No	\$34,120.00	\$46,099.85
1	1.3	After School Interventions	Yes	\$8,000.00	\$2,285.00
1	1.4	Data Analysis and Goal Setting Staff Retreat	No	\$7,214.00	\$2,000.00
1	1.5	Professional Learning Communities: Implementation	Yes	\$6,000.00	\$6,715.00
1	1.6	Field Trips and Outdoor Experiences for Students	No	\$600.00	\$3,300.00
1	1.7	No Longer Funding in this Action - conferences and mileage (see action 1.1)			
1	1.8	Professional Learning from Consultants	No	\$5,000.00	\$0
1	1.9	Administrator support for MTSS Implementation	Yes	\$31,016.00	\$29,321.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Targeted Interventions	Yes	\$75,777.00	\$95,504.00
1	1.11	Web-based Math/Reading Programs and Assessments	No	\$26,000.00	\$16,500.00
1	1.12	Reading Intervention Teachers		\$228,143.00	\$265,384.58
1	1.13	Equity TOSA	No	\$162,944.00	\$177,449.11
2	2.1	Campus PBIS Support and Supervisor	No	\$57,414.00	\$75,679.88
2	2.2	PBIS and SEL Materials and Supplies	No	\$5,000.00	\$5,155.00
2	2.3	MTSS Aide		\$50,217.00	\$47,021.16
2	2.4	School Counselor	No	\$130,134.00	\$174,997.11
3	3.1	Family Engagement and Learning	Yes	\$1,500.00	\$1,000.00
3	3.2	Motivating Family Participation	No	\$2,000.00	\$600.00
3	3.3	Community Liaison	Yes	\$52,271.00	\$65,118.97



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$97,287.00	\$103,439.97	(\$6,152.97)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
--------------------	----------------------	----------------------------	---	--	---	---	---

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Professional Development	Yes				
1	1.3	After School Interventions	Yes	\$8,000.00	\$2,285.00		
1	1.5	Professional Learning Communities: Implementation	Yes	\$6,000.00	\$6,715.00		
1	1.9	Administrator support for MTSS Implementation	Yes	\$31,016.00	\$29,321.00		
1	1.10	Targeted Interventions	Yes				
3	3.1	Family Engagement and Learning	Yes				
3	3.3	Community Liaison	Yes	\$52,271.00	\$65,118.97		

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.000%	\$103,439.97	0.000%	0.000%	\$0.00	0.000%



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
<b>[Insert LEA Name here]</b>	<b>[Insert Contact Name and Title here]</b>	<b>[Insert Email and Phone here]</b>
Campbell Union School District	Wendy Gonzalez Principal	wgonzalez@campbellusd.org 408-795-1140

# Goals and Actions

## Goal

Goal #	Description
1	Provide high quality academic first instruction for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities 2023.2024 LCFF Priority 1: Maintain a Status of "Met" on Fall 2023 California School Dashboard.	As reported on each school's 2020.2021 SARC: <ul style="list-style-type: none"> <li>No teachers are missassigned, no positions are vacant</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score Sherman Oaks 96.37</li> </ul>	0 teachers are mis-assigned, 0 positions are vacant <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 96.03</li> </ul>	0 teachers are mis-assigned, 0 positions are vacant <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 94.82</li> </ul>	2023.2024 <ul style="list-style-type: none"> <li>For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant.</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 100%</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 0% of Misassigned teachers.</li> <li>Maintain 100% of student access to standards aligned instructional materials.</li> <li>FIT Score Sherman Oaks: 96.37</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	2022.2023 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	2023.2024 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	Maintain 100% of student access to broad course of study as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 4 (Full implementation) ELD: 4 (Full implementation)	Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 4</li> <li>• Math: 2</li> <li>• ELD: 2</li> </ul>	Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 4</li> <li>• Math: 3</li> <li>• ELD: 3</li> <li>• NGSS: 3</li> <li>• SS: 3</li> </ul>	Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 3</li> <li>• Math: 3</li> <li>• ELD: 2</li> <li>• NGSS: 2</li> <li>• History / SS: 2</li> </ul>	Improve rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Literacy: Increase the number of 3rd and 6th grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	<p>2018.2019 SBAC Reading Claim Results</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>Overall: 59%</li> <li>EL: 31%</li> <li>SED: 45%</li> </ul> <p>6th Grade:</p> <ul style="list-style-type: none"> <li>Overall: 62%</li> <li>EL: 16%</li> <li>SED: 55%</li> </ul>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p>	<p>Metric removed.</p> <p>2023.2024 SBAC Reading Claim Desired Outcome</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>Overall: 68%</li> <li>EL: 40%</li> <li>SED: 54%</li> </ul> <p>6th Grade:</p> <ul style="list-style-type: none"> <li>Overall: 71%</li> <li>EL: 25%</li> <li>SED: 64%</li> </ul>
<p>Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> <li>Kindergarten PSF (Phonemic Awareness)</li> <li>1st NWF (Decoding)</li> </ul>	<p>Winter 2021 IDEL Performance</p> <ul style="list-style-type: none"> <li>Overall: 9%</li> <li>EL: 7%</li> <li>SWD: 0%</li> <li>SED: 4%</li> </ul> <p>*IDEL K Only; Reported as percent of students at Benchmark.</p> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 9%</li> <li>1: (Will use IDEL, 2021-22)</li> </ul>	<p>Metric adjusted.</p> <p>Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 IDEL Performance</p> <ul style="list-style-type: none"> <li>Overall: 45%</li> <li>EL: Data not provided</li> </ul>	<p>Metric adjusted.</p> <p>In 2022.2023 a shift was made from IDEL to Lectura. This shift allows for a more comprehensive measurement of student early literacy in Spanish.</p> <p>Winter 2023 Lectura Performance</p> <ul style="list-style-type: none"> <li>Overall: 63%</li> <li>EL: 60%</li> <li>SWD: *</li> </ul> <p>Lectura was</p>	<p>In 2022.2023, Sherman Oaks administered mCLASS Lectura. Comparison to previous years is not appropriate, having administered IDEL in 2021.2022</p> <p>Winter 2024 mCLASS Lectura Performance</p> <ul style="list-style-type: none"> <li>Overall: 61%</li> <li>EL: 52%</li> <li>SWD: 46%</li> <li>SED: 56%</li> </ul>	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 30%</li> <li>EL: 28%</li> <li>SWD: 21%</li> <li>SED: 25%</li> </ul> <p>*IDEL K Only; Reported as percent of students at Benchmark.</p> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 30%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>By Subtest</p> <ul style="list-style-type: none"> <li>• K PSF: 9%</li> <li>• 1st NWF: (Will use IDEL, 2021-22)</li> </ul>	<ul style="list-style-type: none"> <li>• SWD: Data Not provided</li> <li>• SED: Data not provided</li> </ul> <p>Grade Level</p> <ul style="list-style-type: none"> <li>• K: 40%</li> <li>• 1: 49%</li> <li>• 2: 43%</li> </ul> <p>Subtest</p> <ul style="list-style-type: none"> <li>• K PSF: 33%</li> <li>• 1st NWF: 51%</li> <li>• 2nd ORF: 43%</li> </ul>	<p>administered and data is not comparable to 2021-2022.</p> <ul style="list-style-type: none"> <li>• SED: 55%</li> </ul> <p>Grade Level</p> <ul style="list-style-type: none"> <li>• K: 75%</li> <li>• 1: 54%</li> <li>• 2: 61%</li> </ul> <p>Subtest</p> <ul style="list-style-type: none"> <li>• Data not provided</li> </ul>	<p>Grade Level</p> <ul style="list-style-type: none"> <li>• K: 79%</li> <li>• 1: 41%</li> <li>• 2: 66%</li> </ul> <p>Subtest</p> <ul style="list-style-type: none"> <li>• K PSF: 91%</li> <li>• 1 NWF: 37%</li> <li>• 2 ORF: 68%</li> </ul>	<ul style="list-style-type: none"> <li>• 1: 21%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>• K PSF: 30%</li> <li>• 1st NWF: 30%</li> </ul>
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 6-8: 9.4% annually; +28% by 2023.2024 Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics:</p>	<p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> <li>• Overall: 34%</li> <li>• EL: 3%</li> <li>• SWD: 0%</li> <li>• SED: 27%</li> </ul> <p>(Only 6th grade in 2018-2019)</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 35%</li> <li>• EL: 15%</li> <li>• SWD: 0%</li> <li>• SED: 26%</li> </ul> <p>iReady: Mathematics Winter: Grades 6-8</p>	<p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> <li>• Overall: 36%</li> <li>• EL: 4%</li> <li>• SWD: 7%</li> <li>• SED: 26%</li> </ul> <p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 37%</li> <li>• EL: 13%</li> <li>• SWD: 12%</li> <li>• SED: 29%</li> </ul> <p>iReady: Mathematics District Winter: Grades 6-8</p> <ul style="list-style-type: none"> <li>• Overall: 28%</li> <li>• EL: 2%</li> </ul>	<p>iReady: Reading Winter: Grades 2-8</p> <p>Metric Adjusted for 2022-2023. Data from winter will be used for all grade levels and have annual goal of 9%.</p> <p>iReady: Reading Winter: Grades 2-8</p> <ul style="list-style-type: none"> <li>• Overall: 37%</li> <li>• ELE: 34%</li> <li>• MS: 41%</li> <li>• EL: 9%</li> <li>• SWD: 13%</li> <li>• SED: 30%</li> </ul>	<p>iReady: Reading Winter: Grades 2-8</p> <ul style="list-style-type: none"> <li>• Overall: 35%</li> <li>• ELE: 37%</li> <li>• MS: 40%</li> <li>• EL: ELE 10%</li> </ul> <p>MS 0%</p> <ul style="list-style-type: none"> <li>• SWD: ELE 0%</li> </ul> <p>MS 6%</p> <ul style="list-style-type: none"> <li>• SED: ELE 32%</li> </ul> <p>MS 26%</p> <p>i-Ready Mathematics Winter: Grades 1-8</p> <ul style="list-style-type: none"> <li>• Overall: 23%</li> <li>• ELE: 19%</li> <li>• MS: 30%</li> </ul>	<p>iReady: Reading Performance Desired Outcome Winter: Grades 6-8</p> <ul style="list-style-type: none"> <li>• Overall: 80%</li> <li>• EL: 59.2%</li> <li>• SWD: 56.2%</li> <li>• SED: 83.2%</li> </ul> <p>(Only 6th grade in 2018-2019)</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 80%</li> <li>• EL: 57%</li> <li>• SWD: 42%</li> <li>• SED: 68%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Grades 6-8: 11.4% annually; +34% by 2023.2024</p> <p>Grades 2-5: 9% annually; +26% by 2023.2024</p>	<ul style="list-style-type: none"> <li>Overall: 34%</li> <li>EL: 10%</li> <li>SWD: 11%</li> <li>SED: 28%</li> </ul> <p>(Only 6th grade in 2018-2019)</p> <ul style="list-style-type: none"> <li>Spring: Grades 1-5: Overall: 30%</li> <li>EL: 16%</li> <li>SWD: 16%</li> <li>SED: 25%</li> </ul>	<ul style="list-style-type: none"> <li>SWD: 14%</li> <li>SED: 20%</li> </ul> <ul style="list-style-type: none"> <li>iReady Math Spring: Grades 1-5: Overall: 29%</li> <li>EL: 14%</li> <li>SWD: 11%</li> <li>SED: 24%</li> </ul>	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 40%</li> <li>EL: 18%</li> <li>SWD: 5%</li> <li>SED: 35%</li> </ul> <p>iReady: Mathematics Winter: Grades 1-8 Grade levels adjusted for 2022-2023</p> <ul style="list-style-type: none"> <li>Overall: 23%</li> <li>ELE: 18%</li> <li>MS: 32%</li> <li>EL: 4%</li> <li>SWD: 13%</li> <li>SED: 16%</li> </ul> <ul style="list-style-type: none"> <li>iReady Math Spring: Grades 2-5: Overall: 28%</li> <li>EL: Data not provided</li> <li>SWD: 12%</li> <li>SED: 20%</li> </ul>	<ul style="list-style-type: none"> <li>EL: ELE 6%</li> </ul> <p>MS 2%</p> <ul style="list-style-type: none"> <li>SWD: ELE 0%</li> </ul> <p>MS 12%</p> <ul style="list-style-type: none"> <li>SED: ELE 14%</li> </ul> <p>MS 24%</p>	<p>iReady: Mathematics Winter: Grades 6-8</p> <ul style="list-style-type: none"> <li>Overall: 80%</li> <li>EL: 78.2%</li> <li>SWD: 79.2%</li> <li>SED: 80%</li> </ul> <p>(Only 6th grade in 2018-2019)</p> <ul style="list-style-type: none"> <li>Spring: Grades 1-5: Overall: 80%</li> <li>EL: 69%</li> <li>SWD: 69%</li> <li>SED: 78%</li> </ul>
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 39.35%</li> </ul>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state</p>	<p>2021.2022 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 38%</li> <li>Black/African American: *</li> </ul>	<p>2022.2023 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 39%</li> <li>Black/African American: *</li> </ul>	<p>Metric on hold.</p> <p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 48.35%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p>	<ul style="list-style-type: none"> <li>Black/African American: *%</li> </ul> <p>Hispanic/Latino: 34.02%</p> <ul style="list-style-type: none"> <li>SED: 28.71%</li> <li>EL: 4.42%</li> </ul> <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 35.38%</li> <li>Black/African American: *%</li> </ul> <p>Hispanic/Latino: 29.88%</p> <ul style="list-style-type: none"> <li>SED: 26.24%</li> <li>EL: 7.96%</li> </ul>	<p>testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<ul style="list-style-type: none"> <li>Hispanic/Latino: 34%</li> <li>SWD: 19%</li> <li>SED: 28%</li> <li>EL: 11%</li> </ul> <p>2021.2022 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 29%</li> <li>Black/African American: *%</li> <li>Hispanic/Latino: 26%</li> <li>SWD: 6%</li> <li>SED: 21%</li> <li>EL: 5%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic/Latino: 36%</li> <li>SWD: 11%</li> <li>SED: 33%</li> <li>EL: 11%</li> </ul> <p>2022.2023 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 27%</li> <li>Black/African American: *</li> <li>Hispanic/Latino: 22%</li> <li>SWD: 11%</li> <li>SED: 20%</li> <li>EL: 8%</li> </ul>	<ul style="list-style-type: none"> <li>Black/African American: 15%</li> </ul> <p>Hispanic/Latino: 49.02%</p> <ul style="list-style-type: none"> <li>SED: 43.71%</li> <li>EL: 19.42%</li> </ul> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 44.38%</li> <li>Black/African American: 15%</li> </ul> <p>Hispanic/Latino: 44.88%</p> <ul style="list-style-type: none"> <li>SED: 41.24%</li> <li>EL: 22.96%</li> </ul>
<p>Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.</p>	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Grade 4: 39.47%</li> </ul> <p>(-0.53% from 2017.2018)</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p>	<p>Metric removed.</p> <p>2023.2024 CAST Desired Outcome Mathematics</p> <ul style="list-style-type: none"> <li>Grade 4: 48.47%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.	<p>2018-2019 CAST Results</p> <p>Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 26.32%</li> <li>EL: 4.0%</li> <li>SWD: *%</li> <li>SED: 15.09%</li> </ul>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>2021-2022 CAST Results</p> <p>Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 31%</li> <li>EL: 4%</li> <li>SWD: *</li> <li>SED: 24%</li> </ul> <p>Grade 8</p> <ul style="list-style-type: none"> <li>Overall: 22%</li> <li>EL: 0%</li> <li>SWD: *</li> <li>SED: 17%</li> </ul>	<p>2022.2023 CAST Results</p> <p>Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 17%</li> <li>EL: 3%</li> <li>SWD: *</li> <li>SED: 11%</li> </ul> <p>Grade 8</p> <ul style="list-style-type: none"> <li>Overall: 20%</li> <li>EL: *</li> <li>SWD: *</li> <li>SED: 13%</li> </ul> <p>*Data for less than 11 students suppressed to protect student privacy</p>	<p>Metric on hold.</p> <p>2023.2024 CAST Desired Outcome</p> <p>Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 41.32%</li> <li>EL: 19.0%</li> <li>SWD: 15%</li> <li>SED: 30.09%</li> </ul>
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 209</li> </ul>	<p>Metric on hold.</p> <p>Student data is not available to demonstrate annual progress of ELs in English language acquisition. A baseline goal will be</p>	<p>2021.2022 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 217</li> </ul>	<p>2022-2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 180</li> </ul>	<p>Metric on hold.</p> <p>Updated 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>The percentage of EL students</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 44.5%</li> </ul>	established for this metric in the Fall of 2022.	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 57.6%</li> </ul>	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 54.4%</li> </ul>	<p>making at least one level progress on the ELPAC will meet or exceed the State of California percentage.</p> <p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.</li> </ul>
Increase the percent of Redesignated ELs by at least 3% annually.	<p>2019.2020 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 260</li> </ul> <p>Redesignated:</p> <ul style="list-style-type: none"> <li>Number: 7</li> </ul>	<p>2020.2021 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 265</li> </ul>	<p>2021.2022 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 256</li> </ul>	<p>2022-2023 Redesignation of English Learners</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 224</li> </ul>	<p>2023.2024 Redesignation Desired Outcome</p> <ul style="list-style-type: none"> <li>Total Percent of ELs Redesignated: 12%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Percent: 3%</li> </ul>	<ul style="list-style-type: none"> <li>Number Redesignate d: 5</li> <li>Percent Redesignate d: 2%</li> </ul> <p>Note: Total number of ELs as of 2021.11.20.</p>	<ul style="list-style-type: none"> <li>Number Redesignate d: 35</li> <li>Percent Redesignate d: 14%</li> </ul> <p>Note: Total number of ELs as of 2022</p>	<ul style="list-style-type: none"> <li>Number Redesignate d: 37</li> <li>Percent Redesignate d: 17%</li> </ul> <p>Note: Total number of ELs as of 2023</p>	

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 2023-2024 school year, all actions for the Sherman Oaks to Provide high quality academic first instruction for all students were fully implemented. Actions for this goal fall into the following categories:

- Staff to support instruction and MTSS implementation (Actions 1.2, 1.9, 1.12, 1.13)
- Professional development for staff (Actions 1.1, 1.4, 1.5, 1.8)
- Interventions and web-based programs for students (Actions 1.3, 1.10, 1.11)
- Field trips and other outdoor experiences for students (Action 1.6)

For the 2023-2024 school year, there were few substantive differences in planned versus implemented actions. Multi-Tiered Systems of Support were implemented to support all students performing at all tiers in academics and social emotional skills. After school interventions were provided by teachers, as well as reading interventions during the day for grades K-5 by our Reading Intervention Teacher and aides. Web-based programs were used to strengthen student learning and provide practice in essential skills and grade level standards. Ongoing professional development was provided to teachers without the use of school funds (Action 1.8). Three professional development sessions for our ongoing vocabulary work were facilitated by a district Literacy Administrator free of cost. Our Math Teacher on Special Assignment (TOSA) provided ongoing support with the implementation of our new mathematics curriculum in grades K-5, and teachers participated in two curriculum-provided professional development sessions for Bridges in Mathematics.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2023-2024, the following material differences occurred:

- Staff to support instruction and MTSS implementation (Actions 1.2, 1.9, 1.12, 1.13)
- Action 1.2 - Library and Media Aide: The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 1.12 - Reading Intervention Teachers: The expenditure for this action was higher than the planned allocation due to salary increases.
- Professional development for staff (Actions 1.1, 1.4, 1.5, 1.8)
- Action 1.1 - Small groups of teachers attended local professional developments, decreasing the cost of travel. Teachers attended trainings on Handwriting Without Tears, Grant Writing and a Solution Tree Professional Development for coaches held locally. Additionally, professional development throughout the school year took place at the district level and at the school site and was facilitated by district experts.
- Action 1.4 - Data Analysis and Goal Setting Staff Retreat: The expenditure for this action was lower than the planned allocation as facilities rental was not necessary for the staff retreat.
- Action 1.8 - Professional Learning from Consultants: The expenditure for this action was lower than the planned allocation as professional development was provided at no cost.
- Interventions and web-based programs for students (Actions 1.3, 1.10, 1.11)
- Action 1.3 - After School Interventions: The expenditure for this action was lower than the planned allocation due to less teachers able to provide after school interventions.
- Action 1.10 -Targeted Interventions: The expenditure for this action was higher than the planned allocation due to salary increases for our two Reading Intervention Aides.
- Action 1.11 - Web-based Math/Reading Programs and Assessments: The expenditure for this action was higher than the planned allocation. Web-based programs that were not used consistently were not renewed.
- Field trips and other outdoor experiences for students (Action 1.6)
- Action 1.6 - The expenditure for this action was higher than the planned allocation as a result of the use of school funds to pay for chaperone registration for overnight field trips (Science Camp and Yosemite trip).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Categories and Efficacy in making progress toward goal:

Staff to support instruction and MTSS implementation (Actions 1.2, 1.9, 1.12, 1.13)

- Students and staff received support from the school Equity TOSA through direct interventions, co-planning, co-teaching, and coaching with teachers and classified support staff. This increased staff efficacy and skills for working with struggling learners and all students. The Equity TOSA supported 8th grade students in completing their Pathway Award assignments, providing students with timelines and feedback, and organizing the scoring of presentations and written essays increasing the number of students able to earn the awards.

- Students have made steady progress throughout the school year on foundation skills, as measured by mCLASS Lectura, with 79% of Kindergarten students, 37% of first graders, and 66% of second grade students meeting target in the winter assessment.
- In the 2022-2023 school year, Sherman Oaks met the desired outcome for total Percent of English Learners Redesignated of 17%.

Professional development for staff (Actions 1.1, 1.4, 1.5, 1.8)

- Teachers participated in multiple professional development sessions this school year, strengthening their skills in Tier 1 strategies and newly adopted curriculum (Bridges, Caminos).
- Action 1.4 - Data Analysis and Goal Setting Staff Retreat: Teachers and staff collaborated and planned around around new curriculum (Caminos for K-2 Spanish Literacy and Bridges in Mathematics for grades K-5) implementation. School and district goals were reviewed and instructional practices such as PLC were planned for within their grade level teams.

Interventions and web-based programs for students (Actions 1.3, 1.10, 1.11)

- Targeted interventions were provided in the lower grades by teachers and reading intervention teachers and aides. MTSS aides also provided both math and early literacy interventions to students.

Field trips and other outdoor experiences (Action 1.6)

- Field trips to Science camp and Yosemite provided students with academic learning opportunities and relationship building with peers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2024-2025, the following actions have been adjusted:

Professional development for staff (Actions 1.1, 1.4, 1.5, 1.8)

- Action 1.1 - Professional Development: The allocation for this action decreased to allow for local professional opportunities on-site and geared towards all staff.
- Action 1.4 - Data Analysis and Goal Setting Staff Retreat: The allocation for this action is decreased as we will continue to hold the retreat on site to allow for more staff to participate.

Interventions and web-based programs for students (Actions 1.3, 1.10, 1.11)

- Action 1.11 - Web-based Math/Reading Programs and Assessments: The allocation for this action is decreased as the number of web-based programs we currently used has decreased.

Field trips and other outdoor experiences (Action 1.6)

- Action 1.6 - Field Trips and Outdoor Experiences for Students: The allocation for this action is increased to allow for parent chaperones to support students on overnight field trips.



**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Provide high quality social emotional learning for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 self-reflection tool in April and May 2021 resulting in a status of "Met" on the 2021 California School Dashboard.	2019.2020 Suspension Rate <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> <li>Black/African American: 0.0%</li> <li>Hispanic/Latino: 0.0%</li> </ul>	Metric Adjusted for 2022.2023  CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'  2020.2021 Suspension Rate: <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: **</li> <li>SED: **</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0%</li> </ul>	Metric Adjusted for 2022.2023  CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'  2021.2022 Suspension Rate: <ul style="list-style-type: none"> <li>Overall: Low</li> <li>EL: Low</li> <li>SWD: Very Low</li> <li>SED: Low</li> <li>Black/African American: No performance level; Group</li> </ul>	CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'  2022-2023 Suspension Rate: <ul style="list-style-type: none"> <li>Overall: Medium</li> <li>EL: Medium</li> <li>SWD: High</li> <li>SED: Medium</li> <li>Black/African American: N/A (group size too small)</li> <li>Hispanic/Latino: Medium</li> </ul>	Updated 2023.2024 Suspension Desired Outcome <ul style="list-style-type: none"> <li>Status of Very Low or Low Overall and for all Student Groups.</li> </ul> 2023.2024 Suspension Rate Desired Outcome <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: %</li> <li>SED: 0%</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>	<p>size too small.</p> <ul style="list-style-type: none"> <li>Hispanic/Latino: Low</li> </ul>		
<p>Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.</p> <ul style="list-style-type: none"> <li>Overall reduce by 300; 100 annually.</li> <li>ELs and SWDs reduce by</li> </ul>	<p>2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression</p> <ul style="list-style-type: none"> <li>Overall: 34</li> <li>EL: 8</li> <li>SWD: 6</li> <li>SED: 14</li> <li>Hispanic/Latino: 24</li> <li>White: 6</li> </ul>	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p> <p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> <li>Overall: 2</li> <li>EL: 2</li> <li>SWD: 0</li> <li>SED: 2</li> <li>Hispanic/Latino: 2</li> <li>White: 0</li> </ul>	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p>	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p>	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 24</li> <li>EL: 6</li> <li>SWD: 4</li> <li>SED: 9</li> <li>Hispanic/Latino: 16</li> <li>White: 4</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.					
Decrease the overall Chronic Absenteeism rate by 0.5% annually.  Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 3.19% • EL: 3.9% • SWD: 3.7% • SED: 4.3% • Hispanic/Lati no: 3.7%	2020.2021 Chronic Absenteeism Rate: • Overall: 4.9% • EL: 3.7% • SWD: 5.7% • SED: 6.2% • Hispanic/Lati no: 5.3%	2021.2022 Chronic Absenteeism Rate: • Overall: 18% • EL: 19.1% • SWD: 22.4% • SED: 19.4% • Hispanic/Lati no: 19.5%	2022-2023 Chronic Absenteeism Rate: • Overall: 13.3% • EL: 14.70% • SWD: 24.50% • SED: 15.1% • Hispanic/Lati no: 13.70%	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 1.7% • EL: 2.4% • SWD: 2.2% • SED: 2.8% • Hispanic/Lati no: 2.2%
Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%. • Students in grades 3-8 to 95%; 5.7% annually. • Teachers and Staff to 95%; 5.4% annually.	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 3-8: 78% • Teachers and Staff: 79%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.  2021.2022 Panorama Survey Participation: • Students Grades 3-8: Fall 88%; Spring 95% • Teachers and Staff: Fall	2022.2023 Panorama Survey Participation: • Students Grades 3-8: Fall 91%; Spring 97% • Teachers and Staff: Fall 94%; Spring 87%	2023-2024 Panorama Survey  CUSD students completed the Panorama Survey in the Fall only.  Participation Rate: • Students Grades 3-8: Fall 92% • Teachers and Staff: Fall 73%	2023.2024 Fall Panorama Survey Participation Rate Desired Outcome • Students Grades 3-8: 95% • Teachers and Staff: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		74%; Spring 85%			
Increase favorable response to Emotional Regulation (grades 3-8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).	2020.2021 Fall Panorama Survey Student Responses <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-5): 38%</li> <li>Emotion Regulation (grades 6-7): 48%</li> <li>Sense of Belonging (grades 6-7): 56</li> </ul>	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.  2021.2022 Panorama Survey Student Responses: <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8):</li> <li>ELE: Fall 45%; Spring 38%</li> <li>MS: Fall 41%; Spring 48%</li> <li>Sense of Belonging (grades 6-8): Fall 57%; Spring 56%</li> </ul>	Metric Adjusted. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.  Supportive Relationships Fall (3-8): ELE: 86% MS: 85%  Supportive Relationships Spring (3-8): ELE: 86% MS: 85%  Sense of belonging (6-8): Fall: 49% Spring: 52%	Metric Adjusted. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.  Supportive Relationships (3-8) Fall: 87%  Sense of Belonging (6-8) Fall: 53%	2023.2024 Fall Panorama Survey Student Responses Desired Outcome <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80%</li> <li>Sense of Belonging (grades 6-8): 80%</li> </ul>
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative	Metric Adjusted for 2022.2023 CUSD uses the Studer Education School Student	2022.2023 Climate Survey Question Responses:	2023-2024 School Climate Survey Question Responses:	Updated Desired Outcome: The Overall Top Box (the percent of students reporting 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>analysis presented to the Board of Education as part of the annual LCAP review process.</p>	<p>Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 25.8%</li> <li>• School rules are fair: 11.83%</li> <li>• My school is clean: 6.52%</li> <li>• Students are nice to each other at my school: 6.67%</li> <li>• I like going to my school</li> </ul>	<ul style="list-style-type: none"> <li>• I feel safe at my school: 3.82, 35.94%</li> <li>• School rules are fair: 3.45, 25.39%</li> <li>• My school is clean: 3.29, 13.18%</li> <li>• Students are nice to each other at my school: 3.07, 15.6%</li> <li>• I like going to my school each day: 3.54, 24.51%</li> </ul>	<ul style="list-style-type: none"> <li>• I feel safe at my school: 4.00, 34.46%</li> <li>• School rules are fair: 3.8, 26.37%</li> <li>• My school is clean: 3.20, 9.76%</li> <li>• Students are nice to each other at my school: 3.3, 12.67%</li> <li>• I like going to my school each day: 3.43, 21.62%</li> </ul>	<p>'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		each day: 23.91%			
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: <ul style="list-style-type: none"> <li>Sherman Oaks: 97.36%</li> </ul>	N/A	2022.2023 Annual Attendance Rate: 93.7%	2023-2024 Annual Attendance Rate: 94.45%	Metric Added. 2023.2024 Attendance Rate Desired Outcome <ul style="list-style-type: none"> <li>Sherman Oaks: At least 98%</li> </ul>
Maintain Middle School Drop Out Count of 0.	Metric Added. 2020.2021 Middle School Drop Out Count <ul style="list-style-type: none"> <li>Sherman Oaks: 0</li> </ul>	N/A	2022.2023 Middle School Drop Out Count <ul style="list-style-type: none"> <li>Sherman Oaks: 0</li> </ul>	2022.2023 Middle School Drop Out Count <ul style="list-style-type: none"> <li>Sherman Oaks: 0</li> </ul>	Metric Added. 2023.2024 Middle School Drop Out Desired Outcome <ul style="list-style-type: none"> <li>Sherman Oaks: 0</li> </ul>
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	2020.2021 Expulsion Rate Sherman Oaks <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	N/A	2022.2023 Expulsion Rate Sherman Oaks <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	2022.2023 Expulsion Rate Sherman Oaks <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Sherman Oaks <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 2023-2024 school year, all actions for the Sherman Oaks goal to provide high quality social emotional learning for all students were fully implemented. The actions for this goal fall into the following categories:

- Staff to support social-emotional well-being and positive behavior (Actions 2.1, 2.3, 2.4)
- Materials to support social-emotional learning and positive behavior (Action 2.3)

For the 2023-2024 school year, there were no substantive differences in planned versus implemented actions. Students received a variety of social-emotional support and services from school staff and community partners. Sherman Oaks continued to use materials from adopted social emotional learning curriculums, Toolbox and Character Strong. This year, additional materials for kindergarten were purchased from the Kimochis curriculum in order to supplement Toolbox lessons at that grade level. Students benefited from social emotional support provided by our school counselor who worked with small groups and individual students. Our Campus PBIS Support and Supervisor led schoolwide events and PBIS assemblies that highlighted and celebrated positive student behaviors and supported school safety through supervision of students before, during and after school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2023-2024, the following differences occurred:

- Staff to support social-emotional well-being and positive behavior (Actions 2.1, 2.3, 2.4)
- Action 2.1 - Campus PBIS Support and Supervisor - The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 2.4 - School Counselor - The expenditure for this action was higher than the planned allocation due to salary increases.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Categories and efficacy in making progress:

Staff to support social-emotional well-being and positive behavior (Actions 2.1, 2.3, 2.4)

- Students received a variety of social-emotional supports and services from contracted agency staff, the school counselor, and school staff, including MTSS aides.
- Suspension, as reported on the California School Dashboard, was medium for Sherman Oaks in the 2022-2023 school year.
- MTSS Aides provided academic and behavior support, implementing interventions with small groups of students and supporting them in classrooms. This decreased the amount of time that students spent outside of the classroom as a result of behaviors.

- A high percentage of students (85%) reported feeling supported at school through positive relationships with friends, family, and adults at school.
- There was an increase in the annual attendance rate as compared to the previous school year (from 93.7% to 94.45%) and Chronic Absenteeism decreased from 18% to 13.3%.
- Sherman Oaks maintained a number of 0 students expelled and 0 Middle School Students dropped out during the 2022-2023 school year.

Materials to support social-emotional learning and positive behavior (Action 2.3)

- Character Strong, Toolbox, and Kimochis materials were used to strengthen our social emotional learning program and lessons were consistently taught by teachers. These programs were also used in planning our PBIS reteaches after breaks, providing additional opportunities for students to review expectations and practice the use of taught social and emotional skills.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For 2024-2025, the following actions have been adjusted:

- Staff to support social-emotional well-being and positive behavior
- Action 2.3 - MTSS Aides: The allocation for this action is increased in response to salary increases and the addition of one MTSS Aide.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Fully engage parents/guardians, and the community in support of student well-being.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Sherman Oaks: 5 (full implementation and sustainability)</p> <p>LEA's progress in providing families with information and resources to support student learning and</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 3</li> </ul> <p>LEA's progress in providing families with information and resources to support student learning and</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 5</li> </ul> <p>LEA's progress in providing families with information and resources to support student learning and</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4</li> </ul> <p>LEA's progress in providing families with information and resources to support student learning and</p>	Rubric score of 5: Full implementation and sustainability in all areas.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>development in the home: Sherman Oaks: 5 (full implementation and sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Sherman Oaks: 5 (full implementation and sustainability)</p>	<p>development in the home:</p> <ul style="list-style-type: none"> <li>• Outcome: 3</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>• Outcome: 3</li> </ul>	<p>development in the home:</p> <ul style="list-style-type: none"> <li>• Outcome: 5</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>• Outcome: 4</li> </ul>	<p>development in the home:</p> <ul style="list-style-type: none"> <li>• Outcome: 4</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>• Outcome: 4</li> </ul>	
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	<p>Metric Removed.</p> <p>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline</p>
Annually, 100% of school staff will receive professional development in the	Note: Baseline set in Spring 2021.	<p>Metric Removed.</p> <p>CUSD uses the Studer Education</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education</p>	<p>Metric Removed.</p> <p>2023.2024 Staff Professional</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
area of family engagement as measured by staff sign in sheets and feedback forms.		<p>Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.</p> <p>Parent and Family Engagement Strategies Training:</p> <ul style="list-style-type: none"> <li>In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were site determined.</li> </ul>	Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.	Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.	Development on Family Engagement Desired Outcome: TBD based on Spring 2021 Baseline
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	<p>Spring 2021 Thought Exchange Participation:</p> <ul style="list-style-type: none"> <li>: TBD%</li> </ul>	<p>Metric Adjusted.</p> <p>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p>	<p>Metric Adjusted.</p> <p>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p>	<p>Metric Adjusted.</p> <p>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p>	<p>Metric Adjusted.</p> <p>Spring 2024 Thought Exchange Participation Desired Outcome:</p> <ul style="list-style-type: none"> <li>: TBD%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>• 55</li> </ul>	2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>• 71</li> </ul>	2023-2024 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>• 171</li> </ul>	
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> <li>• Sherman Oaks: 100%</li> </ul>	N/A	N/A	Metric Added 2022-2023 Percentage of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process: <ul style="list-style-type: none"> <li>• Sherman Oaks: 100%</li> </ul>	2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

## Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the 2023.2024 school year, all actions for the Sherman Oaks goal to Fully Engage Parents/Guardians, and the Community in Support of Student Well-being were fully implemented. Actions for this goal fall into the following categories:

- Staff to support family participation and engagement ( Action 3.3)
- Family Events and Learning Opportunities (Action 3.1)
- Motivation (Action 3.2)

For the 2023-2024 school year, there were no substantive differences in planned versus implemented actions. Sherman Oaks continues to

provide events and opportunities for parents to engage with teachers and staff around student learning and well-being. These include Cafecitos with the Principals, English Language classes and resources for parents, as well as a number of spring events such as a Math Night, Literacy Night, Exhibition Night, and an 8th grade Award Night. Sherman Oaks continues to have a full-time Community Liaison who supports families by sharing needed resources, building partnerships with outside agencies, and motivating families to participate in school and district events. Based on a need to include parent participation for reading intervention students, our Reading Intervention Teacher and Instructional Assistants have held parent/teacher conferences with parents of intervention students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In 2023-2024 the following material differences occurred:

- Staff to support family participation and engagement ( Action 3.3)
- Community Liaison: The expenditure for this action was higher than the planned allocation due to salary increases.
- Family Events and Learning Opportunities (Action 3.1)
- Family Engagement and Learning: The expenditure for this action was lower than the planned allocation due to free of cost workshops and classes.
- Motivation (Action 3.2)
- Motivating Family Participation: The expenditure for this action was lower than the planned allocation due to free of cost strategies for motivating participation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Categories and efficacy in making progress:

Staff to support family participation and engagement ( Action 3.3)

- The school Community Liaison shared resources throughout the year with families via email, ParentSquare, and in person and partnered with the Family Resource Center on site and additional agencies to bring resources and information to the school for parents to access. She made individual connections with families and reached out to parents in need of support by scheduling in-person meetings and speaking to them over the phone. As a result, many students and families were able to benefit from community resources shared.
- The number of parents who participated in the Parent/Family Satisfaction Survey Responses increased from 71 (the previous year) parents to 171 in the 2023-2024 school year.

Family Events and Learning Opportunities (Action 3.1)

- School events were well attended throughout the school year, including academic events such as Back to School Night and grade level exhibition nights. Other well-attended events were aimed at community building and fundraising and included our Halloween Fiesta, Spring carnival and Multicultural Night.
- Parents participated in ESL classes offered on site during the school year.
- Students and parents participated in a Family Math Night.
- Parents consistently participated in monthly Coffee with the Principals. These meetings took place monthly and provided opportunities for parents to learn more about the school's academic and social emotional programs, as well as to ask questions and share topics they were interested in discussing.

Motivation (Action 3.2)

- Coffee with the Principal meetings were offered on Zoom and in the evening as well as in person after student drop-off in order to increase parent participation. Parents who would not typically attend the morning meetings attended the evening Zoom meetings, increasing parent participation.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

More outreach opportunities for parents to join and participate in decision making groups and ongoing meetings with school staff continue to be a goal. For 2024.2025, no actions have been adjusted as we will continue our efforts to increase participation through the following actions:

- Family Engagement and Learning
- Motivating Family Participation
- Community Liaison

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**