

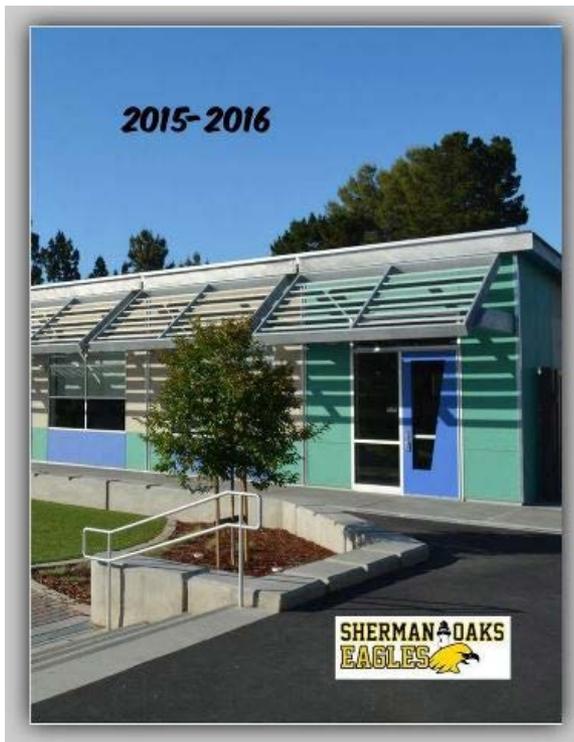


# **SHERMAN OAKS' LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)**

JUNE 23, 2016

Instructional Services  
Governing Board Presentation

# Sherman Oaks Instructional Leadership Team (ILT)



- Tiffany Spaulding, 4<sup>th</sup> GR
- Karina Alvarez, 5<sup>th</sup> GR
- Pati Curiel, Equity Coach
- Will Flores, Principal

# Sherman Oaks: Goal 1, Standards

## Progress towards goal:

- Implementation of California Common Core State Standards en *Español*, and contrasting “transferrable” and non-transferrable essential skills
- Teacher collaboration on identifying essential standards to be taught in both English and Spanish
- All teams piloting/using bilingual Benchmark curriculum
- Curriculum and technology integration
- Regular classroom observations and instructional rounds

## Next Steps:

- PD with Adelante author on implementation of CCSS and CCSS en *Español*, as well as the ELD/ELA Framework
- K – 6 Teachers Using Benchmark bilingual curriculum
- PD Focus on Dual Language 90/10 Implementation aligned to CCSS
- Site definition and alignment of designated ELD and Integrated ELD Aligned to Dual Language Immersion Principles and our 90/10 program

# Sherman Oaks: Goal 2, Achievement

## Progress towards goal:

- 3 Formal Prof. Learning Community (PLC) cycles for all staff to look at individual student data
- iReady data indicates that grades 4<sup>th</sup> through 6<sup>th</sup> grade made greater growth in Math than ELA (4<sup>th</sup> grade 30%, 5<sup>th</sup> 13% and 6<sup>th</sup> 18% growth from W1-W3)
- 2<sup>nd</sup> and 3<sup>rd</sup> grade ELA iReady scores indicate greater growth (2<sup>nd</sup> 30% and 3<sup>rd</sup> 36% growth from W1-W3)

## Next Steps:

- Use PLC time aligned to district assessment calendar
- ILT team to decide PLC focus for next year, based on student data
- Focused Designated ELD and Integrated ELD/ELA in the Core and Focused ELD Interventions
- Examine students' individual growth and determine areas of strengths and weaknesses
- Equity Coach and Bilingual Intervention teacher will be embedded with classroom teachers during PLCs to help focus the work and determine expected outcomes

# Sherman Oaks: Goal 3, Social/Emotional

## Progress towards goal :

- Multi-tiered approach in place incorporating multiple systems and interventions
- Award-winning Project Cornerstone “Los Dichos” has been recognized as an exemplary program
- Project Cornerstone “Los Dichos” Readers – all classrooms

## Next Steps:

- Positive Discipline (PBIS) refresher for all staff
- Project Cornerstone “Los Dichos” will continue training bilingual parents to participate in classrooms
- “Love and Logic” training for families
- Continued partnerships with parents, Parent-Teacher Committee (PTC), etc.

# Sherman Oaks: Goal 4: Parent Engagement

## Progress towards goal:

- Bilingual Communication
- Sherman Oaks University
- Engaged/Empowered Parent-Teacher Committee
- Playground supervision
- Field Trip Support
- STEAM MakerSpace
- ESL Classes

## Next Steps:

- Biliteracy Classes for Parents
- Homework Policy and reasonable expectations
- Continue Sherman Oaks University—SOAKS “U”
- Parent involvement in STEAM
- Ongoing Dual Immersion Parent Meetings/Sessions