# The Single Plan for Student Achievement

**School:** Sherman Oaks Elementary School

**CDS Code:** 43693936046692

**District:** Campbell Union School District

**Principal:** Raul Lomeli

**Revision Date:** 02/14/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Raul Lomeli

**Position:** Principal

**Phone Number:** (408) 795-1140

**Address:** 1800-C Fruitdale Avenue
San Jose CA, 95128

**E-mail Address:** rlomeli@campbellusd.org

**The District Governing Board approved this revision of the SPSA on February 16, 2016.**

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## School Vision and Mission

**Sherman Oaks Elementary School's Vision and Mission Statements**
Mission: Creating successful bilingual and bi-literate leaders is a shared goal among the team at Sherman Oaks. Our collaborative work environment will reward us with respectful critical thinkers who are empowered and knowledgeable leaders who take pride in their accomplishments.

## School Profile

Sherman Oaks Community Charter School serves more than 500 students, from Preschool to 6th grade, and is home to the Spanish-English dual language immersion program. All students learn all subjects in English and Spanish. Each class is made up of one-third of the students with English as their primary language; one-third of the students with Spanish as their primary language and one-third of the students who are bilingual. The students' language abilities are determined on the pre-assessment.

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

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

## Comprehensive Needs Assessment Components

### Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

An annual perception survey is done in the month of May. Parents, teachers, and students are asked for information regarding the school's academic program, staffing and school climate. Survey results are kept from year to year and can be analyzed for trends. Results are shared with all stakeholder groups annually.  129 parents (68 Hispanic, 22 Caucasian,22 Asian, 10 African American), 32 staff members, and 191 students took the survey in June of 2016.   Parent response trends show that they have respect the teachers and feel that the teachers show respect the students.  The site showed great gains this year in the satisfaction of parents. Of the 24 questions asked 21 of them had a higher score than the previous year.  Evidence from the survey indicates that we need to implement strategies to improve the public image of the school. Conversations around this will take place at schools site council, PTA and ELAC meetings throughout the year. The teachers also ranked the public image as one of the lowest areas on the survey. Other staff data shows that the culture within the school is improving substantially from previous years.  Students feel as if an area of improvement can come in the amount of challenge they are provided and the amount of choices they have in what they learn. Blackford holds a variety of engagement meetings annually.  Back to school night is highly attended evening where expectations around the standards based instructional program are shared.  On average we have 80% percent of the families attend this event.

### Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers are observed informally on a regular basis annually through the practice of Instructional Rounds and Administrator observations.  Tenured teachers are evaluated on an every other year basis.  Non-Tenured teachers are evaluated formally three times a year.  A summary of findings for the past year showed that teachers are aware of  the instructional shifts inherent in the Common Core and there is an emphasis on student directed learning capitalizing on the 4C's. (Creativity, Communication,Collaboration and Critical Thinking)  Observations also indicate the increase in the use of instructional technology to

support student needs and provide small group instruction.    An area of growth for Blackford that will be addressed with staff members is the need to ensure that lesson design is providing adequate rigor needed to meet the demands of the Common Core to prepare students for college and career.  There is also a need to focus on effective differentiation strategies to ensure that all students have equal opportunities to access the curriculum.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.  Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1.  Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    Blackford uses multiple measures to assess students and used this data collaboratively to analyze student strengths and weaknesses. SBAC data is analyzed at the beginning of the each school year to help the site make school wide instructional decisions based on the data. In addition, iReady student assessment data is analyzed three times a year after each diagnostic test.

2.  Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Blackford teachers analyze student data using the Professional Learning Community model. This is done on a bi-montly basis. Common formative assessments are created using the Common Core aligned curriculum and teachers come together to evaluate the assessment results.  Children who have not met the standard are provided with classroom interventions and/or school-wide interventions based on the results.  BAS assessment results are also used to guide teacher discussions and determine intervention needs.

Staffing and Professional Development

3.  Status of meeting requirements for highly qualified staff (ESEA)

    100% of  Blackford teachers are highly qualified and fully credentialed. The district has an overall strategic plan goal to attract and retain high quality teachers. The recruitment process begins early each year when site administrators attend a March recruitment faire to interview potential new hires.  Capacity and enrollment projections are discussed at the  district's council level on a monthly basis to anticipate the need for hiring.  The district uses a process called Ventures For Excellence to ensure that the candidates are student centered.  All Site Administrators receive training and certification to be able to participate in the Ventures interview process.  Once hired, teachers in CUSD receive extensive training and coaching support as a strategy for retention.

4.  Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

    All Blackford teachers participated in training on the newly adopted English Language Arts curriculum in August 2016.  Piloting is currently underway for a Common Core math curriculum and once determined all teachers will participate in publisher training on the selected curriculum. The decision will be made in June 2017 and training will take place in August 2017.  Additional professional development is done at monthly staff meetings, on teacher release days.  There are multiple opportunities for paid professional development that takes place on Saturdays and in the early evening hours.

5.  Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

    Staff development for Blackford teachers is aligned to content standards as laid out in adopted curriculum.  Targeted training was provided on the Professional Learning Community process for the Blackford  instructional leadership team. PLCs are our high leverage activity and all training in this area has us looking at essential standards, student performance on assessments and intervention and student enrichment.

6.  Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    Blackford has an Equity Coach that is released from classroom duties full time to support professional development needs of teachers. The Coach provides assistance with lesson design, PLC collaboration facilitation, professional development, teaching model lessons and providing individual and group coaching to staff members.   In addition the district offers support through various content expert coaches who focus on math and technology integration, literacy development and STEAM integration.

7.  Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    Per the teacher contract all Blackford teachers are allocated two formal collaboration days per month. The engage in PLC work on these coloration days on Wednesdays. In addition to these after school meetings teachers also receive up to 3 release days per year to engage in collaboration with grade level peers.  Additionally, some grade level teams have common prep time where teacher collaboration takes place.  One staff meeting at the beginning of the year is allocated to articulation of essential standards.

Teaching and Learning

8.  Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    Teacher teams examined the newly adopted curriculum  and identified essential standards that drive our PLC work.  Teachers selected the Benchmark as the Core English Language Arts Curriculum for grades 1-5 and The Amplify Program for Kindergarten. We are currently using the Eureka Math program which is aligned to the Common Core Standards. The district will make a final decision on the math program in June 2017.

9.  Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

    Adequate instructional time is allotted based on recommendations in the California Reading and Language Arts and Math frameworks for all standards-aligned, core instructional programs. Blackford has a 90 minute guaranteed literacy block daily and a 60 minute mathematics block for grades TK-6. This time is protected.  PE minute are met by both classroom teachers and an outside contractor that offers PE while teachers receive preparation time.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    The adopted curriculum provides pacing guides for teachers to follow and the PLC collaboration time is used to discuss appropriate modifications that need to be made to ensure that all students learn the essential standards.  The daily schedule allows for flexibility if a student needs to be removed for an identified intervention.  Students are not removed from class time during the designated literacy block to ensure they do not miss core instruction.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    The Campbell Union School district follows the CDE's recommended curriculum/instructional materials adoption and improvement cycle. Instructional materials are identified for school use that correspond to state standards. Teachers go through a thorough pilot process and solicit input from parents and students.  Once adopted district teachers are expected to use the instructional materials in their classrooms. The adopted materials also meet the requirements of the ELD Framework and have programs aligned to a content area. Special Education classes are also expected to use the adopted materials that the grade level of instruction with scaffolding and accommodations provided. All students have access to high quality, common core aligned instructional materials and we meet the Williams requirements annually.  Grades 2-6 have access to 1:1 technology tools.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers in the Campbell Union School district have access to CCSS aligned curriculum through their adopted materials as well as supplemental support materials such as leveled readers,and the iReady instructional program. All students have access to high quality, common core aligned instructional materials.  Students requiring intervention are provided standards aligned intervention that is integrated with core classroom materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students currently not performing at grade level are provided a variety of levels of support to aid with their success.  The following services and staff are available:
*Education Associates in classrooms for additional support
*Reading intervention offered by a Reading Intervention Teacher who uses the Sonday System and LLI  intervention programs
*Grade level intervention through the Excel program model (flexible groups with specialized teachers)
*Teacher PLC time to discuss student needs
*Counseling Services
*Multi-Tiered System of support offered through outside partners for socio-emotional support
*Psychologist
*Community Liaison support for families
*Speech and language therapist
*After School intervention program for targeted students
*Saturday Math Intervention program
*Math Intervention Teacher

14. Research-based educational practices to raise student achievement

Our primary research based practice is Professional Learning Communities.  Our literacy program uses Close Reading, Guided Reading and provides opportunities for using the research based Workshop Model to teach reading and writing.  The 8 Mathematical practices are embedded in the Common Core aligned curriculum that is currently in use. Teachers receive training and support on best practices in Blended Learning and the Flipped Classroom Approach.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Teacher Conferences and additional intervention conferences
Translation of all materials sent home
Services from Uplift Community Services
Services from El Camino Partnership
PE Lunchtime program (Playworks)
Parent University
SST/IEP meetings
SARB meetings
Parent Teacher Association (PTA) meetings
After School Program
Summer Intervention  Program
iReady Parent progress reports and use of educational program at home
Project Cornerstone
Adult ESL Classes
ELAC
Postive Discipline Classes

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

    Parent input is solicited through school site council, PTA, ELAC and LCAP community engagement meetings. These meetings happen monthly.

<u>Funding</u>

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Educational associates provide supports to underperforming students. Additional funds are allocated to support increased parent engagement through the Los Dichos program where the focus is on building developmental assets in students.

18. Fiscal support (EPC)

## Description of Barriers and Related School Goals

One of the barriers the school faces is providing the appropriate curricular materials that are aligned to common core and also making sure that all teachers are versed in the instructional practices that are in line with the demands of CCSS and that also incorporate the DI (Dual immersion) model. This is tied to goal 1 that describes how students will receive high quality instruction in CCSS and NGSS.

Another barrier has to do with training staff to identify students that may need tiered supports and having the necessary trained staff that can engage students in order to respond when needs arise. This is tied to Goal 3 having to do with providing sufficient and appropriate tiered supports for students.

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 68 | 72 | 68 | 72 | 68 | 72 | 100.0 | 100 |
| **Grade 4** | 58 | 63 | 55 | 63 | 55 | 63 | 94.8 | 100 |
| **Grade 5** | 63 | 49 | 63 | 49 | 63 | 49 | 100.0 | 100 |
| **Grade 6** | 45 | 52 | 45 | 51 | 45 | 51 | 100.0 | 98.1 |
| **All Grades** | 234 | 236 | 231 | 235 | 231 | 235 | 98.7 | 99.6 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 2391.0 | 2426.3 | 12 | 24 | 15 | 25 | 35 | 28 | 38 | 24 |
| **Grade 4** | 2450.1 | 2440.2 | 11 | 16 | 27 | 21 | 25 | 21 | 36 | 43 |
| **Grade 5** | 2480.2 | 2500.0 | 19 | 12 | 25 | 35 | 11 | 33 | 44 | 20 |
| **Grade 6** | 2483.0 | 2541.9 | 4 | 25 | 22 | 33 | 33 | 24 | 40 | 18 |
| **All Grades** | N/A | N/A | 12 | 20 | 22 | 28 | 26 | 26 | 40 | 27 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | |
|---|---|---|---|---|---|---|
| **Grade Level** | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 10 | 18 | 43 | 47 | 47 | 35 |
| **Grade 4** | 9 | 14 | 51 | 44 | 40 | 41 |
| **Grade 5** | 19 | 18 | 33 | 55 | 48 | 27 |
| **Grade 6** | 9 | 16 | 33 | 59 | 58 | 25 |
| **All Grades** | 12 | 17 | 40 | 51 | 48 | 33 |

| Writing<br>Producing clear and purposeful writing | | | | | | |
|---|---|---|---|---|---|---|
| **Grade Level** | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 15 | 28 | 40 | 44 | 46 | 28 |
| **Grade 4** | 15 | 13 | 53 | 43 | 33 | 44 |
| **Grade 5** | 19 | 20 | 44 | 51 | 37 | 29 |
| **Grade 6** | 13 | 29 | 44 | 49 | 42 | 22 |
| **All Grades** | 16 | 23 | 45 | 46 | 39 | 31 |

| Listening<br>Demonstrating effective communication skills | | | | | |
|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | **% At or Near Standard** | | **% Below Standard** | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 12 | 18 | 62 | 65 | 26 | 17 |
| **Grade 4** | 15 | 8 | 75 | 76 | 11 | 16 |
| **Grade 5** | 13 | 12 | 59 | 78 | 29 | 10 |
| **Grade 6** | 7 | 20 | 64 | 67 | 29 | 14 |
| **All Grades** | 12 | 14 | 65 | 71 | 24 | 14 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | |
|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | **% At or Near Standard** | | **% Below Standard** | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 10 | 26 | 62 | 46 | 28 | 28 |
| **Grade 4** | 11 | 17 | 64 | 56 | 25 | 27 |
| **Grade 5** | 33 | 22 | 46 | 61 | 21 | 16 |
| **Grade 6** | 9 | 37 | 64 | 45 | 27 | 18 |
| **All Grades** | 16 | 26 | 58 | 51 | 25 | 23 |

**Conclusions based on this data:**

1. 48% of students met or exceeded expectations.

2. Students that are not meeting standards have decreased significantly from 41% to 27%.

3. 6th grade showed the highest gains in ELA, while 4th grade had a 1% decline.

# School and Student Performance Data

## CAASPP Results (All Students)

### Mathematics

| Overall Participation for All Students | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade Level** | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 68 | 72 | 68 | 72 | 68 | 72 | 100.0 | 100 |
| **Grade 4** | 58 | 63 | 58 | 63 | 58 | 63 | 100.0 | 100 |
| **Grade 5** | 63 | 49 | 63 | 49 | 63 | 49 | 100.0 | 100 |
| **Grade 6** | 45 | 52 | 45 | 52 | 45 | 52 | 100.0 | 100 |
| **All Grades** | 234 | 236 | 234 | 236 | 234 | 236 | 100.0 | 100 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 2395.4 | 2402.1 | 6 | 13 | 22 | 17 | 26 | 33 | 46 | 38 |
| **Grade 4** | 2447.9 | 2452.4 | 10 | 6 | 14 | 29 | 40 | 38 | 36 | 27 |
| **Grade 5** | 2473.6 | 2486.7 | 10 | 10 | 17 | 10 | 37 | 41 | 37 | 39 |
| **Grade 6** | 2459.2 | 2514.0 | 2 | 13 | 9 | 33 | 36 | 25 | 53 | 29 |
| **All Grades** | N/A | N/A | 7 | 11 | 16 | 22 | 34 | 34 | 42 | 33 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | |
|---|---|---|---|---|---|---|
| **Grade Level** | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 10 | 18 | 40 | 35 | 50 | 47 |
| **Grade 4** | 12 | 24 | 40 | 37 | 48 | 40 |
| **Grade 5** | 16 | 10 | 30 | 39 | 54 | 51 |
| **Grade 6** | 4 | 23 | 27 | 37 | 69 | 40 |
| **All Grades** | 11 | 19 | 35 | 36 | 54 | 44 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
|---|---|---|---|---|---|---|
| **Grade Level** | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | **2014-15** | **2015-16** | **2014-15** | **2015-16** | **2014-15** | **2015-16** |
| **Grade 3** | 9 | 19 | 54 | 49 | 37 | 32 |
| **Grade 4** | 10 | 8 | 57 | 62 | 33 | 30 |
| **Grade 5** | 10 | 8 | 48 | 45 | 43 | 47 |
| **Grade 6** | 4 | 12 | 38 | 52 | 58 | 37 |
| **All Grades** | 9 | 12 | 50 | 52 | 41 | 36 |

| Grade Level | Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 13 | 11 | 57 | 71 | 29 | 18 |
| Grade 4 | 12 | 14 | 43 | 48 | 45 | 38 |
| Grade 5 | 8 | 12 | 49 | 49 | 43 | 39 |
| Grade 6 | 4 | 21 | 40 | 54 | 56 | 25 |
| All Grades | 10 | 14 | 48 | 56 | 42 | 29 |

**Conclusions based on this data:**

1. 32% of students meet or exceeded expectations.

2. Students that are not meeting standards have decreased significantly from 42% to 33%.

3. 6th grade showed the highest gains in Math, while 5th grade had a 4% decline.

# School and Student Performance Data

## CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | 13 | 20 | 23 | 13 | 40 | 38 | 38 | 40 | 31 | 25 | | 8 | 13 |
| 1 | 5 | 6 | 8 | 24 | 34 | 28 | 35 | 35 | 47 | 24 | 22 | 11 | 11 | 3 | 6 |
| 2 | 2 | | 2 | 25 | 11 | 17 | 44 | 46 | 41 | 20 | 34 | 31 | 10 | 9 | 9 |
| 3 | 16 | 2 | 2 | 45 | 22 | 15 | 24 | 54 | 40 | 14 | 16 | 30 | 2 | 6 | 13 |
| 4 | | | 3 | 18 | 35 | 24 | 55 | 48 | 50 | 18 | 17 | 21 | 9 | | 3 |
| 5 | | | 6 | 40 | 37 | 39 | 40 | 53 | 56 | 15 | 5 | | 5 | 5 | |
| 6 | | 15 | | 86 | 38 | 50 | 14 | 38 | 50 | | 8 | | | | |
| Total | 6 | 3 | 4 | 32 | 26 | 23 | 37 | 45 | 45 | 19 | 21 | 20 | 7 | 5 | 7 |

**Conclusions based on this data:**

1. Most students are consistently scoring in the intermediate proficiency level.

2. More students scored at early advanced and advanced levels during the 13-14 school year

3. Students are gaining levels as the years progress

# School and Student Performance Data

## CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | 1 | 1 | 5 | 4 | 8 | 10 | 23 | 24 | 28 | 35 | 35 | 28 | 37 | 32 | 30 |
| 1 | 5 | 6 | 7 | 27 | 33 | 27 | 34 | 35 | 46 | 23 | 23 | 11 | 11 | 3 | 9 |
| 2 | 2 | | 2 | 25 | 11 | 18 | 44 | 46 | 40 | 20 | 34 | 30 | 10 | 9 | 11 |
| 3 | 16 | 2 | 2 | 45 | 22 | 15 | 24 | 54 | 40 | 14 | 16 | 30 | 2 | 6 | 13 |
| 4 | | | 3 | 18 | 35 | 24 | 55 | 48 | 50 | 18 | 17 | 21 | 9 | | 3 |
| 5 | | | 6 | 40 | 37 | 39 | 40 | 53 | 56 | 15 | 5 | | 5 | 5 | |
| 6 | | 15 | | 86 | 38 | 47 | 14 | 38 | 47 | | 8 | | | | 7 |
| Total | 4 | 3 | 4 | 25 | 21 | 20 | 33 | 40 | 40 | 23 | 25 | 22 | 15 | 12 | 14 |

**Conclusions based on this data:**

1. English Language Learners continue to need language development support with targeted dedicated ELD time (150 minutes a week) and embedded language development across the curriculum.

2. Newcomers need additional support that goes beyond the use of our adopted curriculum (Benchmark) for ELD time.

3. More students scored at early advanced and advanced levels during the 13-14 school year

# School and Student Performance Data

### Title III Accountability (School Data)

| AMAO 1 | Annual Growth | | |
| --- | --- | --- | --- |
| | 2013-14 | 2014-15 | 2015-16 |
| Number of Annual Testers | 235 | 239 | 9 |
| Percent with Prior Year Data | 100.0% | 100.0% | 166 |
| Number in Cohort | 235 | 239 | 0.391 |
| Number Met | 126 | 111 | 70 |
| Percent Met | 53.6% | 58% | 0.422 |
| NCLB Target | 59.0 | 60.5% | |
| Met Target | No | No | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 282 | 27 | 276 | 31 | 277 | 30 |
| Number Met | 69 | -- | 51 | 13 | 48 | 10 |
| Percent Met | 24.5% | -- | 16.3% | 41.9% | 17.30% | 33.30% |
| NCLB Target | 22.8 | 49.0 | 24.2% | 50.9% | | |
| Met Target | Yes | -- | No | No | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup | | |
| --- | --- | --- | --- |
| | 2013-14 | 2014-15 | 2015-16 |
| English-Language Arts | | | |
| Met Participation Rate | | Yes | Yes |
| Met Percent Proficient or Above | | -- | |
| Mathematics | | | |
| Met Participation Rate | | Yes | Yes |
| Met Percent Proficient or Above | | -- | |

**Conclusions based on this data:**

1. AMAO 1 data shows an increase in the percentage of students meeting the goal from years '13-14 to '14-15 and then a 9.7% drop into the '15-16 school year.

2. AMAO 2 data shows a decrease of 8.2% from year '13-14 to '14-15 and then a 1% increase into the '15-16 school year.

3. AMAO 3 data shows an 8.6% decrease from school year '14-15 to '15-16.

# School and Student Performance Data

**Title III Accountability (District Data)**

| AMAO 1 | Annual Growth | | |
|---|---|---|---|
| | **2013-14** | **2014-15** | **2015-16** |
| **Number of Annual Testers** | 1992 | 1,716 | 1,813 |
| **Percent with Prior Year Data** | 100.0 | 99.8 | 99.9 |
| **Number in Cohort** | 1992 | 1,712 | 1,812 |
| **Number Met** | 1198 | 749 | 1,039 |
| **Percent Met** | 60.1 | 43.8 | 57.3 |
| **NCLB Target** | 59.0 | 60.5% | |
| **Met Target** | **Yes** | **No** | |

| AMAO 2 | Attaining English Proficiency | | | | | |
|---|---|---|---|---|---|---|
| | **2013-14** | | **2014-15** | | **2015-16** | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | **Less Than 5** | **5 Or More** | **Less Than 5** | **5 Or More** | **Less Than 5** | **5 Or More** |
| **Number in Cohort** | 1969 | 465 | 1,779 | 393 | 1,762 | 478 |
| **Number Met** | 590 | 187 | 393 | 124 | 429 | 206 |
| **Percent Met** | 30.0 | 40.2 | 22.1 | 31.6 | 24.3 | 43.1 |
| **NCLB Target** | 22.8 | 49.0 | 24.2% | 50.9% | | |
| **Met Target** | **Yes** | **No** | **No** | **No** | | |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---|---|---|---|
| | **2013-14** | **2014-15** | **2015-16** |
| **English-Language Arts** | | | |
| Met Participation Rate | Yes | | |
| Met Percent Proficient or Above | No | | |
| **Mathematics** | | | |
| Met Participation Rate | Yes | | |
| Met Percent Proficient or Above | No | | |
| **Met Target for AMAO 3** | **No** | | |

**Conclusions based on this data:**

1. CELDT results at the district level showed gains in all of the AMAO's for the 2014-15 school year.

2. The 2015-2016 AMAO 1 and 2L are not as high as the levels they have been in the past but this is due to the fact that we reclassified 1st and 2nd graders for the first time in the 2013-14 year which made the numbers higher. We are showing growth from the year previous however.

3. We still struggle to meet the needs of our long term English Language Learners as a district. Additional resources such as coaching, professional development and identifying ELD Champions at each school will address this concern and results will continue to be monitored.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: English Language Arts** |
| **LEA/LCAP GOAL:** |
| All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms. |
| **SCHOOL GOAL #1:** |
| Increase student achievement in English Language Arts. |
| **Data Used to Form this Goal:** |
| SBAC data from 2014-15 and 2015-2016<br>iReady Data<br>BAS Data<br>Curriculum embedded assessment data |
| **Findings from the Analysis of this Data:** |
| All grade levels in general show an increase in student academic performance in ELA, Spanish, and Math.  Our EL data does show some decrease from the 2014-2015 to 2015-2016 school years. |
| **How the School will Evaluate the Progress of this Goal:** |
| Teachers will meet collaboratively to evaluate iReady data after each diagnostic session.  Students needing intervention will receive additional instruction and their progress will be monitored.  Student Study teams will happen for students not showing adequate growth. The Reading Intervention teacher will use the targeted data to evaluate the progress of the students that she works with. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.1  Purchase Spanish Immersion instructional materials to support Common Core implementation. (Multiple funding sources) | August 2016 | IS department CUSD | 1.1  Instructional materials to support Common Core implementation | 0001-0999: Unrestricted: Locally Defined | LCFF - Base | 10,000 |
| | | | 1.1  Purchase Spanish Immersion instructional materials to support Common Core implementation | 0001-0999: Unrestricted: Locally Defined | LCFF - Base | 10,000 |
| 1.2  Hire educational consultant, Silvia Dorta-Duque Reyes to offer training for staff on CCSS en español implementation and dual language/biliteracy and linguistic transfer | January, 2016 | IS department CUSD | 1.2  Hire educational consultant | 0001-0999: Unrestricted: Locally Defined | Unrestricted | 20,000 |
| 1.3   Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. | From August 2016 to June 2017 | IS department CUSD and Principal at Sherman Oaks | 1.3   Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. | 0001-0999: Unrestricted: Locally Defined | Unrestricted | 20,000 |
| 1.4 Hire Bilingual Educational Associates to support differentiated instruction. | From August 2016 to June 2017 | Intervention Teacher and Principal at Sherman Oaks | 1.4 Hire Bilingual Educational Associates | 0001-0999: Unrestricted: Locally Defined | Title I | 94,504 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 1.5  A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students (multiple funding sources) | August of 2016 | Kindergarten Team | 1.5  A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. | 0001-0999: Unrestricted: Locally Defined | Unrestricted | 1,500 |
| | | | 1.5  A Dual Language early beginning to the school year will be offered to incoming kinder students and selected 1st grade students. | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 2,500 |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: Math and STEAM** |
| **LEA/LCAP GOAL:** |
| |
| **SCHOOL GOAL #2:** |
| Improve student achievement in math and STEAM |
| **Data Used to Form this Goal:** |
| SBAC data from 2014-15 and 2015-2016<br>iReady Data<br>Curriculum embedded assessment data<br>Culminating performance of Montalvo |
| **Findings from the Analysis of this Data:** |
| Student achievement data in grades 3-5  was much lower than the district and county average.  Students are struggling to read the complex text and multi step problems on the Smarter Balanced Assessment Consortium and the performance based assessments.  Additional support is being provided through small group math instruction and a math intervention teacher, as well as programs that help with automaticity and fluency of math facts.<br><br>STEAM opportunities are helping to ensure that our students are exposed to multiple disciplines by the time they leave for middle school. These programs have proven to be successful with student engagement and work production regarding the arts. |
| **How the School will Evaluate the Progress of this Goal:** |
| Teachers will meet collaboratively to evaluate iReady data after each diagnostic session.  Students needing intervention will receive additional instruction and their progress will be monitored.  Student Study teams will happen for students not showing adequate growth.Teachers use performance task data as well as curriculum embedded assessments to analyze progress and determine if the goal is being met and what next steps need to be taken if it is not. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | Description | Type | Funding Source | Amount |
| Increase collaboration time for teachers for the purpose of PLCs. (subs, paid release time out of school time) | August 2016 - June 2017 | Principal and Equity coach | Collaboration time 0001-0999 | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 10,000 |
| Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc) | August 2016 - June 2017 | Principal and intervention teacher | Provide additional intervention services to struggling students. (Additional staff hired to work with students, intervention curriculum, etc) | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 4,000 |
| Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) | May 2016 - June 2017 | Principal and Equity coach | Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 2,833 |
| Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments(DRA2/EDL,etc.) | May 2016 - June 2017 | Principal and Equity coach | Purchase Assessment Materials in Spanish appropriate for Dual Immersion--Multiple Assessments | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 2,000 |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: Close the Achievement Gap** |
| **LEA/LCAP GOAL:** |
| Ensure that all students learn at high levels and close the achievement gap. |
| **SCHOOL GOAL #3:** |
| Ensure that all students learn at high levels and close the achievement gap. |
| **Data Used to Form this Goal:** |
| SBAC results<br>I-Ready ELA and Math<br>EDL2/DRA2<br>Writing performance tasks |
| **Findings from the Analysis of this Data:** |
| There are definite gaps in achievement between the general population and economically disadvantaged/Latino students.  This gap is present in both ELA and Math. |
| **How the School will Evaluate the Progress of this Goal:** |
| We will look at data at regular intervals during the year and pay particular attention to students in the meeting standards category to ensure that they are showing progress with the intent of moving to Standards Exceeded category. At the same time we will evaluate data for our EL and low SES sub-groups to ensure they are making adequate gains.  In our PLC planning sessions we will come up with plans to support enrichment as well as intervention. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Increase collaboration time for teachers for the purpose of PLCs focusing on analyzing  sub group achievement data. | August 2016 - June 2017 | Principal and Equity coach | Teacher teams will focus on analyzing student achievement data. | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide collaboration time to analyze data at the school site by paying for teacher release days or paid out of school time. | August 2016 - June 2017 | Principal and IS department CUSD | The IS department will lead instructional leadership training on PLCs and data analysis | | | |
| Provide after school class on STEAM in order to motivate and engage disadvantaged students and support their academic levels in Math. | October 2016 - June 2017 | Principal and district staff | Teacher works with students using an innovative and engaging curriculum in the areas of STEAM | 0001-0999: Unrestricted: Locally Defined | Title III | 540 |

## Planned Improvements in Student Performance

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT: School Climate and Parent Engagement** |
| **LEA/LCAP GOAL:** |
| Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.  Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home. |
| **SCHOOL GOAL #4:** |
| Maintain and build on our positive school climate by introducing restorative approaches in discipline and engage our parents in this process as well as increasing the attendance of families at school sponsored events. |
| **Data Used to Form this Goal:** |
| Student perception survey data<br>Parent perception survey data<br>Staff perception survey data<br>PBIS: SWIS Data (including CICO)<br>Counseling opportunities and caseload<br>Uplift partnership data<br>Number of suspensions and expulsions<br>PBIS Student and Staff surveys |
| **Findings from the Analysis of this Data:** |
| Parents and staff feel they are welcomed at Sherman Oaks and respected on the campus. Parents and staff feel students are safe and well taken care of while at school and feel that they are in a environment that facilitates a positive learning environment. Playworks playground implementation is continuing to help with leadership opportunities and an appropriate support school wide. |
| **How the School will Evaluate the Progress of this Goal:** |
| We will continue to gather feedback with stakeholders at PTA, ELAC and SSC meetings. We will also continue to give perception surveys to students, parents, and staff and analyze those results to determine next steps. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.5   Staff will participate in PBIS professional development PLC to plan and continue to fully implement, and train new staff in August (summer preparation) | July 2016 - June 2017 | PBIS school committee | Committee members will be trained in PBIS approach; all teachers will implement PBIS in class and school | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 2,000 |
| 3.6   Expand enrichment opportunities available for students both during school and out of school time activities | August 2016 - June 2017 | Lead teachers, and grade level teachers | Science/Yosemite MakerSpace Music Pgm. SJMA 3rd Grade | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 18,336 |
| 3.7   Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement | August 2016 - June 2017 | Principal and Lead teacher | Cost of Los Dichos/Project Cornerstone Program support with reading, positive school climate, anti-bullying and parent engagement | 0001-0999: Unrestricted: Locally Defined | Title I Part A: Parent Involvement | 2,033 |
| 3.8   Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior | July 2016 - June 2017 | Community liaison | Purchase student incentives that encourage 100% attendance, student engagement and recognizes positive student behavior | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 1,000 |
| 3.9   Bilingual/Spanish parent engagement classes will be offered and childcare provided | August 2016 - June 2017 | Community Liaison and District staff | Bilingual/Spanish parent engagement classes will be offered and childcare provided | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 2,000 |
| 3.10  Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students | August 2016 - June 2017 | Principal | Cost of Playworks coach who provides recess and PE activities to create a positive school climate, and before and after school opportunities for students | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 17,000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| 3.11 Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision | August 2016 - June 2017 | Principal | Cost of Campus Supervisor to support students school wide with behavioral need and support PBIS behavior support systems--class, campus supervision | 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 40,000 |

## Planned Improvements in Student Performance

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| **SUBJECT:** |
| **LEA/LCAP GOAL:** |
| |
| **SCHOOL GOAL #5:** |
| |
| **Data Used to Form this Goal:** |
| |
| **Findings from the Analysis of this Data:** |
| |
| **How the School will Evaluate the Progress of this Goal:** |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

**Centralized Service Goal #1**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in reading language arts. |
| --- |
| **SCHOOL GOAL #1:** |
| Improve Student Achievement in Reading Language Arts. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| Hire Reading Intervention Teacher | 8/17/16-6/14/17 | Instructional Servies | Certificated staff | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 100,000 |
| Hire Site-Based Equity Coach | 8/17/16-6/14/17 | Instructional Services | certificated staff | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 100,000 |
| Provide Professional development around PLC work for site leadership team | 8/17/16-6/14/17 | Instructional Services | Outside contractor | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 8,000 |
| Provide iReady instructional support program | 8/17/16-6/14/17 | Instructional Services | Instructional Materials | 4000-4999: Books And Supplies | LCFF - Base | 15,000 |
| Hire 2 District Literacy Specialists: TOSAs | 8/17/16-6/14/17 | Instructional Services | Certificated Staff | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 160,000 |
| Provide Professional Development to staff on meeting the needs of Struggling Learners. The PD will offer school staff support with how to create a positive climate conducive to learning and how to engage parents of struggling learners. | March 2017 | Instructional Servies | Outside Contractor: Luis Cruz | 5800: Professional/Consulting Services And Operating Expenditures | Title I | 2500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide extensive professional development to support teachers in teaching the ELA CCSS standards. | 8/17/16-6/14/17 | Instructional Services | Certificated hourly staff stipends | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 10,000 |
| | | | Classified hourly staff stipends | 2000-2999: Classified Personnel Salaries | LCFF - Base | 5,000 |
| Professional Development: Guided Reading | October 2016 | Instructional Services | Outside Contractor | 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 500 |

# Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #2

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in math. |
|---|
| **SCHOOL GOAL #2:** |
| Improve student achievement in math. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Hire district Math and Technology Integration Specialist/TOSA | 8/17/16-6/14/17 | Instructional Services | Certificated Staff | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 100,000 |
| Provide a Saturday Math Intervention program for targeted students in the district. The program focuses on struggling students in grades 5-8 and students are invited based on their iReady test scores. If they perform more than two grade levels below their current grade they are invited to attend. The program focuses on basic math skills designed to fill learning gaps as well as some STEAM content integration. Steam activities include coding and design thinking project based learning. | 8/17/16-6/14/17 | Instructional Services | Classified Staff | 1000-1999: Certificated Personnel Salaries | Title I | 8,000 |
| | | | Certificated Staff | 2000-2999: Classified Personnel Salaries | Title I | 4,000 |
| Adopt standards aligned math curriculum for the district. | June 2017 | Instructional Services | Books and materials | 4000-4999: Books And Supplies | LCFF - Base | 350,000 |
| Provide iReady program for math instruction and assessment. | 8/17/16-6/14/17 | Instructional Services | Books and Materials | 4000-4999: Books And Supplies | LCFF - Base | 25,000 |

# Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #3**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in closing the achievement gap. |
|---|
| **SCHOOL GOAL #3:** |
| Ensure that all students learn at high levels and close the achievement gap. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | **Description** | **Type** | **Funding Source** | **Amount** |
| Identify and hire site ELD champions | 8/17/16-6/14/17 | ELD Coordinator | Certificated Stipend | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,000 |
| Provide registration costs for a team to attend the Soluciones conference: meeting the needs of struggling learner conference. | Sept. 2016 | ELD Coordinator | Conference Expense | 5800: Professional/Consulting Services And Operating Expenditures | Title III | 2,000 |
| Provide registration costs for site team to attend the Response to Intervention Conference put on by Solution Tree. The focus of the conference is to provide tiered intervention programs for struggling learners. | March 2017 | ELD Coordinator | Conference Expense | 5800: Professional/Consulting Services And Operating Expenditures | Title III | 3,500 |
| Provide Summer Intervention program for targeted students throughout the district. Students are identified using iReady data. Those performing more than 2 grade levels below will be invited to attend the program which focuses on basic skill development in English Language Arts and Math. | June/July 2017 | Instructional Services | Certificated Staff | 1000-1999: Certificated Personnel Salaries | Title I | 120,000 |
| | | | Classified Staff | 2000-2999: Classified Personnel Salaries | Title I | 10,000 |
| Provide professional development for RSP teachers around common core standards. | 8/17/16 - 6/14/17 | Instructional Services | Certificated Staff | 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Provide Instructional Leadership Team members professional development. | 8/17/16 - 6/14/17 | Instructional Services | Certificated Staff Stipend | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 1,500 |
| Provide Technology Integration Coaches | 8/17/16 - 6/14/17 | Instructional Services | Certificated Staff Stipend | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 3,000 |

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in school climate and multi-tiered systems of support. |
|---|
| **SCHOOL GOAL #4:** |
| Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Hire School Counselor Intern: This item is a partnership program with the District and therefore does not have an expense for us. The provider is a mental health intern who works hourly. | 8/24/16-6/14/17 | HR and Principal | Certificated staff | 1000-1999: Certificated Personnel Salaries | Other | |
| Hire District School Psychologist: This staff person is available for consultation for Sherman Oaks' students but does not reside on campus. The position is funded through partnerships with outside agencies that provide grant funding. (Kaiser and Uplift) There is no expense to the site. | 8/24/16-6/14/17 | HR and SpEd | Certificated staff | 1000-1999: Certificated Personnel Salaries | Other | |
| Hire Community Liaison: This person works .75 to support Sherman Oaks and is funded through School Linked Services. | 8/24/16-6/14/17 | HR and Principal | Classified Staff | 2000-2999: Classified Personnel Salaries | Other | 31,018 |

# Centralized Services for Planned Improvements in Student Performance

**Centralized Service Goal #5**

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in parent engagement. |
|---|
| **SCHOOL GOAL #5:** |
| Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Community Liaison services to support parents.  This expense was accounted for in Goal 4 and also supports this goal as our Liaison works with parents to provide translations and increase communication that leads to better parent engagement. | 8/23/16-6/14/17 | Community Liaisons | Expenditure accounted for in goal 4. | 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | |
| District-Wide STEAM Showcase | March 2017 | STEAM Teacher on Special Assignment | Engagement event for parents | 1000-1999: Certificated Personnel Salaries | LCFF - Base | 500 |
| Coffee with the Superintendent: There is no expense for the school associated with this item. | January 2017 | Superintendent | Engagement event for parents | | | |

# Summary of Expenditures in this Plan

**Total Allocations and Expenditures by Funding Source**

| Total Allocations by Funding Source | | |
|---|---|---|
| **Funding Source** | **Allocation** | **Balance (Allocations-Expenditures)** |

| Total Expenditures by Funding Source | |
|---|---|
| **Funding Source** | **Total Expenditures** |
| LCFF - Base | 20,000.00 |
| LCFF - Supplemental | 101,669.00 |
| Title I | 94,504.00 |
| Title I Part A: Parent Involvement | 2,033.00 |
| Title III | 540.00 |
| Unrestricted | 41,500.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type**

| Object Type | Total Expenditures |
|---|---|
| 0001-0999: Unrestricted: Locally Defined | 260,246.00 |

## Summary of Expenditures in this Plan

**Total Expenditures by Object Type and Funding Source**

| Object Type | Funding Source | Total Expenditures |
|---|---|---|
| 0001-0999: Unrestricted: Locally Defined | LCFF - Base | 20,000.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF - Supplemental | 101,669.00 |
| 0001-0999: Unrestricted: Locally Defined | Title I | 94,504.00 |
| 0001-0999: Unrestricted: Locally Defined | Title I Part A: Parent Involvement | 2,033.00 |
| 0001-0999: Unrestricted: Locally Defined | Title III | 540.00 |
| 0001-0999: Unrestricted: Locally Defined | Unrestricted | 41,500.00 |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 158,504.00 |
| Goal 2 | 18,833.00 |
| Goal 3 | 540.00 |
| Goal 4 | 82,369.00 |

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|---|---|---|---|---|
| Karen Rock | | | | X | |
| Carol Villalta | | | | X | |
| Patricia Garcia | | | | X | |
| Guillermo Morales | | | | X | |
| Erika Contreras | | | X | | |
| Raul Lomeli | X | | | | |
| Andrew Cain | | | | X | |
| Gustavo Estrada | | X | | | |
| Doris Salazar | | X | | | |
| Maria Guevara | | X | | | |
| Numbers of members of each category: | 1 | 3 | 1 | 4 | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

|  |  |  |
|---|---|---|
| | State Compensatory Education Advisory Committee | _____<br>Signature |
| X | English Learner Advisory Committee | _____<br>Signature |
| | Special Education Advisory Committee | _____<br>Signature |
| | Gifted and Talented Education Program Advisory Committee | _____<br>Signature |
| | District/School Liaison Team for schools in Program Improvement | _____<br>Signature |
| | Compensatory Education Advisory Committee | _____<br>Signature |
| | Departmental Advisory Committee (secondary) | _____<br>Signature |
| X | Other committees established by the school or district (list):<br>School Health Council | _____<br>Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Raul Lomeli
_____
Typed Name of School Principal       Signature of School Principal       Date

Karen Rock
_____
Typed Name of SSC Chairperson       Signature of SSC Chairperson       Date