SHERMAN OAKS LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

June 1, 2017

Instructional Services
Governing Board Presentation

LCAP Goals

1. High Quality (HQ) instruction in Common Core and Next Gen. Science Standards in 21st Century Classrooms

2. Ensure all students learn at high levels and close the achievement gap

3. Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development

4. Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home

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Dashboard Data: Greatest Progress

Group	Growth	Status	LCAP Goal
EL- reclassified only	+ 24.3 points Math	Medium 8.8 below level 3	#1 & #2
	+ 41.5 points ELA	High 38.9 points above level 3	#1 & #2
HIspanic Students	+ 20 points Math	Low	#1 & #2
	+ 25.5 points ELA	Low	#1 & #2
Socioeconomically Disadvantaged	+ 14 points Math	Low	#1 & #2
	+ 19.2 points ELA	Low	#1 & #2

How will Progress be Maintained or Improved?

- Provide training for staff on Common Core State Standards *en español* implementation and dual language/biliteracy and linguistic transfer

- Provide collaboration time to analyze data and implement the multi-tiered systems of support and Professional Learning Community approach (schoolwide)

- Hire Bilingual Educational Associates to support differentiated instruction along with our reading intervention teacher

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Dashboard Data: Greatest Needs

Group	Growth	Status	LCAP GOAL
Students with Disabilities	- 28.2 points ELA	Low 136.3 below level 3	#1 & #2
	- 29.7 points Math	Low 55.2 below level 3	#1 & #2
EL Only Students	+ 20.9 points ELA	Very Low 71.2 below level 3	#1 & #2
	+ 13.2 points Math	Low 77.9 below level 3	#1 & #2
Socioeconomically Disadvantaged	+ 19.2 points ELA	Low 34.3 below level 3	#1 & #2
	+14 points Math	Low 55.2 below level 3	#1 & #2

Next Steps for Areas of Need

- Provide collaboration time to analyze data and implement the multi-tiered systems of support approach (schoolwide)
  - Data: Common Formative Assessments and Teaching Excellence Network feedback loops
  - Involve Sped staff in Tier 2/3 interventions

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

Next Steps for Areas of Need

- Equity Teacher on Special assignment to support English Learners, and students that are not reaching achievement goals (students with disabilities)

- Grouping EL students by level during English Language Development time

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On-Going Progress Monitoring

- Evaluación del Desarrollo de la Lectura (EDL2) growth per grade level
  - K-2nd grade: at least 85% of students will ==grow 4 levels in EDL2==
  - 3rd-6th grade: at least 75% of students will ==grow 2 levels in EDL2==

- Teaching Excellence Network Schoolwide feedback data 0.5-1 points of growth in the Relevance and Relationships domains

On-Going Progress Monitoring

- IReady Math assessments
- Pre and post summer school assessment for Spanish Language Arts and Math
  - compare average scores and growth of students that participate to those that were invited and did not participate
- Professional Learning Community work on common formative assessment results as well as allocating re-teaching time
- "Eagle time" schedule

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