



SHERMAN OAKS LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

June 27, 2019

Instructional Services
Governing Board Presentation

Sherman Oaks School

Total Enrollment	556
Socio-Economically Disadvantaged (SED)	67% (371)
English Learners	58% (322)
Foster Youth	0
Students with Disabilities	6% (33)

School Initiatives Aligned to Instructional Vision

- Every Child a Reader: Identifying scope and sequence for reading instruction in English and Spanish
- Professional Learning Communities: Focus on essential standards and learning targets
- High Quality First Instruction: Scope and sequence of Spanish language development

Sherman Oaks Dashboard Indicators

Chronic Absenteeism



Yellow

Suspension Rate



Blue

English Language Arts



Orange

Mathematics



Orange

The Dashboard Tells Us Our Strengths

- Students with Disabilities declined in chronic absenteeism (BLUE)
- We maintained “Very Low” status for suspensions for all students (BLUE)
- We maintained (ORANGE) status in English Language Arts for socio-economically disadvantaged (SED) and ALL students
- We maintained (ORANGE) status in Math for All students, English learners and SED

The Dashboard Tells Us Areas of Improvement

- Chronic absenteeism increased for All Students, SED and Hispanic (YELLOW)
- English Learners and Hispanic sub-groups declined in ELA proficiency (ORANGE)
- Hispanic sub-group declined in Math (ORANGE)

A Current Look at iReady Data

Reading Data Diagnostic Fall to Winter

- 2nd grade - Increase from 3% to 10% proficient
- 3rd grade - Increase from 13% to 26% proficient
- 4th grade - Increase from 21% to 50% proficient
- 5th grade - Increase from 36% to 50% proficient
- 6th grade - Increase from 25% to 30% proficient

A Current Look at iReady Data

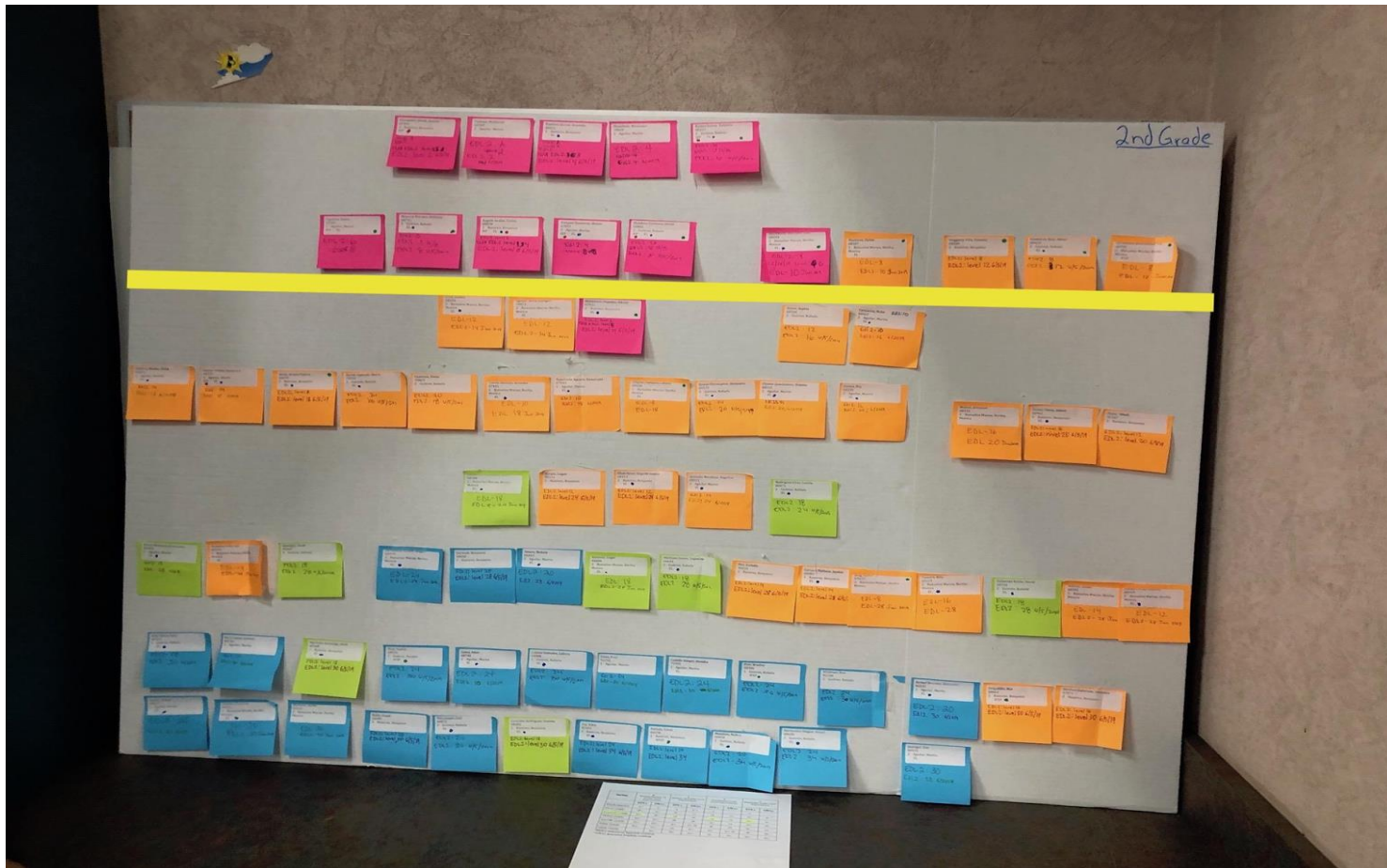
Reading Predicted Proficiency to SBAC (2018 SBAC)

- Overall Predicted Proficiency 42% (41%)
- 3rd Predicted Proficiency 35% (39%)
- 4th Predicted Proficiency 48% (43%)
- 5th Predicted Proficiency 42% (30%)
- 6th Predicted Proficiency 46% (51%)

Fall 2018 - 2nd Grade



Spring 2019 - 2nd Grade



EDL2 - 88% of Students Will Grow 4 Levels

TK - 2nd growth of 4 levels in EDL2

- Grade TK - 75%
- Grade K - 92%
- Grade 1 - 88%
- Grade 2 - 78%
- Grade 3 - 94%

EDL2 - 78% of Students Will Grow 2 Levels

3rd - 6th growth of 2 levels in EDL2

- Grade 3 - 94%
- Grade 4 - 93%
- Grade 5 - 94%
- Grade 6 - 95%

LCAP Goals 1 and 2: High Quality First Instruction and Closing the Achievement Gap

Every Child a Reader

- K - 3rd Adopted Sonday English Phonics Program
- Aligned Spanish/English assessments
- Students in reading interventions (English/Spanish)
- Professional Development and Implementation:
 - Guided Language Acquisition by Design (GLAD)
 - Teaching Spanish Reading (language transference, reciprocal teaching, etc.)
- Spanish Essential Standards compiled. Mapping in Benchmark has started

Monitoring Every Child a Reader

- Classroom observations with verbal and written feedback
 - Visit all classrooms at least once every week
- Monitoring EDL2/DRA and reading intervention data every 6-8 weeks and regrouping students as needed
- Monitoring and coaching teachers on implementation of curriculum, language development and instructional strategies

LCAP Goal 3: Multi-Tiered Systems of Support

Response to Instruction Work

- Student Success Team
 - Psychologist, Admin, Resource Teacher, Gen Ed, Intervention Teacher, and others
- After School Reading Intervention
- Summer Reading Program
- Monitored EL data to determine effectiveness

Monitoring our Response to Instruction Work (RTI)

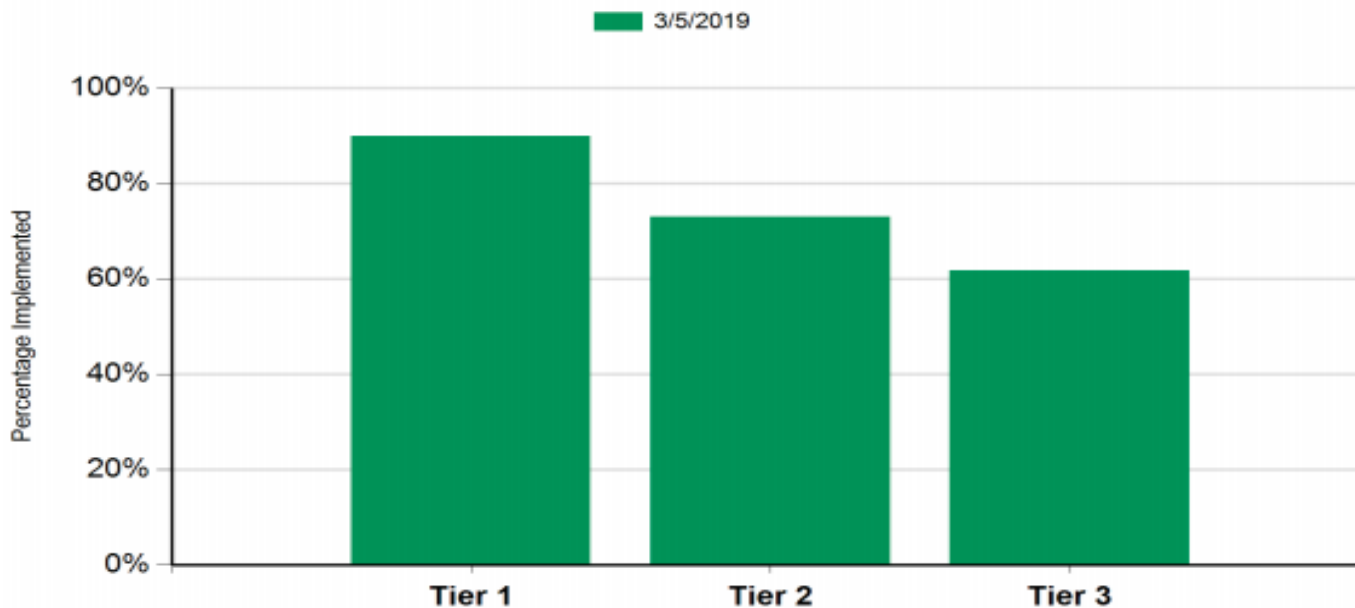
- Classroom observations with written and verbal feedback
- Attend collaboration meetings to discuss student data (subgroups, focal students)
- Coaching and instructional support from Teacher on Special Assignment (TOSA)
- Providing feedback to PLC teams on next steps to move their practice
- Celebrating our success!

School Celebrations

- Sherman Oaks applied for PBIS state-level recognition for the 2018-2019 school year.
- The number of discipline referrals was the lowest in 9 years.
- 71% reduction in suspensions
- End-of-the-year surveys reflect a positive climate and cohesive staff and strong parent/community support
- Improvement in our Dual Immersion Program
 - We defined common instructional strategies, assessments, and developed a scope and sequence

State Level Recognition: Bronze

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Sherman Oaks Elementary School
3/5/2019

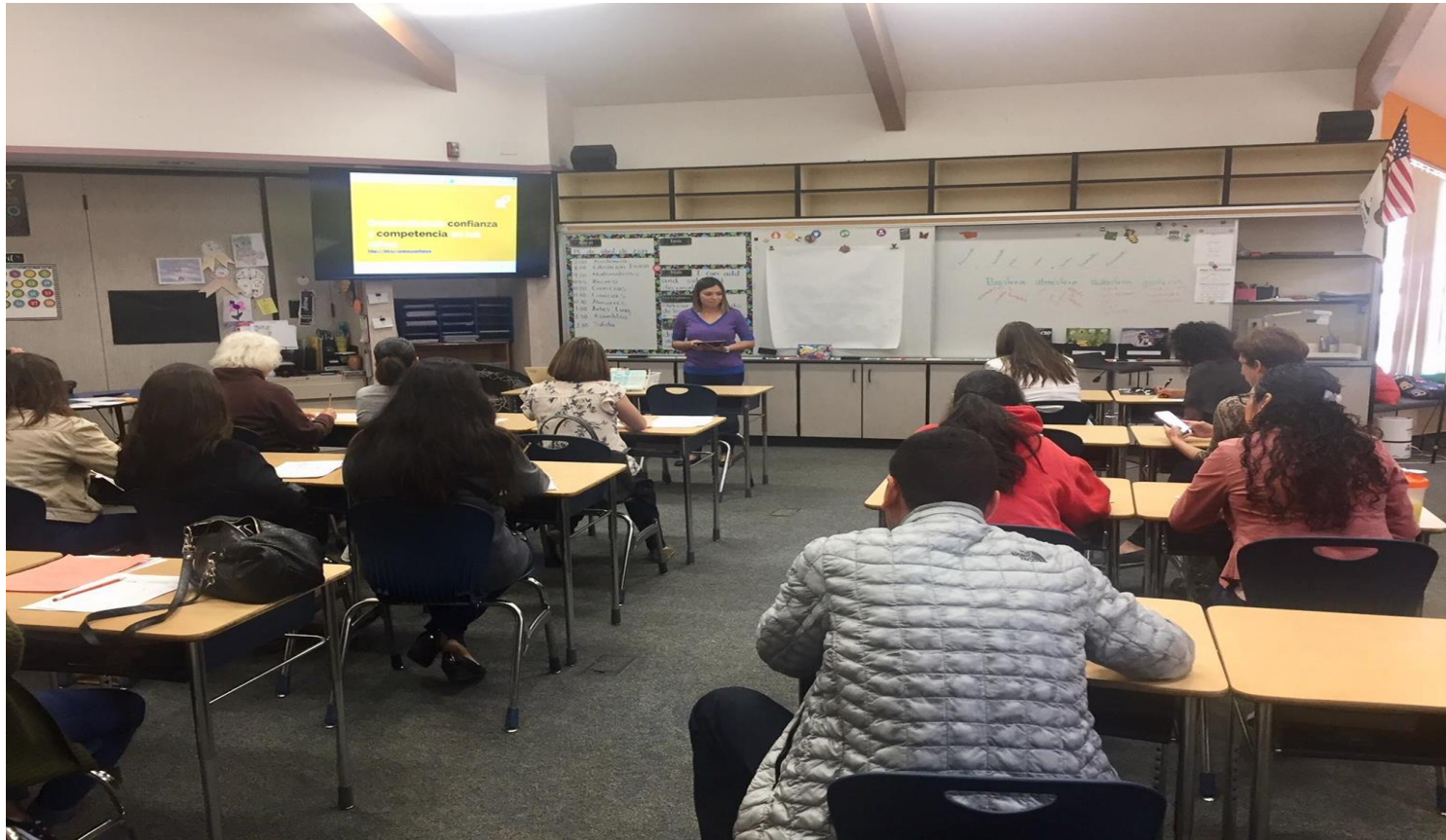


Date Completed	Tier 1	Tier 2	Tier 3
3/5/2019	90%	73%	62%

Sherman Oaks Dual Immersion Program Elements

1								
2	<p>Directions: As a team, add-in and/or edit the information for your grade level. Make sure to include all curriculum used, as well as district, unit assessments, observation formal and informal assessments used. If your team has created any pacing materials or curriculum maps, please link them to the document in the appropriate column as well. If your grade level participates in any extra activities, such as art or gardening, please type those in the "Other Activities" row. Please let us know if you have any questions.</p>							
3		TK	K	1st	2nd	3rd	4th	5th
10	Teaching Strategies (GLAD, Writing, etc.)	GLAD, Guided Reading, Thinking Maps	Guided Reading, GLAD, Thinking Maps, Interactive/Shared writing	Guided Reading, GLAD Step Up to Writing Writer's Workshop	Guided Reading, GLAD	Guided Reading, GLAD	Guided Reading, GLAD	Guided Reading,
11	Spanish Formative Assessments	Istations and Observations		Investigations Observation Checklists Investigations Quizzes Istation	Investigations Observation Checklists Investigations Quizzes Istation	Investigations Observation Checklists Investigations Quizzes	Investigations Observation Checklists Investigations Quizzes	Investigations Observation Che Investigations Qu
	Spanish Summative	BAS Phonological Awareness	EDL2	EDL2	-	EDL2	EDL2	EDL2

Parents Learning at Sherman Oaks



NEXT STEPS

- Develop an assessment data management system for English and Spanish assessments
- Teacher teams attend conferences focused on Dual Language Programs and our PLC work
- Determine necessary math interventions/supports
- Continue to focus on fostering a positive work culture
- We are looking forward to California Spanish Assessment data in the fall.