

Introduction:

LEA: Somis Union School District

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LCAP Year: 2015-2016

Somis Union School District was established in 1895 and moved to its present location in 1924. It is situated on over eight acres in the heart of the beautiful community of Somis located in Ventura County. It is a small, one-school district and serves students in grade TK-8. Somis School has been serving the educational needs of the community for over one hundred years and believes that the combination of a small school environment, high academic expectations, skilled and dedicated staff, and family involvement provides a unique place for children to thrive. Indeed, our mission at Somis School is to provide a world class education that challenges our students to use their minds to the fullest potential, and to be responsible stewards of the 21st century. Opportunities for participation in the school and district are announced throughout the year in the monthly school newsletter, Somis School's website, the marquee, classroom newsletter, the automated telephone system and communications from the superintendent. We have an active and energetic Parent, Faculty Organization, (PFO). Somis School provides; full day kindergarten, instrumental music, free breakfast for all, free after school child care through the ASES Program, no combination classrooms, a full-time librarian, freshly prepared nutritious meals, wireless access in all classrooms, iPads, lap-top computers, a language lab, and much, much more in a safe, supportive environment.

Somis School is part of a consortium with the five small districts in Ventura County including; Mesa, Briggs, Somis, Mupu, and Santa Clara. Our teachers participate in professional learning with other members of the consortium and are developing collaborative teams to help all students succeed. In 2012, Somis School had the third highest gain in API of all school districts in Ventura County and in 2013, Somis School had the highest gain in API score of all school districts in Ventura County. We are currently making plans to construct a new school.

The average enrollment for the past three years has been approximately 260 students, and the demographic make-up of the student population is approximately 72% Hispanic, 23% White, and 5% other. We serve students from low to affluent socio-economic backgrounds, with about 69% of students eligible to participate in the National Lunch Program. Approximately 42% of the student population are English Learners. Somis School's Academic Performance Index score has been over 800 since the 2012-2013 school year. We strive to exceed academic standards, act as a hub for the community, and nurture a learning environment where students are engaged, creative, and capable of rigorous thinking and doing.

Somis School students and staff strive to live by our STARS principles:

S-Start each day with a positive attitude.

T-Take responsibility for my actions.

A-Always try, and then try again.

R-Remember to use safe choices.

S-Show respect for myself and others.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
3/1/15 update LCAP survey designed for: parents, students, educators, staff, community members, business and industry, and public agencies.	
3/10/15 Survey reviewed by the school leadership team. Key representatives from Somis Teacher’s Association (the local bargaining unit) provided input.	The leadership team provided useful input and wordsmithing.
3/10/15 LCAP survey reviewed by Somis Union School District Board.	Board expressed satisfaction with the survey as written.
3/12/15 Stakeholders including: parent, community, Parent Advisory Committee and the English Learner Parent Advisory Committee met in the school auditorium on Invitations	This meeting served as an introduction/review LCAP and California state standards. A PowerPoint was presented in both English and Spanish. The survey was introduced at this meeting.

<p>were sent home with students and a robo call. Agenda items included a review of the changes to school funding and accountability, discussion of the district's vision for 21st Century Learning, review of LCAP and the state priorities, and a discussion to seek opinions and recommendations regarding goals, actions and budget priorities. Approximately 30 attendees</p>	
<p>3/16/15 Distribution of the LCAP survey.</p>	
<p>3/19/15 STEAM Family Night. Review of the connection between the Nights and the previous year's LCAP. Encouragement to parents and community members to participate in the open survey posted on the school's website and made available mornings and afternoon in the school's computer lab. Approximately 35 attendees.</p>	
<p>3/16-27/15 Computer lab open for parents and the community for survey contributions.</p>	
<p>4/10/15 Hard copy of LCAP surveys sent home to increase parent response.</p>	
<p>4/21/15 Support provided at Open House to respond online to LCAP survey.</p>	
<p>5/5/2015 Surveys collected:</p>	

52 parent surveys (26 English and 26 Spanish)
 34 student surveys
 12 educator surveys
 6 staff surveys
 1 community member survey
 1 business and industry representative

LCAP Survey Summary

	Data Summary	Recommendations	LCAP
Respondents	Parents=46 Students=34 Educators=12 Staff=6 Community member=1 Business & Industry=1		The LCAP reflects the recommendations made by the school community stakeholders.
Students at Somis are achieving academically.	91.75% agree or strongly agree	Increase rigor. Implement engaging project-based learning aligned with the new standards.	Goal 1 1.4 Professional learning
The school gives students sufficient access to instructional materials.	84.94% agree or strongly agree	Update instructional materials to align with the new standards. Include materials for hands-on learning.	Goal 1 1.1 Adopt/Pilot and purchase Common Core aligned programs
The school gives students sufficient access to technology.	89.59% agree or strongly agree	Continue to increase the integration of technology with instruction and student learning.	Goal 1 1.3 Purchase technology 1.4 Professional learning
Students at Somis have high attendance rates.	87.64% agree or strongly agree	Seek opportunities to make learning relevant and engaging. Address challenges in communicating with parents.	Goal 3 3.2 Hold learning events and second language learning opportunities for adults (English/Spanish) Goal 4 4.3 Involve students in service learning projects 4.6 Provide out of school enrichment opportunities
Somis has a positive school climate.	89.25% agree or strongly agree	Continue to ensure a warm and welcoming learning environment.	Goal 1 1.6 Provide single grade learning environments
Somis parent are encouraged to be involved in the school.	81.05% agree or strongly agree	Provide English classes for families. Provide opportunities for Somis staff to learn Spanish. Provide opportunities for families to engage in learning at school.	Goal 3 3.1 Provide access to technology 3.2 Hold learning events and second language learning opportunities for adults (English/Spanish)

<p>5/12/15 Submit LCAP to the board for review and public hearing. Somis Teacher Association was present.</p>	
<p>5/15/15 Superintendent posts proposed LCAP on the district's website and invited the public to review and provide comment/input.</p>	
<p>6/9/15 Approval of the LCAP at public Board Meeting.</p>	
<p>Annual Update</p>	<p>Annual Update</p>
<p>4/7/15 LCAP survey responses analyzed and summarize by Somis educators.</p>	<p>Discussion and feedback were incorporated into the current LCAP.</p>
<p>4/16/15 SSC and DELAC consulted. LCAP survey responses analyzed by SSC and DELAC. Data collected presented to SSC and DELAC for review and feedback.</p>	<p>Discussion and feedback were incorporated into the current LCAP.</p>
<p>5/5/15- 6/1/2015 Surveys and feedback were analyzed.</p>	<p>Data from surveys and feedback was collected. Recommendations from stakeholders were incorporated into the LCAP.</p> <p>Maintain single grade level classrooms</p> <ul style="list-style-type: none"> • As a result of review the additional support for subgroups was not recommended for continued funding. This pull out strategy using a credentialed educator will end and educators will provide differentiated support in single grade classrooms. • The .5 FTE Reading Specialist investment was reviewed. The challenge of finding qualified applicants will increase because the pool of credentialed applicants is shrinking. The district will refocus targeted support on single grade level classrooms. This will be supported with ongoing professional learning and structured data analysis to support continuous improvement for designated subgroups. • The .5 FTE ELD Specialist investment was reviewed. The district will refocus targeted support on single grade level classrooms and limit pull out programs. This will be supported with ongoing professional learning and structured data analysis to support continuous improvement for designated subgroups. Essential ELD efforts will be shifted to the Director of Special Programs <p>Implement engaging project-based learning aligned with the new standards. Provide professional learning and a budget for materials and supplies.</p> <p>Update instructional materials to ensure they align with CCSS and NGSS. Expand hands-on</p>

	<p>projected based learning to ensure learning is engaging and relevant</p> <p>Continue to increase the integration of technology with instruction and student learning</p> <p>Support learning through STEAM</p> <p>Provide opportunity for adults to learn a second language (English/Spanish) to bridge communication</p> <p>Continue the effort to engage families and communities</p> <ul style="list-style-type: none"> • Data collection for parent participation reflects contact and differentiate between the types of engagement: learning, engagement, communication, and audience. This categorization of the multiple opportunities we offer to engage families will assist us in providing a variety and ensure a focus on active participation and learning. We will continue to provide a chronological list of family engagement opportunities.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and

input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives

for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

engagement, and school climate)?

- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	Goal 1: Increase student achievement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
Identified Need :	Improve overall student achievement.	
Goal Applies to:	School	Somis School
	s:	
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16		
Expected Annual Measurable	33% of students will score proficient or above on standardized assessments. 33% of students will score proficient or above on district assessments.	

Outcomes:	100% of teachers will align at least 75% of their instruction to Common Core State Standards. Maintain 100% teachers are assigned and credentialed appropriately for the students they teach. API-state not available. A-G, AP and EAP-state not applicable.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adopt/Pilot and purchase common core aligned programs. K-5 Math	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies Restricted \$20,000
1.1 (B) Provide additional support and services for English Learners and provide staff training for certificated and classified staff working with ELs .40 Special Programs Director. Coordinated the delivery of ELD for small group instruction.	Somis School	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries and Benefits Unrestricted \$14,480 Restricted \$33,785
1.2 Purchase common core aligned supplementary materials to support Common Core State Standards instruction in both ELA and Math. Somis School educators are supported to integrate learning through learning	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies Restricted \$3,000

<p>experiences bridging content and construct. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>			
<p>1.3 Purchase technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.</p>	Somis School	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies Unrestricted \$30,000</p>
<p>1.4 Provide professional learning for educators on: Common Core State Standard, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, best instructional practices.</p>	Somis School	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Restricted, Professional Services, \$4,000 Certificated Personnel Salaries and Benefits, \$5,065</p>
<p>1.5 Special Education</p>	Somis School	<p><input type="checkbox"/>_ALL</p>	<p>Services provided according to each.</p>

<p>services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Restricted & Unrestricted, Special Education \$100,000</p>
<p>1.6 Provide single grade learning environments to limit the difficulties in multigrade classrooms. <i>"We concluded that the difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning."</i> From Veenman (1996).</p>	<p>Somis School</p>	<p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries and Benefits Unrestricted \$63,485</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual 5% increase in student proficiency on standardized assessment in comparison to 2015-16 results.</p>			

Measurable Outcomes:	5% increase in student proficiency on district assessment in comparison to 2015-16 results. 100% of teachers will align all of their instruction to Common Core State Standards. Maintain 100% teachers are assigned and credentialed appropriately for the students they teach. API-state not available. A-G, AP and EAP-state not applicable.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Adopt/Pilot and purchase common core aligned programs. K-5 Math	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies Restricted \$20,000
1.1 (B) Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with ELs .40 Special Programs Director. Coordinated the delivery of ELD for small group instruction.	Somis School	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries and Benefits Unrestricted \$31,265 Restricted \$18,760
1.2 Purchase common core aligned supplementary materials to support Common Core State Standards instruction in both ELA and Math. Somis School educators are supported to integrate learning through learning	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Books and Supplies Restricted \$3,000

<p>experiences bridging content and construct. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>			
<p>1.3 Purchase technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.</p>	Somis School	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies Unrestricted \$30,000</p>
<p>1.4 Provide professional learning for educators on: Common Core State Standard, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, best instructional practices.</p>	Somis School	<p><input checked="" type="checkbox"/>_X_ALL</p> <hr/> <p>OR: <input type="checkbox"/>_Low Income pupils <input type="checkbox"/>_English Learners <input type="checkbox"/>_Foster Youth <input type="checkbox"/>_Redesignated fluent English proficient <input type="checkbox"/>_Other Subgroups:(Specify)_____</p>	<p>Restricted, Professional Services, \$4,000 Certificated Personnel Salaries and Benefits, \$5,065</p>
<p>1.5 Special Education</p>	Somis School	<p><input type="checkbox"/>_ALL</p>	<p>Services provided according to each.</p>

<p>services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each IEP.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>Restricted & Unrestricted, Special Education \$100,000</p>
<p>1.6 Provide single grade learning environments to limit the difficulties in multigrade classrooms. <i>“We concluded that the difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning.”</i> From Veenman (1996).</p>	<p>Somis School</p>	<p><u>X</u> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries and Benefits Unrestricted \$66,560</p>
<p>LCAP Year 3: 2017-18</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>5% increase in student proficiency on standardized assessments in comparison to 2016-17 results. 5% increase in student proficiency on district assessments in comparison to 2016-17 results. 100% of teachers will align all of their instruction to Common Core State Standards. 100% of teachers will align 50% of their instruction to Next Generations Science Standards. Maintain 100% teachers are assigned and credentialed appropriately for the students they teach. API-state not available. A-G, AP and EAP-state not applicable.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.1 Adopt/Pilot and purchase common core aligned programs. K-5 Math</p>	<p>Somis School</p>	<p><u> </u>X<u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Books and Supplies Restricted \$20,000</p>
<p>1.1 (B) Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with ELs .40 Special Programs Director. Coordinated the delivery of ELD for small group instruction.</p>	<p>Somis School</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>XEnglish Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries and Benefits Unrestricted \$31,760 Restricted \$19,055</p>
<p>1.2 Purchase common core aligned supplementary materials to support Common Core State Standards instruction in both ELA and Math. Somis School educators are supported</p>	<p>Somis School</p>	<p><u> </u>X<u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Books and Supplies Restricted \$3,000</p>

<p>to integrate learning through learning experiences bridging content and construct.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>			
<p>1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment.</p> <p>Laptops, tablets, desktops purchased to add to or replenish technology.</p>	Somis School	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and Supplies Unrestricted \$30,000</p>
<p>1.4 Provide professional learning for educators on: Common Core State Standard, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, best instructional practices.</p>	Somis School	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Restricted, Professional Services, \$4,000 Certificated Personnel Salaries and Benefits, \$5,065</p>

<p>1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p> <p>Services provided according to each IEP.</p>	Somis School	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>X Other Subgroups:(Specify) <u> </u>Special Education_____</p>	<p>Services provided according to each IEP. Restricted & Unrestricted, Special Education \$100,000</p>
<p>1.6 Provide single grade learning environments to limit the difficulties in multigrade classrooms. <i>“We concluded that the difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning.”</i> From Veenman (1996).</p>	Somis School	<p><u> </u>X ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries and Benefits Unrestricted \$69,790</p>

GOAL:	Goal 2: Close achievement gap among sub groups.		Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	The achievement gap among subgroups compared to White subgroup needs to decrease		
Goal Applies to:	Schools:	Somis School	
	Applicable Pupil Subgroups:	English Learners, Students with Disabilities, Low Income, Foster, Hispanic	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<p>Standardized Assessment (Summative)</p> <ul style="list-style-type: none"> • 33% of Hispanic student will score proficient or above on standardized assessments. • 33% of English Learner students will score proficient or above on standardized assessments. • 33% of students with disabilities will score proficient or above on standardized assessments. • 33% of Low-income students will score proficient or above on standardized assessments. <p>District Assessment (Formative Benchmarks)</p> <ul style="list-style-type: none"> • 33% of Hispanic student will score proficient or above on district assessments. • 33% of English Learner students will score proficient or above on district assessments. • 33% of students with disabilities will score proficient or above on district assessments. • 33% of Low-income students will score proficient or above on district assessments. <p>English Language Assessments</p> <ul style="list-style-type: none"> • 10% more English Learners will be reclassified to Fluent English Proficient than in 2014-15. • 5% increase in CELDT proficiency rates compared to 2014-15. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2.a, b, c, d (B) Provide	Somis School	__ALL	Restricted, Classified Salaries and

<p>additional intervention and acceleration for:</p> <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils <p>Purchase materials and services for intervention and acceleration.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Benefits \$27,825</p> <p>Unrestricted, Materials and supplies \$3,000</p>
<p>2.3 a, b, c, d, (B) Support and share ASES after School Program to provide academic intervention, and enrichment for:</p> <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils <p>Supplement ASES budget to allow for maximum participation of English Learners, low income pupils.</p>	<p>Somis School</p>	<p>__ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted, Professional Services \$1,000</p> <p>Materials and Supplies \$1,020</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Standardized Assessment (Summative)</p> <ul style="list-style-type: none"> • 5% increase in Hispanic student proficiency on standardized assessment in comparison to 2015-16 results. • 5% increase in English Learner student proficiency on standardized assessment in comparison to 2015-
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- 16 results.
 - 5% increase in students with disabilities proficiency on **standardized** assessment in comparison to 2015-16 results.
 - 5% increase in Low-income student proficiency on **standardized** assessment in comparison to 2015-16 results.
- District Assessment (Formative Benchmarks)**
- 5% increase in Hispanic student proficiency on **district** assessments in comparison to 2015-16 results.
 - 5% increase in English Learner student proficiency on **district** assessments in comparison to 2015-16 results.
 - 5% increase in students with disabilities proficiency on **district** assessments in comparison to 2015-16 results.
 - 5% increase in Low-income student proficiency on **district** assessments in comparison to 2015-2016.
- English Language Assessments**
- 10% more English Learners will be reclassified to Fluent English Proficient than in 2015-16.
 - 5% increase in CELDT proficiency rates compared to 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2.a, b, c, d (B) Provide additional intervention and acceleration for: <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils Purchase materials and services for intervention and acceleration.	Somis School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Restricted, Classified Salaries and Benefits \$27,825 Unrestricted, Materials and supplies \$3,000
2.3 a, b, c, d, (B) Support	Somis School	__ALL	Unrestricted,

<p>and share ASES after School Program to provide academic intervention, and enrichment for:</p> <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils <p>Supplement ASES budget to allow for maximum participation of English Learners, low income pupils.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Professional Services \$1,000 Materials and Supplies \$1,020</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Standardized Assessment (Summative)</p>
	<ul style="list-style-type: none"> • 5% increase in Hispanic student proficiency on standardized assessments in comparison to 2016-17 results. • 5% increase in English Learner student proficiency on standardized assessments in comparison to 2016-17 results. • 5% increase in students with disabilities proficiency on standardized assessments in comparison to 2016-17 results. • 5% increase in Low-income student proficiency on standardized assessments in comparison to 2016-17 results. <p>District Assessments (Formative Benchmarks)</p> <ul style="list-style-type: none"> • 5% increase in Hispanic student proficiency on district assessments in comparison to 2016-17 results. • 5% increase in English Learner student proficiency on district assessments in comparison to 2016-17 results. • 5% increase in students with disabilities proficiency on district assessments in comparison to 2016-17 results. • 5% increase in Low-income student proficiency on district assessments in comparison to 2016-2017.

English Language Assessments

- 10% more English Learners will be reclassified to Fluent English Proficient than in 2016-17.
- 5% increase in CELDT proficiency rates compared to 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.2.a, b, c, d (B) Provide additional intervention and acceleration for:</p> <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils <p>Purchase materials and services for intervention and acceleration.</p>	Somis School	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Restricted, Classified Salaries and Benefits \$27,825</p> <p>Unrestricted, Materials and supplies \$3,000</p>
<p>2.3 a, b, c, d, (B) Support and share ASES after School Program to provide academic intervention, and enrichment for:</p> <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils <p>Supplement ASES budget to allow for maximum participation of English Learners, low income</p>	Somis School	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners <u> </u> X Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted, Professional Services \$1,000</p> <p>Materials and Supplies \$1,020</p>

pupils.

GOAL:	Goal 3: Increase parent engagement and participation.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Current parent participation is mainly attendance at events and parent/teacher conferences. There is a need for parents to participate in learning opportunities, to provide input on school-wide decisions, and to feel more connected to the school.		
Goal Applies to:	Schools:	Somis School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	5% increase in family participation in school sponsored learning events (322). 5% increase in family participation in school sponsored engagement events (400). 5% increase in family participation in school sponsored communication events (560). 5% increase in family participation in school sponsored audience events (250). The numbers in parenthesis reflect the baseline established 2014-2015. The goal amounts aim for 5% increase in subsequent years. 50% return of parent surveys (178 households).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.a,b,c,d (B) Provide access to technology and digital resources to promote parent understanding of	Somis School	__ALL OR: __X__ Low Income pupils __X__ English Learners __X__ Foster Youth __X__ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	0

<p>educational program for:</p> <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient <p>Provide access during after school program hours.</p>			
<p>3.2 Hold learning events for parents, students and educators. Host 4 or more family events. Provide second language learning opportunities for adults (English/Spanish)</p>	Somis School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Restricted, Professional Services \$3,550 Restricted, Materials and Supplies \$3,000</p>
<p>3.3 Increase variety of meals offered in the school cafeteria. Upgrade kitchen</p>	Somis School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Determine nutrition requirements and costs to increase menu options 0</p>
<p>3.4 Provide childcare to support parent engagement.</p>	Somis School	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Restricted, Classified Salaries and benefits \$1,225</p>

Foster Youth Redesignated fluent English proficient Other
Subgroups:(Specify) _____

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

5% increase in family participation in school sponsored learning events.
5% increase in family participation in school sponsored engagement events.
5% increase in family participation in school sponsored communication events.
5% increase in family participation in school sponsored audience events.

50% return of parent surveys (178 households).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.a,b,c,d (B) Provide access to technology and digital resources to promote parent understanding of educational program for: <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient Provide access during after school program hours.	Somis School	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	0
3.2 Hold learning events for parents, students and educators.	Somis School	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Restricted, Professional Services \$3,550 Restricted, Materials and Supplies

Host 4 or more family events. Provide second language learning opportunities for adults (English/Spanish)		English proficient __Other Subgroups: (Specify)_____	\$3,000
3.3 Increase variety of meals offered in the school cafeteria. Upgrade kitchen	Somis School	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Determine nutrition requirements and costs to increase menu options 0
3.4 Provide childcare to support parent engagement.	Somis School	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Restricted, Classified Salaries and benefits \$1,225
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	5% increase in family participation in school sponsored learning events. 5% increase in family participation in school sponsored engagement events. 5% increase in family participation in school sponsored communication events. 5% increase in family participation in school sponsored audience events. 50% return of parent surveys (178 households).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.a,b,c,d (B) Provide access to technology and digital resources to promote parent understanding of	Somis School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other	0

<p>educational program for:</p> <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient <p>Provide access during after school program hours.</p>		<p>Subgroups:(Specify)_____</p>	
<p>3.2 Hold learning events for parents, students and educators. Host 4 or more family events. Provide second language learning opportunities for adults (English/Spanish)</p>	Somis School	<p><u>__</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups: (Specify)_____</p>	<p>Restricted, Professional Services \$3,550 Restricted, Materials and Supplies \$3,000</p>
<p>3.3 Increase variety of meals offered in the school cafeteria. Upgrade kitchen</p>	Somis School	<p><u>X</u>ALL OR: <u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth <u>__</u>Redesignated fluent English proficient <u>__</u>Other Subgroups:(Specify)_____</p>	<p>Determine nutrition requirements and costs to increase menu options 0</p>
<p>3.4 Provide childcare to</p>	Somis School	<p><u>__</u>ALL</p>	<p>Restricted, Classified Salaries and</p>

support parent engagement.	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	benefits \$1,225
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GOAL:	Goal 4: Increase student engagement in the school environment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	More students need to learn and demonstrate skills for successful learning, engagement and living and to feel that they are important members of the learning community.
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Goal Applies to:	Schools: Somis School
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Applicable Pupil Subgroups:	
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	70% of students will participate in student service projects. Suspension/expulsion rates: 0% Attendance rates: 98% 70% of students surveyed will indicate a positive attitude toward school. 1% chronic absenteeism rate. Maintain 0% middle school dropout rate. High school dropout rate not applicable. High school graduation rate not applicable. Maintain facilities in good repair.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Add counseling hours to provide time for groups to address social emotional issues.	Somis School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Unrestricted, Professional Consulting Services: Supplemental \$5,000

		Subgroups:(Specify)_____	
4.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	Somis School	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits 0
4.3 Involve students in community service projects. Organize 1-2 year-long service projects.	Somis School	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted, Supplies \$1,500
4.4 Increase access to music/educational program	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Purchase/repair instruments. Purchase supplemental materials. Unrestricted \$5,000
4.5 Provide after school sports and athletic activities and competition events.	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies \$5,000
4.6 Provide out of school enrichment opportunities aligned to the Common Core	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Support one field trip for each grade. Unrestricted, Professional and Consulting Services \$7,000
LCAP Year 2: 2016-17			
Expected Annual	15% reduction in students with behavioral referrals over 2014.		

Measurable Outcomes:	75% of students will participate in student service projects. Suspension/expulsion rates: 0% Attendance rates: 98% 80% of students surveyed will indicate a positive attitude toward school. Maintain less than 1% chronic absenteeism rate. Maintain 0% middle school dropout rate. High school dropout rate not applicable. High school graduation rate not applicable. Maintain facilities in good repair.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Add counseling hours to provide time for groups to address social emotional issues.	Somis School	__ALL OR: __X_Low Income pupils __English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted, Professional Consulting Services: Supplemental \$5,000
4.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	Somis School	__ALL OR: __Low Income pupils __English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits 0
4.3 Involve students in community service projects. Organize 2-3 year-long service projects.	Somis School	__ALL OR: __X_Low Income pupils __X_English Learners __X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted, Supplies \$2,500
4.4 Increase access to music/educational program	Somis School	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase/repair instruments. Purchase supplemental materials. Unrestricted \$5,000
4.5 Provide after school	Somis School	XALL	Extra hours for coaching and

sports and athletic activities and competition events.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies \$5,000
4.6 Provide out of school enrichment opportunities aligned to the Common Core	Somis School	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Support one field trip for each grade. Unrestricted, Professional and Consulting Services \$7,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	20% reduction in students with behavioral referrals over 2014. 80% of students will participate in student service projects. Suspension/expulsion rates: 0% Attendance rates: 98% 85% of students surveyed will indicate a positive attitude toward school. Maintain less than 1% chronic absenteeism rate. Maintain 0% middle school dropout rate. High school dropout rate not applicable. High school graduation rate not applicable. Maintain facilities in good repair.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Add counseling hours to provide time for groups to address social emotional issues.	Somis School	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Unrestricted, Professional Consulting Services: Supplemental \$5,000
4.2 Create a liaison for	Somis School	__ALL	Designate appropriate personnel to

Foster Youth to ensure immediate enrollment and smooth transition.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits 0
4.3 Involve students in community service projects. Organize 3-4 year-long service projects.	Somis School	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted, Supplies \$5,000
4.4 Increase access to music/educational program	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Purchase/repair instruments. Purchase supplemental materials. Unrestricted \$5,000
4.5 Provide after school sports and athletic activities and competition events.	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies \$5,000
4.6 Provide out of school enrichment opportunities aligned to the Common Core	Somis School	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Support one field trip for each grade. Unrestricted, Professional and Consulting Services \$7,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

LCAP:

Local : Specify _____

Goal Applies to: Schools: Somis School
 Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:

65% of students will score proficient or above on **standardized** assessment.

65% of students will score proficient or above on **district** assessment.

20% more students will achieve **academic honor roll** over 2014.

100% of teachers will align at least half of their instruction to the common core standards.

Maintain 100% teachers are assigned and credentialed appropriately for the students they teach.

API-state not available.
 A-G, AP and EAP-state not applicable.

Actual Annual Measurable Outcomes:

Standardized assessments unavailable 2013-2014.

District benchmark data piloted and unreleased 2014-2015.

Academic Honor Roll for 6th, 7th, and 8th Grade			
Honor Roll	Trimester 1	Trimester 2	Trimester 3
2013-2014	10/95=9.5%	10/95=9.5%	7/95=7%
2014-2015	15/79=19%	25/79=32%	

100% of teachers were assigned and credentialed appropriately for the students taught 2014-2015.

Educator Alignment to Common Core State Standards		
Percent of educators who report 50% or more alignment		
	ELA	Math
Instruction	91%	91%
Curriculum	82%	82%
Assessment	64%	73%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Adopt/Pilot and purchase Common Core aligned programs. Common Core Math Textbooks, Grades 6-8	Unrestricted, Books and Supplies \$14,000	1.1 Adopted and purchased common core aligned programs. Common Core Math Textbooks, Grades 6-8	Restricted, Books and Supplies \$7,825
Scope of service:	Somis School	Scope of service:	Somis School
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
1.2 Purchase common core aligned supplementary materials to support common core instruction. Each grade to receive hard-copy or on-line subscriptions that support history/social studies or science.	Unrestricted, Books and Supplies; Services \$3,000	1.2 Purchased common core aligned supplementary materials to support common core instruction. Each grade received hard-copy or on-line subscriptions that support history/social studies or science.	Books and Supplies Unrestricted, \$510 Restricted, \$1,185
Scope of service:	Somis School	Scope of service:	Somis School
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners		OR: __ Low Income pupils __ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.		Unrestricted Technology, Restricted State and Local \$30,000	1.3 Purchased technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to added and replenished technology		Materials and Supplies Restricted, \$16,070 Unrestricted, \$6,000
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.4 Provide professional learning: common core, integrating technology, best instructional practices.		Unrestricted, Professional Service, Certificated/Classified Personnel Salaries and Benefits: \$12,600	1.4 Credentialed educators received professional learning: common core, integrating technology, best instructional practices.		Restricted, Professional Services, \$6,655 Certificated Personnel Salaries and Benefits, \$10,675
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each IEP.		Restricted & Unrestricted, Special Education \$40,000	1.5 Special Education services were provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services are also provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each IEP.		Restricted & Unrestricted, Professional Services, \$300,000
Scope of service:	Somis School		Scope of service:	Somis School	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with disabilities			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with disabilities		
1.6 Provide extra academic support after school. Supplement ASES budget to allow for maximum participation of English Learners, low income, and foster youth.		Unrestricted State \$4,000	1.6 Provided extra academic support after school. Supplemented ASES budget to allow for maximum participation of English Learners, low income, and foster youth.		Unrestricted, Professional Services \$2,000 Materials and Supplies \$1,020
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		

proficient __ Other Subgroups:(Specify)_____			proficient __ Other Subgroups:(Specify)_____	
1.1(B) Provide additional support and services for English Learners. Add .40 Special Programs Director. Will coordinate the delivery of ELD for small group instruction.		Unrestricted, Supplemental , Certificated Salaries and Benefits \$40,000	1.1(B) Provided additional support and services for English Learners and provided staff training for certificated and classified staff working with ELs Added .40 Special Programs Director. Coordinated the delivery of ELD for small group instruction.	Certificated Salaries and Benefits Unrestricted \$9,498 Restricted \$37,992
Scope of service:	Somis School		Scope of service:	Somis School
__ ALL			__ ALL	
OR: __ Low Income pupils __X_ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __X_ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>1.1 Expenses for Common Core aligned texts for 6-8 did not cost as much as anticipated. Somis educators valued the additional time to experiment prior to making another costly decision with funds available.</p> <p>1.1 (B) Special Programs Director position exceeded projected costs. The Director's ability to provide on site training created cost savings by reducing the need for outside professional services. The daily rate for outside services are 36% higher than the Somis Director's daily rate.</p> <p>1.2 Expenses for supplemental Common Core materials did not cost as much as anticipated. Somis educators valued the additional time to experiment prior to making another costly</p>		

decision with funds available.

1.3 Expenses for 1:1 technology devices did not cost as much as anticipated. The Somis IT specialist is working to resolve problems with systems logistics of the technology purchased. Because the system is slow to logon and leads to the inefficient use of instructional minutes additional dollars will be allocated to provide more efficient service. Somis educators valued the additional time to experiment prior to making another costly decision with funds available.

1.4 Expenses for professional learning exceeded projected costs by 27%. PE teacher worked to obtain appropriate credential.

1.5 Special Education costs greatly exceeded the projection of \$40,000. The additional \$300,000 is due to an unforeseen increase in costs and enrollment. Maintained 100% access to standards aligned instructional materials.

1.6 Expenses for ASES did not cost as much as anticipated.

1.10 Maintained 100% student access and enrollment in all required areas of student.

Changes:

- Standardized assessments were not available for 2014-2015. The most recent data will be used as a baseline for 2016-2017 LCAP.
- District benchmark results for 2014-2015 will not be released. This mirrors the state strategy to pilot new testing methodology. Data from 2015-2016 will serve as the baseline data.
- Somis will no longer measure increase in honor roll as an indicator of student achievement.
- Somis values single grade classroom to support quality instruction and future (beginning 2015) LCAP will reflect that as a priority.

Original GOAL from prior year LCAP:	Goal 2: Close achievement gap among sub groups.	Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Somis School	Applicable Pupil Subgroups: English Learners, Redesignated fluent English proficient, Low Income, and Foster Youth
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Expected Annual Measurable Outcomes:	<p>10% more Hispanic students will score proficient or above on standardized assessments than in 2013.</p> <p>10% more English Learners will score proficient or above on standardized assessments than in 2013.</p> <p>10% more students with disabilities will score proficient or above on standardized assessments than in 2013.</p> <p>10% or more Low Income students will score proficient or above on standardized assessments than in 2013.</p> <p>65% of Hispanic students will score proficient or above on district assessments.</p> <p>10% more English Learner students will score proficient or above on district assessments than in 2014.</p> <p>10% more English Learners will be reclassified to Fluent English Proficient than in 2014.</p> <p>5% increase in CELDT proficiency rates compared to 2014.</p>	Actual Annual Measurable Outcomes:	<p>Standardized assessments unavailable 2013-2014.</p> <p>District benchmark data piloted and unreleased 2014-2015.</p> <table border="1" data-bbox="1276 865 1652 1071"> <thead> <tr> <th colspan="2">Somis Reclassification of English Learners</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>7/75=9%</td> </tr> <tr> <td>2014-2015</td> <td>21/100=21%</td> </tr> </tbody> </table>	Somis Reclassification of English Learners		2013-2014	7/75=9%	2014-2015	21/100=21%
Somis Reclassification of English Learners									
2013-2014	7/75=9%								
2014-2015	21/100=21%								

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1.a, b, c, d (B) Provide additional support and services for <ul style="list-style-type: none"> • Low income, • English Learners, • Foster Youth, and • Redesignated Fluent English Proficient Pupils. Continue .5 FTE for an ELD Specialist to provide services and intervention for designated subgroups.	Unrestricted, Certificated Salaries and Benefits \$32,000	2.1.a, b, c, d (B) Provided additional support and services for <ul style="list-style-type: none"> • Low income, • English Learners, • Foster Youth • Redesignated Fluent English Proficient Pupils 	Restricted, Certificated Salaries and Benefits \$30,260
Scope of service:	Somis School	Scope of service:	Somis School
<u> </u> ALL		<u> </u> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2.2.a, b, c, d (B) Provide additional intervention and acceleration for: <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils Purchase materials and services for intervention and acceleration.	Unrestricted, Books and Supplies \$5,000	2.2.a, b, c, d (B) Provided additional intervention and acceleration for: <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils Provided services for intervention and acceleration.	Restricted, Classified Salaries and Benefits \$27,445

Scope of service:	Somis School		Scope of service:	Somis School	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.3 a, b, c, d, (B) Support and share ASES after School Program to provide academic intervention, and enrichment for: <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils Supplement ASES budget to allow for maximum participation of English Learners, low income pupils.		Unrestricted State \$5,000	2.3 a, b, c, d, (B) Supported and shared ASES after School Program to provide academic intervention, and enrichment for: <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils Supplement ASES budget to allow for maximum participation of English Learners, low income pupils.		\$0
Scope of service:	Somis School		Scope of service:	Somis School	
__ALL			__ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5.1 Offer Intervention Reading Support .50 FTE per week intervention		Unrestricted, Salaries and Benefits, Books and supplies \$25,000	5.1 District was unable to fill vacancy for 0.50 FTE Reading Specialist. Instead, the district increased hours provided by classified instructional aide for tutoring (see 2.2)		\$0

Scope of service:	Somis School	Scope of service:	Somis School
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

- 2.1 Certificated salaries and benefits for a .5% FTE ELD Specialist to provide intervention for designated subgroups was not as expensive as anticipated.
- 2.2 The district intended to provide additional intervention and acceleration for specific subgroups by purchasing materials and services for intervention and acceleration. The amount budgeted, \$5,000, was increased to \$27,445. These funds paid for classified instructional aides in the primary classrooms, K-2. CELDT data (progress and reclassification) will be used to measure impact beginning 2015. Instructional aides were provided coaching (from the ELD Specialist) to support English Learners. The additional hours for the classified instructional aides were able to support small group instruction in the classroom.
- 5.1 The district was unable to fill the vacancy for the .50 FTE Reading Specialist.

Changes:

- Standardized assessments were not available for 2014-2015. The most recent data will be used as a baseline for 2016-2017 LCAP.
- District benchmark results for 2014-2015 will not be released. This mirrors the state strategy to pilot new testing methodology. Data from 2015-2016 will serve as the baseline data.
- Somis stakeholders (families, educators, students and community) value single grade classroom to support quality instruction and future LCAP will reflect that as a priority. Pull out programs will be limited.
- As a result of review the additional support for subgroups was not recommended for continued funding. This pull out strategy using a credentialed educator will end and educators will provide differentiated support in single grade classrooms.

		Parent Engagement and Participation	
		Learning events (Family STEAM Nights)	322
		Engagement events (Carnival)	400
		Communication events (Back to School, Parent Conferences, LCAP Community Meeting, Open House)	560
		Audience (Talent show, Winter program)	250
		Total Contact for 2014-2015	1,532
		Parent Surveys for LCAP Households=178	
		English responses	Spanish responses
		2014-2015	26
			26

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Hold learning events for parents, students and educators. Hold 4 or more family events.	Unrestricted, Books and Supplies \$3,000	3.1 Held learning events for parents, students and educators. Held 12 (5 focused on learning) events for families which included:	Restricted, Professional Services \$3,545

		Family Participation in School Sponsored Events				
		Event	Date	Audience or Participant	Number of Attendees	
		Back to School Night	September 16, 2014	Audience	150	
		Parent Conferences	October 6-10, 2014	Audience	180	
		STEAM Family Night Math	October 16, 2014	Participant	40	
		STEAM Family Night Engineering	November 13, 2014	Participant	80	
		Winter Program	December 18, 2014	Audience	250	
		STEAM Family Night Engineering and Art	January 22, 2015	Participant	89	
		STEAM Family Night Science	February 19, 2015	Participant	78	
		LCAP Community Meeting	March 12, 2015	Participant	30	
		Somis Carnival	March 14, 2015	Participant	400	
		STEAM Family Night Science and Agriculture	March 19, 2015	Participant	35	
		Open House and Non-Fiction Author Fair	April 21, 2015	Audience	200	
		Author Fair	May 19, 2015	Audience	120	
		Talent Show	May 29, 2015	Audience	100	
		<ul style="list-style-type: none"> • Staff attended related conferences • Rosetta Stone English Language classes began May 1, 2015 • Subscriptions to “Parents In the Know” were purchased for parents 				
Scope of service:	Somis School	Scope of service:	Somis School			

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.2 Increase variety of meals offered in the school cafeteria. Upgrade kitchen. Determine nutritional requirements and costs to increase menu choices.		\$0	3.2 Increased variety of meals offered in the school cafeteria. Determined nutritional requirements and costs to increase menu choices.		Restricted \$10,000
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.3 Provide childcare to support parent engagement. Childcare services provided for family events.		Restricted, federal \$1,000	3.3 Provided childcare to support parent engagement. Childcare services were provided for family events.		Restricted, Classified Salaries and Benefits \$1,225
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.1.a,b,c,d (B) Provide access to technology and			3.1.a,b,c,d (B) Provided access to technology and		

digital resources to promote parent understanding of educational program for: <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient Provide access during after school program hours.	\$0	digital resources to promote parent understanding of educational program for: <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient Provided access during after school program hours.	\$0
Scope of service:	Somis School	Scope of service:	Somis School
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>3.1 Several events were scheduled throughout the year to engage families. Somis School piloted a family passport program to recognize family involvement. English classes were added as a result of multiple requests from parents. The English classes incorporates technology and strategies for student support.</p> <p>3.2 Somis School received a state grant of \$10,000 to upgrade the kitchen. A new oven and warmer was purchased.</p> <p>Changes:</p> <ul style="list-style-type: none"> • Data collection for parent participation reflects contact and differentiate between the types of engagement: learning, engagement, communication, and audience. This categorization of the multiple opportunities we offer to engage families will assist us in providing a variety and ensure a focus on active participation and learning. We will continue to provide a chronological list of family engagement opportunities. • Survey collection data will use 2014-2015 as the baseline for 2015-2016. 		

Original GOAL from prior year LCAP:	Goal 4: Increase student engagement in the school environment.	Related State and/or Local Priorities: 1__ 2X 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Somis School	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>10% reduction in students with behavioral referrals over 2014.</p> <p>70% of students will participate in student service projects.</p> <p>70% of students surveyed will indicate a positive attitude toward school.</p> <p>Attendance rates: 98%</p> <p>Maintain less than 1% chronic absenteeism rate.</p> <p>Maintain 0% middle school dropout rate.</p> <p>High school dropout rate not applicable.</p> <p>High school graduation rate not applicable.</p> <p>Suspension/expulsion rates: 0%</p> <p>Maintain facilities in good repair.</p>	Actual Annual Measurable Outcomes:	<p>Behavioral referral data intentionally not disclosed 2014-2015.</p> <p>A formal service-learning program is being planned. It was not implemented 2014-2015.</p> <p>Positive attitude towards school survey will be administered June 2015. Data will be used as the baseline for LCAP 2015-2016</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Somis Attendance Rates</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">2013-2014</td> <td style="text-align: center;">98%</td> </tr> <tr> <td style="background-color: #cccccc;">2014-2015</td> <td style="text-align: center;">97.29%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Chronic Absenteeism 10% or more of school days</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">2014-2015</td> <td style="text-align: center;">0.014</td> </tr> </tbody> </table>	Somis Attendance Rates		2013-2014	98%	2014-2015	97.29%	Chronic Absenteeism 10% or more of school days		2014-2015	0.014
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Middle School Dropout Rate															
2013-2014	0%														
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Suspension/Expulsion Rates															
2013-2014	0%														
2014-2015	0%														
Facilities maintained in good repair 2014-2015.															

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>4.1 (B) Add counseling hours to provide time for groups to address issues that arise out of homelessness, foster care issues for Low Income, English Learners, Redesignated Fluent English Proficient pupils, and other social emotional issues.</p> <p>Add hours to Psychologist's time to support English Language, low income and foster youth.</p>	<p>Unrestricted Professional Consulting Services: Supplemental \$5,000</p>	<p>4.1 (B) Added counseling hours to provide time for groups to address issues that arise out of homelessness, foster care issues for Low Income, English Learners, Redesignated Fluent English Proficient pupils, and other social emotional issues.</p> <p>Added hours to Psychologist's time to support English Language, low income and foster youth.</p>	<p>Unrestricted Professional Consulting Services: \$5,000</p>
<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Somis School</p>	<p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Somis School</p>

<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition. Designate appropriate personnel to act as liaison.		Unrestricted, Certificated and Classified Salaries and Benefits \$0	4.2 Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition. Designated appropriate personnel to act as liaison.	Unrestricted, Certificated and Classified Salaries and Benefits \$0
Scope of service:	Somis School		Scope of service:	Somis School
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.1 Involve students in community service projects. Organize 1-2 year-long service projects.		Unrestricted, Supplies \$1,500	3.1 Involved students in community service projects. Organized 1-2 year-long service projects.	Unrestricted, Supplies \$0
Scope of service:	Somis School		Scope of service:	Somis School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.2 Increase access to music/educational program. Purchase/repair instruments.		Purchase supplemental materials. Supplemental \$9,000	3.2 Increased access to music/educational program. Purchased supplemental materials.	Unrestricted Books and Supplies \$350

Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.3 Provide after school sports and athletic activities and competition events. Extra hours for coaching and supplies.	Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies \$5,000		3.3 Provided after school sports and athletic activities and competition events. Extra hours for coaching.		Unrestricted, Certificated Salaries and Benefits \$1,585
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3.4 Provide out of school enrichment opportunities aligned to the Common Core. Support one field trip for each grade.	Unrestricted. Professional and Consulting Services \$7,000		3.4 Provided out of school enrichment opportunities aligned to the Common Core. Supported one field trip for each grade.		Unrestricted. Professional and Consulting Services \$5,000
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

6. Maintain Facilities in good repair		0	6. Maintained facilities in good repair		0
Scope of service:	Somis School		Scope of service:	Somis School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>3.1 Service Learning projects were not formalized 2014-2015. See Goal 3 Increasing student engagement in the school environment (3.1) 2015-2016</p> <p>3.2 Expenditures for purchasing and repairing instruments was \$350.00 compared to the \$9,000 budgeted. It was determined that more research and planning is needed prior to the investment.</p> <p>3.3 The expense to support after school athletics and sports was less than anticipated and reflects a first year effort. Next year's program will be more extensive and more expensive.</p> <p>3.4 Fieldtrips were well received and less expensive than anticipated.</p> <p>Changes:</p> <ul style="list-style-type: none"> The length of the service learning projects will be determined by the project. Professional learning to support implementation will be provided. Incidences of behavioral referrals are rare at Somis School. Collecting the data and aiming to reduce the frequency would likely discourage educators from seeking assistance from school leaders. We will not use this data this year or in the future unless circumstances change. 			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 258,995.00
Somis School has over 68% unduplicated pupils in the LCFF subgroups. In School Year 2015/16, Supplemental/Concentration funding will be \$258,995.00. The funds expended from the Supplemental and Concentration funding sources align with all the goals of the LCAP and are principally directed to the needs of Somis School's targeted subgroups: low-income pupils, English Learners, Redesignated fluent English proficient, and students with disabilities. Funds are to assist in the purchase of intervention materials, technology, and services. Funds enable the district to pay for services and materials required to promote parent and student engagement, and to pay for services for students who require support.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

15.74	%
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Somis School intentionally supports students targeted by the Local Control Funding Formula. We do this by investing in professional learning for certificated and qualified personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the 15.74% threshold.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]