

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Somis Union

## Contact Name and Title

Dr. Colleen Robertson

Superintendent/Principal

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Imagine a school where children of diverse ethnic and economic backgrounds, including those of farmworkers and the new generation of Ventura County's early farming families learn side by side through lessons that include how agriculture drives local industry. Somis School is such a place. Here, in a school almost 100 years old, educators design and engage learners in hands-on instructional programs.

Somis is situated in an astonishingly beautiful coastal agricultural community with both staggering wealth and the high poverty often found with field workers. The campus sits on eight acres in the heart of Somis in Ventura County. It is a small, one-school district and serves 260 students in grades TK-8. Most students come from families with modest means (70% Free and Reduced lunch), many begin as English Learners (49%), and the majority is Hispanic (72%) White (24%) Other (4%).

We believe 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. 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. We honor the work of our families by illuminating the science, technology, and engineering that brings our food from the field to our fork. We strive to expand the world of our learners by exposing them to engaging STEAM experiences to ignite their curiosity, spur their creativity and develop a STEM identity so they can participate in today's STEM driven era of innovation.

The Somis School community strives to live by our STARS principles: S-Start each day with a positive attitude; T-Take responsibilities for my actions; A-Always try, and then try again; R-Remember to use safe choices and S-Show respect for myself and others.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

One of the key features of this year's LCAP is our focus on creating a STEAM Lab. For the past three years we have conducted STEAM Family Nights at least four to five times a year. These family nights engage our students, staff, families and community around the subjects of Science, Technology, Engineering, Art, and Math. We feel that the STEAM Lab will support our efforts to achieve all three of our LCAP goals which include: 1) Increase Student Achievement, 2) Increase the effectiveness of parent engagement and participation, and 3) Increase Student Engagement in the School Setting.

Another key feature will be a focus on ELD Professional Development for our staff. We will be working with the Ventura County Office of Education to develop some full day and partial day on-going staff development training. Through data analysis, we recognize that many of our English Learners are not making the academic progress that they should be making despite dedicated ELD time, small group interventions, and after school support. Our next step is to determine best instructional practices throughout the day to bring the greatest opportunity for success in moving our EL's to RFEP's to EO's. And once those best practices are identified we will train the staff to utilize them daily.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

Our greatest progress this year has come from the implementation of our new math and language arts curriculum. Previously, our teachers were supplementing adopted curriculum that was over a decade old! Using antiquated curriculum took valuable preparation time on the part of the teacher, also we were not utilizing all of the technology that we had at our disposal. By adopting new math and language arts curriculum our teachers now have up-to-date, research based lessons that provide continuity through the grades. Vocabulary, lesson design, assessments, technology, and text are similar enough through the grade levels that the students are able to spiral their learning from one year to the next. The lesson design and implementation is not at the whim of the classroom teacher. Teachers are able to work collaborative across grade levels. Another area of progress is the increase in parent and community involvement. We have found that when we initiate a new event such as the STEAM Family Nights or the Author's Fair, or the Lively Literature Night the first night's attendance is typically on the low side and then every repeat garner's a greater and greater following. Our first STEAM Family had about 35

participants. Now the STEAM Family Nights are so well attended we are starting to plan activities inside and outside the multi-purpose room. I believe our reputation is growing. This year when we held our first ever Somis Science Spectacular we had over 120 people in attendance. We highly value the participation of our families in all school settings. We have found that when the families are more engaged, the students take more pride in their work and in their school.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

While we did meet all of our local indicators, we still have an area that demands our attention and our resources. Our greatest need is to move our EL students into the Well Developed and Moderately Developed categories of ELPAC. With the ultimate goal of getting these students to the level of English Proficient. We still have a large percentage of EL students that have been designated as "Intermediate" from the previous assessment tool, the CELDT. With such a small population in our district the percentages can be easily influenced by just a few students. We have dedicated time every morning for "Language Teams". This is time where students (across several grade levels) are grouped together based on language levels. The teacher uses this time for targeted language instruction. The groups are fluid and a student can be moved to a different team based on their performance. The students are evaluated and groups are reconstructed every 8-9 weeks. One of the things we are doing this year is to evaluate the curriculum that we use during language teams. We have not had a Professional Development Day solely focused on ELD instruction in several years, so we are already in the planning stages to bring experts to our site to provide researched based methodologies to our staff.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

We did not have any student group that was two or more performance levels below the "all student" performance.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

As I mentioned in the previous questions about addressing greatest needs, one of the most significant ways that we will increase or improve services for English Learners, and low-income students (we currently have no foster youth) is to invest in staff development training in the area of English Language Development and working with youth in poverty. A second way is through our after school program. We currently provide the After School Education and Safety Program (ASES) for 40 students. This program

provides homework assistance, physical activities and enrichment activities. Next year's participants will be selected based on greatest need in our target populations of English Learner, Low Income, and Foster Youth. We will also provide additional materials as needed.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

The total General Fund Budget Expenditures for LCAP year 2018 is \$3,131,359.00.

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

The total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year 2018 is \$1,051,012.

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The bulk of our budget, \$2.4 million, is spent on General Ed teachers, maintenance, administration, and administrative support staff.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year

Total Projected LCFF Revenues for LCAP Year 2018 is \$2,419,074

# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Goal 1 - Increase Student Achievement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

ELA/Literacy CAASPP RESULTS expected Districtwide: 45% Standards Met or Above  
Level 3 Status

**Actual**

ELA/Literacy CAASPP RESULTS

2015 Baseline for ELA/Literacy CAASPP results for overall district-wide, represented 35% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of ELA/Literacy district wide are 2015 - 35%, 2016 - 39%, 2017 - 47%. With an increase of 12 percentage

## Expected

## Actual

points, Somis has doubled its projected gains in just 2 years.

2015 Baseline for ELA/Literacy CAASPP results for English Learners, represented 9% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of ELA/Literacy for the sub group English Learners are 2015 - 9%, 2016 -13%, 2017 - 21%. With an increase of 12 percentage points Somis has doubled its projected gains in just 2 years.

2015 Baseline for ELA/Literacy CAASPP results for Economically Disadvantaged 29% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of ELA/Literacy for the sub group Economically Disadvantaged are 2015 - 29%, 2016 -32%, 2017 - 41%. With an increase of 12 percentage points Somis has doubled its projected gains in just 2 years.

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2015 Baseline for ELA/Literacy CAASPP results for Special Education, represented 7% met or proficient.

Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency the sub group in Special Education are 2015 - 7%, 2016 - 0%, 2017 - 13.3%. We have a fairly small number of students in this category, only 15 students. While we are glad to see the large increase we are not satisfied with the percentage. We will continue to provide targeted assistance to our students with special needs.

**Expected**

Math CAASPP RESULTS expected Districtwide: 42% Standards Met or Above  
Level 3 Status

**Actual**

2015 Baseline for ELA/Literacy CAASPP results for Hispanic, represented 32% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of ELA/Literacy for the sub group Hispanic are 2015 - 32%, 2016 -34%, 2017 - 41%. With an increase of 9 percentage points Somis has exceeded its projected gains by 50% in just 2 years.

2015 Baseline for Math CAASPP results for overall district-wide, represented 24% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math district wide are: 2015 - 24%, 2016 - 37%, 2017 - 42%.

2015 Baseline for Mathematics CAASPP results for English Learners, represented 7% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math for the sub group English Learners are: 2015 - 7%, 2016 - 25%, 2017 - 21%. There was a dramatic increase of 18% from 2015 to 2016 but a noteworthy loss of 4% from 2016 -2017. This loss prompted us to devote monthly Math in-services to all classroom teachers. We also adopted new math curriculum in grades K-5.

2015 Baseline for Mathematics CAASPP results for Economically Disadvantaged, represented 23% met or proficient. Each year was projected to increase that percentage by 3. The three year performance

**Expected****Actual**

rates of those that have exceeded or met proficiency of Math for the sub group Economically Disadvantaged are: 2015 - 23%, 2016 - 33%, 2017 - 35%. There was a dramatic increase of 10% points from 2015 to 2016 but only a 2% point increase from 2016-2017. Though we are pleased to be moving in a positive direction we want to increase that momentum. This prompted us to devote monthly Math in-services to all classroom teachers. We also adopted new math curriculum in grades K-5.

2015 Baseline for Mathematics CAASPP results for Special Education, represented 0% met or proficient.

Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math in the sub group Special Education are: 2015 - 0%, 2016 - 6%, 2017 - 6.7%.

This really does not represent an improvement as 6.7% is only one student. That means that 14 students are still performing below standard. Of this group, 6 are EO's, 6 are EL's and 2 are RFEP.

2015 Baseline for Mathematics CAASPP results for Hispanic, represented 21% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math in the sub group of Hispanic are: 2015 - 21%, 2016 - 35%, 2017 - 39%. With an increase of 18 percentage points, Somis has tripled its projected gains in just 2 years. Somis students made larger gains in mathematics the previous year so we have put a greater emphasis on math staff development for teachers and also updated our curriculum



**Expected**

Increase our number of English Learners to be reclassified to 25%.

**Actual**

Upon reviewing our previous years data we feel that was an error in the reported number of EL students. This critical number makes it difficult to accurately project the increase or decrease of reclassified students. Also with the implementation of the ELPAC to replace the CELDT we are looking at some different criteria for determining eligibility to be reclassified.

This year we have the following number of students that are designated as EL Students: Compare the numbers to previous years.

	2017-2018	2016-2017	2015-2016
T-K -	4	7	6
Kindergarten	19	10	8
First Grade	9	8	14
Second Grade	6	13	10
Third Grade	17	8	16
Fourth Grade	9	12	8
Fifth Grade	16	8	9
Sixth Grade	9	7	8
Seventh Grade	4	4	4
Eighth Grade	4	5	5
Totals	97	82	88

The total number of students that were reclassified in 17-18 is 12 Which represents 12% This will become our new baseline as it accurately reflects the number of EL Students and the correct number that were reclassified.

**Expected**

Maintain 98% Attendance Rate

Maintain in good repair

Maintain teachers with appropriate credentials

**Actual**

Our attendance went from 98% to 97% We feel the loss on this data is due to an extremely high number of flu and cold cases that were reported throughout the county and throughout the nation.

The school was built in 1924 and is approaching 100 years old! We maintain a clean learning environment for our students and staff. New sinks were installed in the primary bathroom, a new water fountain was installed outside, the playground spongy play surface was resurfaced and repaired. New flooring was placed in 5 rooms, New chairs were purchased for the primary grades, new HVAC systems were placed in 11 rooms as part of the Prop 39 energy conservation program. Painting is done on a continual basis.

Somis School maintains fully credentialed teachers in all classes at all grade levels. This year our P.E. teacher was able to complete his second semester of his second year of Induction. Our newly hired 5th grade finished his second year of induction. Our music teacher completed her ELD requirements.  
100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. We also maintain 100% teachers assigned and credentialed appropriately for the students they teach.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

### Planned Actions/Services

1.1 Adopt/Pilot and purchase California State Standards aligned programs. NGSS aligned. Purchase supplementary materials to support California State Standards instruction. NGSS aligned. Purchase materials to support science, technology, engineering and mathematics. NGSS aligned. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

### Actual Actions/Services

Purchased math textbook adoption for grades K-3. Some 5th grade materials were replaced. Purchased CM3 math materials, Purchased accelerated learning (STEMScopes) for grades Kindergarten through eighth grade. Planned and presented monthly math in-services to all classroom teachers to support the use of the new curriculum and to increase math efficacy of staff.

### Budgeted Expenditures

\$26,000  
Unrestricted and Restricted State, Textbooks, Professional Services

### Estimated Actual Expenditures

\$20,459 - Textbooks, Restricted, Lottery  
\$1,440 - Professional Services, Restricted Lottery

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

1.2 Adopt/Pilot and purchase California State Standards aligned programs. Purchase supplementary materials to support California State Standards instruction. ELD aligned. Purchase materials to support ELA/Literacy, Social Studies and other content areas. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

We purchased ESGI to support ELD and ELA instruction. Renewed AR-STAR Renaissance Learning License Purchased new Language Arts curriculum for all grades - Kindergarten through eighth grades. Purchased a license for Read Naturally to support struggling readers.

\$29,450  
Unrestricted and Restricted State, Textbooks, Materials and Supplies, Professional Services

\$6,518 - Textbooks, Unrestricted - (Language Art)  
\$50 materials and supplies unrestricted (Toms books)  
\$3,109 - Professional Services , Unrestricted - Renaissance Learning AR  
\$1,342 - Professional Services, Unrestricted,  
Supplemental/Concentration (K-1 On-line assessment and read naturally)  
\$30,408 - Textbooks, restricted, lottery Language arts

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.3 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.

We initiated an E-Rate project to install a firewall. We continue to replenish our student chromebooks, computers, TV's, and other technology tools as they become old and obsolete.

\$32,250  
Unrestricted, Non-Capitalized  
Equipment, Professional  
Services

\$19,184 - Materials and supplies  
unrestricted - (Chromebooks, TV  
mounts, Apple TV, Library  
computer, TV  
\$9,073 - Professional Services  
Unrestricted (Firewall  
projectCDW,  
\$30,004 - Unrestricted- Erate  
Firewall project)  
\$320 - Materials and Supplies,  
Restricted

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.4 Provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices

We actually invested quite a bit in professional learning opportunities for our staff this year. Besides the 2 days of professional learning for all certificated staff we also provided training for our paraprofessionals, and support staff. We had two teachers that required BTSA, Induction Support. Our School Psychologist and Resource Support Teacher also attended several conferences this year. We also devoted 1 day a month for math staff development.

\$29,833  
Unrestricted and Restricted Federal, Travel and Conferences, Professional Services

\$39,776 - Classified Salaries Unrestricted,  
Supplemental/Concentration (Jean)  
\$5,945 -Certificated Salaries, Restricted, Title II (buy back Days Professional development)  
\$5916 - Travel and Conferences - Restricted Title II (Workshops - SELPA, County Office, Santa Barbara Every Child Counts)  
\$6,794 - Professional Services, Title II - BTSA Stipends and Staff Development Day  
\$11,888 - Certificated Salaries Restricted, Educator Effectiveness- Staff Development Days

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district 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.

Special Education costs continue to run high for our small district. We pay \$563,891 to provide educational services from agencies outside our district to the students that live within our district. Other fees include salaries for a resource teacher, psychologist, bilingual instructional assistants, contracted services for speech and occupational therapy and excess costs. We were able to control some of the costs by partnering with Mesa School District to develop a Special Day Class to serve our kindergarten to third grade students.

\$479,475  
 Unrestricted, Restricted State; Restricted Federal, Certificated Salaries and Benefits, Classified Salaries and Benefits, Materials and Supplies. Services and Other Operating Expenditures, Other Outgo

\$563,891 = Cost of an Resource Teacher, some administrator costs, a School Psychologist, Aides for the classroom, Speech therapists, Occupational Therapy, Physical Therapy, transportation, cost of specialized Ventura County Office of Education specialized programs, cost of Pleasant Valley School District specialized programs, and 1 on 1 aides.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.6 Provide single grade learning environments to limit the difficulties in multi-grade classrooms.

Supported our P.E. teacher and one grade level teacher.

1.6 To the degree financially possible provide small class size learning environments to limit the difficulties in over crowded classrooms.

\$116,634  
Unrestricted, Certificated Salaries and Benefits

\$110,904 - P.E. Teacher -Kyla Nolde (over size 3rd grade.)  
Certificated salaries, unrestricted, supplemental/concentration  
112,470

### Action 7

#### Planned Actions/Services

1.7 Develop interim benchmark assessments for all grade levels.

#### Actual Actions/Services

We purchased EDAMS to support and use benchmark assessments. We may revisit this contract as most teachers, (specifically those in grades 3-8) utilized the CAASPP website assessment materials rather than the EDAMS materials to establish benchmark data.

#### Budgeted Expenditures

\$1,350  
Unrestricted, Professional Services

#### Estimated Actual Expenditures

Edams \$919 - Professional services, Unrestricted  
Budget \$1,000 for next year.

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures



1.8 Develop a schoolwide strategy to improve mathematics teaching and learning.

This year we paid a stipend to our Math/Algebra teacher to serve as a coach and mentor to the other classroom teachers. Over the course of the year, he prepared and presented six staff development classes that focused on Math instruction across grade levels. Teachers has an opportunity to identify the students who are struggling in math and then to develop targeted strategies to help the students succeed. Teachers were also given time to discuss the challenges and successes of using the new curriculum.

\$1,000  
Unrestricted, Professional Services

\$893 Professional Services - Unrestricted (Mitchell Math Coach)

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.9 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students.  
Purchase materials and services for intervention and acceleration.

We continue to use the services of an experienced, credential teacher to provide intervention help for our English Learners, Low Income, and Re-designated Fluent English students. We currently have no Foster Youth. With the belief that earlier intervention is vital, we also use funds to provide trained paraprofessionals in the primary classrooms. The paraprofessionals are not to be used in any secretarial function such as photocopying or putting up bulletin boards. They are strictly to be used to provide student assistance.

\$98,691  
Unrestricted and Restricted Federal, Certificated Salaries and Benefits, Classified Salaries and Benefits

\$17,503 - Classified Salaries, Unrestricted, Supplemental/ Concentration (Aides)  
\$44, 929 -Certificated Restricted Title 1  
\$26, 913 - Classified Salaries Restricted Title 1 (Aides)

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students.

We were quite concerned when the Oxnard City Council decided, after four successful years, that we were no longer welcome to partner with the Oxnard City Core. Fortunately, we were able to align ourselves with the YMCA which now serves as our community partner for the ASES program. This partnership allowed us to maintain the same experienced and trained bilingual staff. We continue to run the program at full capacity but at a slightly lower cost because we no longer have to supplement the Oxnard City Council budget.

\$52,679  
Unrestricted and Restricted  
State

\$48,208 - Professional Services ,  
Restricted ASES  
Materials and Food on another  
line Will be added later.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal #1 is truly our number one goal - to increase student achievement. It was fully implemented with an increased emphasis on mathematics instruction, a focus on positive school climate, and math support not only for our students but for our staff as well. Our students showed marked improvement in state testing and in overall classroom performance. Of the twenty CAASPP data points that were referenced in Outcomes 1 and 2 there was only one that showed a decrease in performance and that was our EL students in math. We feel this is in part to the increased volume of academic reading that must be mastered in order to be proficient in math. With this in mind we have dedicated time during the Language Teams to focus on math vocabulary. Though our student population has been a majority of second language learners, our English Language Arts scores have traditionally been higher than our math scores. We are definitely being more purposeful about how we are using instructional minutes and what we are using for instruction. Although almost all of our CAASPP scores increased they are still not as high as we want them to be. We are fortunate to have a majority of veteran teachers that model the importance of being lifelong learners. They eagerly attend conferences and workshops. We recognize the important relationship between a healthy, active body and an active learner. With that in mind, we were able to hire an outstanding new P.E. teacher. We have supported his progress through BTSA this year and he will be clearing his credential this spring. The actions and services contributed to the gains in student achievement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services that contributed to the gains in student achievement were across the board. Supporting the ASES Program has given 40 of our students additional help with homework and enrichment activities. Professional Development for our entire staff means that our teachers are more efficacious and better able to serve our students.

The use of technology continues to evolve. It has been interesting to watch our kinder students give PowerPoint presentations integrating science, language arts, technology and oral communications. Providing aides in the lower grades ensures more direct contact and modeling for our English Language Learners, and our Economically Disadvantaged students. Frankly we still struggle with the percentage of limited resources that are

mandated to be spent in our special education program. We fully recognize the value and necessity of educating all children. We only ask that the mandates be funded as intended so we are better able to provide services to all children.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a few action items that had material differences between the estimated and actual expenses but all are easily explained. Action item 1 cost us about \$4,000 less than was budgeted because we were able to get some materials for our NGSS science program for a reduced rate. Action item 2 was over budget by about \$10,000 due to the high cost of replacing our Language Arts program across all grade levels. Action item 3 was about \$25,000 over budget. This was due to the high cost of installing an expensive but necessary firewall. Action item 4 was over budget by about \$40,000. This was due in part to the change in job duties by our librarian and also due to an increase in the amount of money that was spent on conference, workshops and staff development. The rest of the action items has a less than 10% difference either over or under budget. As previously mentioned our highest cost action item continues to be the special education budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of this analysis we will budget in advance (Action 4) for the change of roles and responsibilities for the person that was previously our librarian. We will continue to support our technology program in Action 3 but do not foresee any large unexpected expenses to our tech infrastructure. We did add a new action this year. This is a new action to begin in the 2018-2019 school year! Develop and outfit a STEAM Lab (AKA Maker Space) where teachers can take their students to engage in a variety of hands-on, mind-on Science, Technology, Engineering, Art, and Math activities. This year we partnered with a neighboring district to create a joint Special Day Classroom. This partnership should help to control some of our extreme special ed expenses. Expected EAMO EL Reclassification error has been corrected and will be reflected in the 2018-2019 plan.

# Goal 2

Goal 2 - Increase the effectiveness of parent engagement and participation.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 3, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

## 20 family involvement opportunities

Once again Somis Union School District offered over 20 evening or afternoon events geared towards family and community involvement and even more than that if you include the monthly Student of the Month Assemblies and the over a dozen field trips. Attendance at all forms of events rose in the 2017-2018 school year this is due in part to the increased activity of the Parent Faculty Organization, (PFO).

LEARNING EVENTS included: Steam Family Nights, Lively Literature Night, Somis Science Spectacular, Field trips, classroom participation. Baseline average Participation was 110 per event. STEAM Family Nights are averaging over 150. That would equal over 600 students, family members, teachers, and community members participating in the 4 STEAM Family Nights. The Lively Literature Night this year was only about 70 people but it was pouring rain that evening.

Engagement Events included: Harvest Festival, Jog-a-thon, Boohoo-Yahoo Breakfast, Book Faire, Fundraisers. Attendance is high – Well over 600 people attended the Harvest Festival, which this year included a car show, over 30% of parents were present for the Jog-a thon which had 100% Student Participation and for the first time fund raised an average of \$70 per student. The Boohoo Yahoo Breakfast had 100% of Kinder and T-K parents in attendance.

## Expected

Increase by 3% for class level events and 5% for school level communication events.

## Actual

COMMUNICATION EVENTS included: W.O.L.F. Camp Orientation, 8th Grade Parent Meetings, Kinder T-K Orientation Tea, Fall and Spring Parent Conferences, School Site Council, and PFO meetings. The grade specific parent meetings such as WOLF Camp, Kinder Tea, Parent Conference, and 8th grade parent meetings have an attendance rate over 80%. PFO is steadily growing and averages about 25 parents in attendance, a 5% gain.

Audience Events included: The Spring Music Programs, 4th grade play; "The Garden Show, 7th/8th grade play; "Inn Cognito, Open House, Back to School Night, Science Faire, Art Show, Science Spectacular Student of the Month Assemblies, Spelling Bee, Kinder, first and second grade class performances. These events are standing room only. Parents attend the Back to School evening at a rate of 80% and the Open House is closer to 70%

Increase parent participation in survey completion rate by 3% each year,

2015-16 surveys were completed by 33% of Somis Families.  
2016-17 Surveys were completed by 34% of the families.  
2017-2018 Surveys were completed by 28% of the families. We utilized only paper surveys this year because we were redesigning our web-site. We will definitely offer the survey on line next year as well as a paper pencil survey.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



## Action 1

### Planned Actions/Services

2.1 Provide access to technology and digital resources to promote parent understanding of educational program for:

- Parents of low income pupils
- Parents of English learners
- Guardians of foster youth
- Parents of re-designated English proficient Provide access during after school program hours

### Actual Actions/Services

2.1 Technology classes were offered to parents after school but no one attended the class offerings. We believe that these classes would have been more popular if offered in the evening instead of after school. We did make technology accessible to parents of low income pupils, parents of English learners, guardians of foster youth, and parents of re-designated English proficient parents at our STEAM Family Nights. We also provided instruction on how to use the school/parent connect app during our Back to School night.

### Budgeted Expenditures

\$0

### Estimated Actual Expenditures

There was no additional cost

## Action 2

### Planned Actions/Services

2.2 Hold learning events for families, students and educators. To promote family engagement in

### Actual Actions/Services

2.2 Well over 600 family and community members attended the highly successful Family

### Budgeted Expenditures

\$4,660  
Unrestricted and Restricted  
Federal, Certificated Salaries

### Estimated Actual Expenditures

The actual expenditures were what we had budgeted to spend, \$4,660.

**Planned Actions/Services**

STEAM teaching and learning the district will host four (4) STEAM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community the district will offer second language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.

**Actual Actions/Services**

STEAM Nights. We filmed several short video clips to place on our school website with the intention of celebrating our success and encouraging even greater participation. We want our families to know that they have access to high quality STEAM activities. The Lively Literature Night was not as well attended this year. The decline was partly due to a torrential rain storm the night of the event. Even with the rains we had approximately 60-70 people in attendance. The "Paws for Reading" organization, which is a group of volunteers and their dogs came to the event. They encourage children to read aloud to the dogs and the dogs are very good listeners! This was highly rated and we plan to bring the dogs to the library at least once a month next year. English and Spanish classes were not offered to our families this year because we did not

**Budgeted Expenditures**

and Benefits, Materials and Supplies, Professional Services

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

have the staff to teach the class. We recognized this as a great way to increase engagement in the home environment and build a positive relationship between home and school connectedness and we hope to bring this back next year.. . We purchased supplies for the STEAM Nights, paid stipends to the teachers for the STEAM Nights, purchased magnets of the school calendar so the families would have quick access to our schedule.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress the district will create two-way communication channels between school and home that are effective and reliable. This will include surveys to collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement. Provide interpreters.

**ACTUAL**  
 We instituted a new parent communication program that automatically converts the language from Spanish to English, English to Spanish, Vietnamese to English etc. It converts over 25 languages. This allows our parents to have immediate access to information without waiting for a translator. We do provide headphones and language translation from English to Spanish at most of our events. We also employ a person to translate the spoken word into sign language at most of our events. Communication events included W.O.L.F. Camp Orientation, 8th Grade Parent Meetings, Kinder T-K Tea, School Site Council, and Parent Faculty Organization (PFO) meetings.

\$1,500

We spent slightly over what we had budgeted, \$1,614

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

2.4 Hold engagement/audience events for families, students and educators. To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.

**Actual Actions/Services**

We held a very successful Harvest Festival in the Fall with an attendance of well over 500 people. This year it included a car show and food trucks! We also had a spring music performance which was lived streamed. The winter music performance was cancelled due to the Thomas Fires. We had 2 drama presentations from the 4th and 7th/8th grade classes. Our lively literature Night and Somis Science Spectacular were attended by well over 200 people. We love having our families at school and look for as many ways as possible to engage them in the school. The Harvest Festival is funded through the Parent Faculty Organization (PFO). The upper grade play is funded through a VC Innovates Grant. There was a minimal cost for programs and another cost for a Deaf/Hard of Hearing Sign Language Interpreter.

**Budgeted Expenditures**

\$250  
Unrestricted, Materials and Supplies

**Estimated Actual Expenditures**

\$250 Materials and supplies - Unrestricted supplemental/concentration (Student incentives - Student of the month certificates - bumper stickers

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

2.5 Utilize a variety of communication tools including but not limited to phone messages, text, newsletters, website, parent connect, assorted apps.

Through the Ventura County Office of Education, we piloted a new communication system call "Q Communications". This program provided instant message translation and an opportunity to create message groups. The PFO also created a Facebook page. we continued to send home newsletters and flyers but depended much more heavily on the new marquee, the phone messaging system and on the updated website. The actual expenditure for action 5 was much higher than we had budgeted for because we hired a "Web Master" to redesign and monitor our website. We also provided translators during parent conferences and general meetings.

\$1,200 was spent from Unrestricted, Materials and Supplies

We spent \$286 on Materials and supplies Unrestricted, \$4,950 Professional Services, unrestricted lottery - the majority of the professional services went to Godoy for ongoing services to our school website.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall Goal #2 was successfully implemented. We had incredible buy-in from teachers and staff to help plan and implement over 20 different family/community opportunities. This is no small feat when you only have a certificated staff of 15 people and a classified staff of 14. Everyone lends a hand and mind share to make all of these events happen. Attendance increased by the desired 15% in almost all areas and where that didn't occur it was usually a function of bad weather or the fact that it was a newly offered event. We provide translation at almost all events. We also used the services of a Deaf/Hard of Hearing Sign Language Interpreter. The Learning, Engagement, and Audience events are very well attended and we will continue to make those events available and appealing. We have partnered with First Five, Neighborhood for Learning to provide early developmental screening sessions for our Somis families with children under five years of age. These screenings provide much needed services for our EL and low income families We also partner with community philanthropic organizations such as the Lions Club and the Somis Thursday Club to provide screening and glasses to families that might not be able to afford them. We hold events that entertain, engage, educate and communicate with our students, families and community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We believe that the wide variety of offerings has resulted in an appealing array of choices for our families to attend. We also recognize that parents love seeing their children perform and they absolutely enjoy building, exploring, playing and discovering new things with their children when the opportunity is offered in a risk-free, welcoming environment. We were excited to receive two Golden Gear Awards for our hands-on STEAM education that is offered during the regular school day and another for our after school program as well. We know that our students academic progress will excel with increased parental involvement. We aim to continually increase parental involvement by providing a wide variety of events in a welcoming, easy to access, family friendly environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only significant difference in the budgeted expenditures was for Action 5. The difference was significant, we budgeted \$1,200 but spent \$5,236. The reason for that difference is that we did not account for an overhaul of our website but it was truly necessary. So much of our communication is now web-based. We felt it was critical to our branding and our messaging that we provide our families and our community with a website that was current, informative, and easy to navigate. Creating the website is a skill set that no one on staff possessed so we had to find the expertise outside of our school staff.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As part of Action 1 we will make access to technology more readily available during a variety of times and events. As part of Action 3, we will be looking for more creative ways to get our parents to attend the Communication Events. I would like to offer more communication events, such as "The Wonders and Dangers of Social Media" for our middle school parents and students, and "10 Ways for Busy Parents To Stay Involved in School" for all families. We would like to increase attendance at school wide communication events by at least 5% each year. We also want to increase parent engagement even when the parents are not able to come to the school. With that in mind we will continue the services of our Webmaster to make sure that our website is current and easy to navigate. We will also be adding more videos to the website. This will be a part of Action 5. .



# Goal 3

Goal 3 - Increase student engagement in the school environment.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Participation in Service Learning Projects will increase by 3% each year.

### Actual

The 2015-16 baseline for Students Service Learning participation represents 22%. The goal has been to increase that percentage by 3% each year. In the 2016-17 school year that measurement was 35%. This year saw a slight decrease to 33%. This year our service learning projects included sending letters to Veterans, performing for the local Woman's Club and putting up and taking down the flag each school day. Though we had planned to begin work on the garden by planting crops, our garden expert took a full-time job and was not available to lead the project. We do plan to pick up where we left off last year.

## Expected

The School Psychologist will be available to serve all students that need her help.

Each class will participate in at least 2 out of school learning experiences.

## Actual

Our school psychologist comes to our school two days a week. During that time she is tasked to do special education testing and observations, write reports, and meet with students. She also attends workshops and conferences to stay current with research, best practices and legal mandates. She does all of those things plus she meets weekly with a group of 2nd grade boys to address some of their social emotional issues. She also works with a few of our older student that have had some issues with using social media.

Each class participated in 3 or more out of school learning experiences. We provide our students with an abundance of out of school learning opportunities to enrich their lives such as opportunities to perform in music and drama productions, to take field trips to museums, missions, to the ballet and play performances, trips to the Channel Islands, the Science Center, the teaching zoo in Moorpark, visiting farms and agricultural fields, walking trips to the fire station and the post office, four days at Outdoor School, and so much more.

**Expected**

Chronic Absenteeism rates, Decrease  
Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county average.

Increase teaching hours from .5FTE to .6FTE to allow for more instructional time.

API, A-G, AP, EAP, High School  
Graduation/Dropout rates

**Actual**

A student is considered a chronic absentee if he or she is absent 10% of the days they were enrolled in school.

Based on CALPADS Fall Dashboard our chronic absenteeism rate went from 3.46% to 4.5%. I believe this is related to the high incidence of flu and colds during the 2017-2018 cold and flu season. We will create an attendance review team to identify any students who are chronically absent year over year.

We did have 3 suspensions during the final 3 weeks of school. The boys who were involved in the suspension were not trouble makers and were not on anyone's radar. There were curious boys that made some bad decisions and suffered the consequences.

This year the music teacher worked a .6 FTE. We provided music and voice instruction to all students in grades T-K through 8th grade. The music teacher worked with the students to prepare for two performances. One of the performances was cancelled due to the Thomas Fire. The second performance occurred in the spring and was attended by over 250 people plus we also live streamed the performance to families locally and out of state. The music teacher also worked throughout the year with the 8th grade students to create a song for them to sing during the 8th grade promotion ceremony.

N/A

# Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

### Planned Actions/Services

3.1 Counseling hours provide time for groups to address social emotional issues.

### Actual Actions/Services

Our school psychologist comes to our school two days a week. During that time she is tasked to do special education testing and observations, write reports, and meet with students. She also attends workshops and conferences to stay current with research, best practices and legal mandates. She does all of those things plus she meets weekly with a group of 2nd grade boys to address some of their social emotional issues. She also works with a few of our older student that have had some issues with using social media.

### Budgeted Expenditures

We budgeted \$9,647 from Unrestricted, Certificated Salaries and Benefits

### Estimated Actual Expenditures

The actual expenditure was \$9515 - Certificated Salaries, Unrestricted Supplemental Concentration- Psych

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

3.2 Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition.

Our office manager has taken the role of the Liaison for Homeless and Foster Youth. She attends workshops to stay current on legal mandates, maintains files, and makes home visits if necessary.

\$0

No expenses were charged to this item this year.

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.3 Involve students in service learning projects.

The 2015-16 baseline for Students Service Learning participation represents 22%. The goal has been to increase that percentage by 3% each year. In the 2016-17 school year that measurement was 35%. This year saw a slight decrease to 33%. This year our service learning projects included sending letters to Veterans, performing for the local Woman's Club and putting up and taking down the flag each school day. Though we had planned to begin work on the garden by planting crops, our garden expert took a full-time job and was not available to lead the project. We do plan to pick up where we left off last year.

\$500  
Unrestricted, Materials and Supplies

There were no specific charges to this account.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.4 Increase access to music/educational program.

This year the music teacher worked a .6 FTE. We provided music and voice instruction to all students in grades T-K through 8th grade. The music teacher worked with the students to prepare for two performances. One of the performances was cancelled due to the Thomas Fire. The second performance occurred in the spring and was attended by over 250 people plus we also live streamed the performance to families locally and out of state. The music teacher also worked throughout the year with the 8th grade students to create a song for them to sing during the 8th grade promotion ceremony.

\$51,766  
Unrestricted, Certificated Salaries and Benefits, Materials and Supplies, Repairs

\$47,767 Certificated Salaries Unrestricted Supplemental/Concentration, \$718 Materials and supplies, Unrestricted supplemental concentration and \$272 - Instrument Repairs, Unrestricted supplemental concentration. For a total of We budgeted slightly higher so we would have money to repair some of the marimbas. The cost of the repairs came in lower than we expected.

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.5 Provide after school sports and athletic activities and competition events.

We had a Somis School Soccer team this year that played in the spring league. The team was comprised of boys and girls from the 6th, 7th, and 8th grades. The team was coached by two Somis School employees and two volunteer parents. The team played against 8 other schools during after school competitions. The games were attended by at least 75% of the soccer team parents. The RSP teacher also led a chess club during lunch recess. There was no cost to this activity.

\$2,475 Unrestricted, Certificated Salaries and Benefits, Classified Salaries and Benefits, Professional Services

\$590- Certificated Salaries - Unrestricted, Lottery Coach Brett,  
 \$879 - Classified Salaries - Unrestricted, Lottery Coach Mauro  
 \$1,225 - Professional Services - Unrestricted Lottery - Referee costs  
 \$200 - Materials and supplies, Unrestricted Lottery - Shirts, balls  
 For a total of \$2694 This was slightly higher than we had budgeted due to increased costs of benefits.

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.

We provide our students with an abundance of out of school learning opportunities to enrich their lives such as opportunities to perform in music and drama productions, to take field trips to museums, missions, to the ballet and play performances, trips to the Channel Islands, the Science Center, the teaching zoo in Moorpark, visiting farms and agricultural fields, walking trips to the fire station and the post office, four days at Outdoor School, and so much more.

\$12,445  
Unrestricted, Professional Services

\$472 - Certificated Salaries Redistricted (Stipend for the teacher)  
\$14, 628 - Professional Services, Field trips  
\$20,272 WOLF Camp, Field trips transportation.  
For a total of \$35,372 We spent much more that we had budgeted for this action. The individual cost of WOLF camp rose significantly this year (over \$100 per student) plus we sent many more students to camp this year so the cost of camp was almost double from last year. The cost of maintaining our buses rose this year and that impacted the cost of our field trips.

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.7 Continue implementing Carol Dweck's work on Growth Mindset

The upper grade Teachers did more work with the Growth Mindset model and mindfulness in an effort to get students to take more responsibility for their actions and to encourage perseverance. We focused a lot on improving math skills this year and along with the Growth Mindset, we utilized many of the videos from Jo Boaler, a Professor of Mathematics Education at the Stanford Graduate School of Education.

\$500  
Unrestricted, Reference Books

\$350 Books and Materials

### **Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.

We did partner with YMCA to make onsite childcare available to our working families. This year the number of participants has almost doubled. Something new this year, the YMCA takes five T-K students from mid-day to the end of the day. We also partnered with the YMCA to have them be our community partner for our ASES Program. We were thrilled that we could keep our well trained and experienced ASES staff. The ASES program currently serves 40 students. I am working closely with director of the YMCA program to provide more training for their staff.

\$0

We did not have expenditures for this goal.

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All of the actions and services that were implemented in Goal 3 were intended to support a healthy physical and emotional well-being for our students. This year our service learning projects included sending letters to Veterans, performing for the local Woman's Club and putting up and taking down the flag each school day. Approximately 33% of our students participated in service learning projects. Our attendance averaged 97% this year, a slight dip from the previous years average of 98%. This was a particularly sick-ridden year with a high number of flu cases in the county and across the country. Even at 97% we were above the county and state attendance averages. The effective use of our school psychologist helped us to be proactive when students started showing signs of distress. Rather than being reactive which may have resulted in a punitive action we instead, focused on positive interventions. We did have three suspension this year. (Sadly, all within three weeks of the end of the school year). We had no expulsions. The continual use of the "Growth Mindset" philosophy had a positive impact on the students and the teachers as well. This was evidenced by an increased perseverance in our students.

We provide our students with an abundance of out of school learning opportunities to enrich their lives such a opportunities to perform in music and drama productions, to take field trips to museums, missions, to see ballet and play performances, trips to the Channel Islands, the Science Center, the teaching zoo in Moorpark, visiting farms and agricultural fields, walking trips to the fire station and the post office, four days at Outdoor School, and so much more. Our 6th, 7th, and 8th grade students participated in a spring Soccer League. The games were attended by at least 75% of the soccer team parents. The after school program continues to provide homework help, tutoring, hands-on STEAM curriculum, and outdoor play. There is always a waiting list to join the program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The success of the actions and services is reflected in our high attendance rate and our low suspension and expulsion rate. Attendance is averaging 97%. We had three suspensions and no expulsions. One of the advantages of being a small school district is that no child is invisible. When there is an issue it is dealt with swiftly. The students know that they are important to the adults on campus. We ask for their input, we respond to requests,

(sometimes with a no) but we are a student centered school site. We provide our students with an abundance of out of school learning opportunities to enrich their lives. In most of Ventura County Schools enrollment is declining but at Somis our enrollment was up 8% this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between the budgeted expenditures and the estimated actual expenditures were as follows: In Action 3 we did not spend money because the garden project was put on hold. In action 4 we spent \$about \$4,000 less than we anticipated. This is due to a reduced cost to repair the marimbas and the fact that we were going to replace one of the instruments but the teacher is attempting to get a new marimba through "Donors Choose. And finally, the differences in Action 6 were substantial. There was a \$22,9322 difference in what we budgeted and what we spent. Frankly I am not sure where we came up with such a low number to start with. We spent almost twice as much on WOLF Outdoor Camp due to an increase in price and a large increase in the number of students that attended. We also saw an increase in the cost of using our buses for field trips and the students attended more events this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes to Goal 3 would be minor. I think we will put some dollars toward the maintenance and training of our Homeless/ Foster Youth Liaison. We will increase the budget for outdoor school and field trips. We will maintain the budget for the music program just in case the Donors Choose does not come through and we decide to buy a new marimba. EAMO for Chronic Absenteeism will be reflectred in the 2018-2019 LCAP, based on Dashboard data. 4.5% district wide in comparison to 8.8% county wide and 10.8% state wide. A new EAMO line is dedicated to suspension.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### District LCAP Process:

Somis School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. At Somis School announcements regarding LCAP and the need for stakeholder engagement were made at Back to School Night, Open House, PFO meetings, SSC/DELAC/PAC meetings, Student-of-the-Month assemblies, and staff meetings.

A survey, related to the LCAP goals, was sent out to all stakeholders: parents, students, educators, staff, community members, and public agency representatives. A paper version of the survey was provided at the Open House 4/17/18 and then sent home with children on 4/18/18.

Somis has over 150 households. Of those, 45 surveys were completed in English and 23 were completed in Spanish.

Upper grade students (60 from grades 6, 7, and 8) completed the LCAP survey on May 5, 2018.

The 5th and 7th graders took part in the Healthy Kids Survey this year. The results are not yet available.

Somis included parents, students, local bargaining units, district personnel, and community representatives to review LCAP goals, actions, and initial metrics.

1) TK-8 Site meetings: Back to School Night, Open House, Lively Literature Night, STEAM Family Nights provided opportunities to engage stakeholders (9/19/17, 4/17/18, 3/22/18, 11/09/17, 01/17/18, 3/6/18, and 5/22/18).

2) School Site/DELAC Council Meetings (Review implementation and metrics. Advise on modifications. (3/21/18, 5/09/18).

3) PFO Meetings (Review implementation and metrics. Advise on modifications. (2/16/18, 5/7/18).

4) Staff meetings (Collaboration on implementation and assessment, data analysis, review metrics).

TTT (09/12/17, 10/24/17, 01/09/18, 2/20/18, 3/06/18, 05/15/18).

ELLT (9/05/17, 11/07/17, 01/23/18, 02/27/18, 05/29/18).

Staff (8/25/17, 10/03/17, 11/14/17, 12/19/17, 1/16/18, 03/13/18, 04/03/18, 05/01/18, 05/08/18, 06/05/18.)

. Benchmark Data Analysis(1/09/18, 06/05/18).

Somis Board of Education maintains ongoing weekly communication between superintendent and Board of Education via 'Friday Letter to the Board.' No additional to questions necessitated a written response by the superintendent. Monthly board meetings with a special focus on LCAP on the following dates: CAASPP Data review 10/09/17 & 2/12/18, Programmatic review 12/11/17, Survey discussion 5/14/18 & Public Hearing 6/12/18 and LCAP Review/Adoption 6/18/18.

Monthly Superintendent meetings with other Ventura County School District Superintendents

Participation in Profession Learning Network- CCEE meeting 8 per year.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input received during the process detailed above demonstrates that stakeholders want the successful education of the district's children. For Goal 1, Action 4 this was be a big change for our campus. The loss of having a part-time .4 Special Projects Director did not lessen our dedication to providing all staff with support in helping our English Learners to become academically proficient. The morning T-K teacher was able to spend at least one to two afternoon per week on training's, setting up testing, testings, and providing follow-up support for EL's who are struggling readers. Based on last year's survey results we adopted a K- 3 math program that is in sync with the other grade levels thereby giving the parents and students the

advantage of common structure, common language, and built in scaffolding. We also dedicated our Triple T (Teacher Teaching Tuesdays) to focus on Math. The 8th grade Math teacher took a leadership role to lead the six Triple T's and to provide coaching in math instruction for the other teachers. Teachers reported a greater comfort in teaching math this year. Based on survey results and redesignation data we will be focusing more on ELD instruction across grade levels for next year. We will continue utilizing STEMscopes for hands-on science opportunities but we are also planning to outfit a STEAM lab that can be utilized across grade levels.

Goal 2: The Somis Union School District continues to offer a wide variety of parent involvement opportunities. In fact, there were over 20 separate organized opportunities for parents and families to participate in during the 2017-2018 school year. Some of these opportunities included STEAM Family Nights, spring music program, drama productions, Science Fair, Lively Literature Night, Somis Science Spectacular, Science Fair, Harvest Festival, Open House, Back to School Night Kinder Tea, PFO meetings, Parent Conferences, and more. A review of attendance at these events reveal strong parent participation. The district recognizes that by offering a variety of family involvement opportunities, attendance can and will fluctuate depending on a parent's work schedule. The district will continue to monitor family engagement and the focus will be to continue to increase the number of parents, family members and community members at these meetings. Based on the feedback of our constituents we will continue to offer a wide variety of after school events where families can be entertained, learn something new, or explore, build and discover together. We adopted a new parent communication program with mixed results. We will continue to fine tune for next year. It did prove to be useful when we had to send out emergency notices of school cancellations due to the Thomas Fire. We also invested in "Webmaster" to help us maintain an up-to-date, interesting, and professional web page. According to our data, the web page is a vital form of communication with our families and the community.

Goal 3: Based on the results from student, teacher, and staff surveys our students are making slow progress with the concept of struggle and perseverance so we will continue to emphasize the Growth Mindset Model in which students learn to take greater responsibility for their own learning. We invested in an attendance incentive program again this year. This year was a particularly intense flu season and our daily attendance was definitely affected during the flu season. Our average monthly attendance fell from 98% to 97%. Next year we will continue to promote healthy eating, hand washing, rest and look for positive ways to encourage and reward those students that are at school every day and on time. We are fortunate to have very few discipline issues at Somis School. Part of the reason is due to the fact that there are no "invisible" students at Somis School. Students recite a pledge every day to take responsibility for their actions, to show respect for themselves and others and to start each day with a positive attitude. The Principal/Superintendent begins each day with a few Words of Wisdom. Many people report that this quick 1 minute talk can change the way they feel for the rest of the day! Positive thoughts can bring positive actions.

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## Goals, Actions, & Services



### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

Goal 1 - Increase student achievement.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 2, 4, 7, 8

**Local Priorities:**

### Identified Need:

After analyzing the dashboard assessment data, 47% of students met or exceeded standards in ELA and 40% in mathematics as a district average. The district's reclassification rate is 12% and the attendance rate is 97%. From this data, increasing student achievement and providing the necessary tools continues to be an identified need of the district. Our unduplicated student populations constitutes 64% of our students. Based on the California Dashboard reports our actions and services in 2018-2019 are principally designed to increase student outcomes.

### Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
CAASPP ELA Overall	Districtwide:39% Standards Met or Above 21.4 points below level 3	Districtwide: 45% Standards Met or Above Level 3 Status	Districtwide 50% Standards Met or Above Level 3 Status	Districtwide 55% Standards Met or Above Level 4 Status
CASSPP Math Overall	Districtwide 37% Standards Met or Above 29.2 points below level 3	Districtwide: 42% Standards Met or Above 9 points below level 3	Districtwide: 47% Standards Met or Above Level 3	Districtwide 55% Standards Met or Above Level 3
Reclassification Rate	14 students – 21% reclassified 33.6 points above level 3	25% reclassified	Baseline was corrected. New baseline reveals a 12% reclassified rate.	Increase.
Attendance Rate	Maintain 97% attendance rate	Maintain 98% attendance rate	Maintain 98% attendance rate	Maintain 98% attendance rate
Facilities	Maintain in good repair	Maintain in good repair	Maintain in good repair	Maintain in good repair
Fully- credential teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials
ELPAC	Pending results	n/a	TBD	TBD

# Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.1 Adopt/Pilot and purchase California State

1.1 Purchase supplementary materials to

1.1 Purchase supplementary materials to

Standards aligned programs. NGSS aligned. Purchase supplementary materials to support California State Standards instruction. NGSS aligned. Purchase materials to support science, technology, engineering and mathematics. NGSS aligned. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects..

support California State Standards instruction. NGSS Aligned Purchase materials to support science, technology, engineering and mathematics. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

support California State Standards instruction. NGSS Aligned Purchase materials to support science, technology, engineering and mathematics. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,000	\$5,000	\$5,000
Source	Unrestricted and Restrcted State	Restricted, Lottery	Restricted, Lottery
Budget Reference	Textbooks , Professional Services	Textbooks Professional Services	Textbooks Professional Services

### Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

1.2 Adopt/Pilot and purchase California State Standards aligned programs. Purchase supplementary materials to support California State Standards instruction. ELD aligned.

Purchase materials to support ELA/Literacy, Social Studies and other content areas. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

**2018-19 Actions/Services**

1.2 Adopt/Pilot and purchase California State Standards aligned programs. Purchase supplementary materials to support California State Standards instruction. ELD aligned. Purchase materials to support ELA/Literacy, Social Studies and other content areas. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.

**2019-20 Actions/Services**

1.2 Purchase supplementary materials to support California State Standards instruction. ELD aligned. Purchase materials to support ELA/Literacy, Social Studies and other content areas. Continue program and purchase materials and online resources to support investigations, performance tasks, and project.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$29,450	\$5,000	\$27,500
<b>Source</b>	Unrestricted and Restricted State	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Textbooks, Materials and Supplies, Professional Services	Textbooks Material and Supplies Professional Services	Textbooks Material and Supplies Professional Services

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

1.3 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

1.3 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

1.3 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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,250	\$37,500	\$37,500
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	Non-capitalized Equipment, Professional Services	Material and Supplies Non-capitalized Equipment Professional Services	Material and Supplies Non-capitalized Equipment Professional Services

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged



**2017-18 Actions/Services**

1.4 Provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices.

**2018-19 Actions/Services**

1.4 Continue to provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practice

**2019-20 Actions/Services**

1.4 Continue to provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practice

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$29,833	\$86,398	\$86,398
<b>Source</b>	Unrestricted and Restricted Federal	Unrestricted, Supplemental/Concentration Restricted, Title II	Unrestricted, Supplemental/Concentration Restricted, Title II
<b>Budget Reference</b>	Travel and Conferences, Professional Services	Certificated Salaries and Benefits Classified Salaries and Benefits Material and Supplies Professional Services Travel and Conferences	Certificated Salaries and Benefits Classified Salaries and Benefits Material and Supplies Professional Services Travel and Conferences

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

Students with Disabilities

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.

1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.

1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district 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.

Services provided according to each IEP.

Services provided according to each IEP.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$479,475	\$510,953	\$510,953
<b>Source</b>	Unrestricted, Restricted State; Restricted Federal	Restricted, Federal, IDEA Restricted, State, Special Education	Restricted, Federal, IDEA Restricted, State, Special Education
<b>Budget Reference</b>	Certificated Salaries and Benefits, Classified Salaries and Benefits, Materials and Supplies, Services and Other Operating Expenditures, Other Outgo	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies, Professional Services Other Outgo	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies, Professional Services Other Outgo

### Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.6 Provide single grade learning environments to limit the difficulties in multi-grade classrooms.

1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.

1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$116,634

\$121,073

\$121,073

Year	2017-18	2018-19	2019-20
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

## Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.7 Develop interim benchmark assessments for all grade levels.

1.7 Develop interim benchmark assessments for all grade levels.

1.7 Develop interim benchmark assessments for all grade levels.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1,350	\$1,000	\$1,000
<b>Source</b>	Unrestricted	Unrestricted	Unrestricted
<b>Budget Reference</b>	Professional Services	Professional Services	Professional Services

**Action #8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.8 Develop a schoolwide strategy to improve mathematics teaching and learning.

1.8 Develop a schoolwide strategy to improve mathematics teaching and learning.

1.8 Develop a schoolwide strategy to improve mathematics teaching and learning.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$1,000

\$899

\$899

**Source**

Unrestricted

Unrestricted,  
Supplemental/Concentration

Unrestricted,  
Supplemental/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference	Professional Services	Certificated Salaries and Benefits	Certificated Salaries and Benefits

## Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services



1.9 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.

1.9 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.

1.9 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students. Purchase materials and services for intervention and acceleration.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$98,691	\$110,913	\$110,913
<b>Source</b>	Unrestricted and Restricted Federal	Restricted, Title I Unrestricted, Supplemental/Concentration	Restricted, Title I Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Certificated Salaries and Benefits, Classified Salaries and Benefits	Certificated Salaries and Benefits Classified Salaries and Benefits	Certificated Salaries and Benefits Classified Salaries and Benefits

### Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students

1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students

1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$52,679	\$50,458.00	\$50,458.00
<b>Source</b>	Unrestricted and Restricted State	Restricted, ASES	Restricted, ASES
<b>Budget Reference</b>	N/A	Material and Supplies Sub-agreement Professional Services	Material and Supplies Sub-agreement Professional Services

## Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Not an action or service on 2018

**Select from New, Modified, or Unchanged for 2018-19**

New

**2018-19 Actions/Services**

This is a new action to begin in the 2018-2019 school year. Develop and outfit a STEAM lab where teachers can take their students to engage in a variety of hands-on, mind-on science, technology, engineering, art, and math activities.

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2019-20 Actions/Services**

This is a new action to begin in the 2018-2019 school year. Develop and outfit a STEAM lab where teachers can take their students to engage in a variety of hands-on, mind-on science, technology, engineering, art, and math activities.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	The initial budget for the STEAM Lab is \$7,500.	The initial budget for the STEAM Lab is \$7,500.
Source	N/A	Supplemental	Supplemental
Budget Reference	n/A	Materials and Supplies	Materials and Supplies

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Goal 2 - Increase the effectiveness of parent engagement and participation.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 3, 8

**Local Priorities:**

### Identified Need:

Parent participation had mainly been attendance at events and parent/teacher conferences. There was a need for parents to participate in learning opportunities, to provide input on school-wide decisions, and to feel more connected to the school.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

<p>Offer a variety of 18-20 (learning, communication, engagement or audience) opportunities for parents and families</p>	<p>20 family involvement opportunities</p>	<p>20 family involvement opportunities</p>	<p>20 family involvement opportunities</p>	<p>20 family involvement opportunities</p>
<p>Increase parent/family attendance at class and school level communication events.</p>	<p>Averaged 70% participation at class level 19% at school level</p>	<p>Increase by 3% for class level events and 5% for school level communication events.</p>	<p>Increase by 3% for class level events and 5% for school level communication events.</p>	<p>Increase by 3% for class level events and 5% for school level communication events.</p>
<p>Increase return rate on parent surveys.</p>	<p>34% survey completion</p>	<p>37% survey completion rate in 2017-2018 school year.</p>	<p>40% survey completion rate in 2018- 2019 school year.</p>	<p>43% survey completion rate in 2019-2020 school year.</p>

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

2.1Provide access to technology and digital resources to promote parent understanding of educational program for:  
 •Parents of low income pupils  
 •Parents of English learners

2.1Provide access to technology and digital resources to promote parent understanding of educational program for:  
 •Parents of low income pupils  
 •Parents of English learners

2.1Provide access to technology and digital resources to promote parent understanding of educational program for:  
 •Parents of low income pupils  
 •Parents of English learners

- Guardians of foster youth
- Parents of re-designated English proficient

Provide access during after school program hours

- Guardians of foster youth
- Parents of re-designated English proficient

Provide access during after school program hours

- Guardians of foster youth
- Parents of re-designated English proficient

Provide access during after school program hours

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**



English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

2.2 Hold learning events for families, students and educators. To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community the district will offer second language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.

2.2 Hold learning events for families, students and educators. To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community the district will offer second language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.

2.2 Hold learning events for families, students and educators. To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community the district will offer second language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$4,660	\$4,697	\$4,697
<b>Source</b>	Unrestricted and Restricted Federal	Unrestricted, Supplemental/Concentration Restricted, Title I	Unrestricted, Supplemental/Concentration Restricted, Title I
<b>Budget Reference</b>	Certificated Salaries and Benefits, Materials and Supplies, Professional Services	Certificated Salaries and Benefits Material and Supplies Professional Services	Certificated Salaries and Benefits Material and Supplies Professional Services

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress the district will create two-way communication channels between school and home that are effective and reliable. This will include surveys to collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement. Provide interpreters.

2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress the district will create two-way communication channels between school and home that are effective and reliable. This will include surveys to collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement. Provide interpreters.

2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress the district will create two-way communication channels between school and home that are effective and reliable. This will include surveys to collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement. Provide interpreters.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	\$1,500	\$1,002	\$1,002
<b>Source</b>	Unrestricted and Restricted Federal	Unrestricted, Supplemental/Concentration Restricted, Title I	Unrestricted, Supplemental/Concentration Restricted, Title I
<b>Budget Reference</b>	Classified Salaries and Benefits, Professional Services	Classified Salaries and Benefits Professional Services	Classified Salaries and Benefits Professional Services

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2017-18 Actions/Services

2.4 Hold engagement/audience events for families, students, and educators. To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.

### 2018-19 Actions/Services

2.4 Hold engagement/audience events for families, students, and educators. To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.

### 2019-20 Actions/Services

2.4 Hold engagement/audience events for families, students, and educators. To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250	\$200	\$200
Source	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration

**Budget Reference**

Materials and Supplies

Material and Supplies

Material and Supplies

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

2.5 Utilize a variety of communication tools including but not limited to phone messages, text, newsletters, website, parent connect, assorted apps.

2.5 Utilize a variety of communication tools including but not limited to phone messages, text, newsletters, website, parent connect, assorted apps.

2.5 Utilize a variety of communication tools including but not limited to phone messages, text, newsletters, website, parent connect, assorted apps.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$1,200	\$5,700	\$5,700
<b>Source</b>	Unrestricted	Unrestricted Unrestricted, Lottery	Unrestricted Unrestricted, Lottery
<b>Budget Reference</b>	Materials and Supplies	Material and Supplies Professional Services	Material and Supplies Professional Services

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

Goal 3 - Increase student engagement in the school environment.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 6

**Local Priorities:**

### 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.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------



Provide a variety of opportunities for students to participate in Student Service Learning Projects.

Student Service Learning Participants in 2016- 2017 averaged 35%

Participation in Service Learning Projects will increase by 3% each year.

Participation in Service Learning Projects will increase by 3% each year.

Participation in Service Learning Projects will increase by 3% each year.

Support students with counseling services to support good mental health.

School Psychologist served 12 students in group setting

The School Psychologist will be available to serve all students that need her help.

The School Psychologist will be available to serve all students that need her help.

The School Psychologist will be available to serve all students that need her help.

Provide music education for students in grade 1-8. Increase teaching hours.

Music education was provided to all students in T-K through 8th grades

Increase teaching hours from .5FTE to .6FTE to allow for more instructional time.

Continue to add to music teaching hours as the budget allows.

Continue to add to music teaching hours as the budget allows.

Provide out of school learning opportunities for all students.

Each class will participate in at least 1 out of school learning experience.

Each class will participate in at least 2 out of school learning experience.

Each class will participate in at least 3 out of school learning experiences.

Each class will participate in at least 3 out of school learning experiences

Chronic Absenteeism rates	3.46%	Decrease	Decrease	Decrease
Middle School Dropout rates (Dataquest)	"0" students	Maintain	Maintain	Maintain
API, A-G, AP, EAP, High School /Dropout rates	N/A	N/A	N/A	N/A
Suspension	0	Maintain	Maintain	Maintain
Expulsion	0%	maintain	Maintain	Maintain
CHKS	Pending results	n/a	TBD	TBD

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.1 Counseling hours provide time for groups to address social-emotional issues

3.1 Counseling hours provide time for groups to address social-emotional issues

3.1 Counseling hours provide time for groups to address social-emotional issues

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$9,647	\$10,322	\$10,322
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated Salaries and Benefits

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Location(s)

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Scope of Services:

### Location(s)

Foster Youth

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.2 Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition

3.2 Provide on-going training and education for Foster Youth Liaison.

3.2 Provide on-going training and education for Foster Youth Liaison.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.3 Involve students in service learning projects

3.3 Involve students in service learning projects

3.3 Involve students in service learning projects

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$500

\$500

\$500

<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Materials and Supplies	Material and Supplies	Material and Supplies

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Location(s)

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Scope of Services:

### Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.4 Increase access to music/educational program.

3.4 Increase access to music/educational program.

3.4 Increase access to music/educational program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$51,766	\$55,244	\$55,244
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Certificated Salaries and Benefits, Materials and Supplies, Repairs	Certificated Salaries and Benefits Material and Supplies Rents and Repairs	Certificated Salaries and Benefits Material and Supplies Rents and Repairs

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools



**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.5 Provide after school sports and athletic activities and competition events.

3.5 Provide after school sports and athletic activities and competition events.

3.5 Provide after school sports and athletic activities and competition events.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$2,475

\$2,694

\$2,694

**Source**

Unrestricted

Unrestricted, Lottery

Unrestricted, Lottery

**Budget Reference**

Certificated Salaries and Benefits,  
Classified Salaries and Benefits,  
Professional Services

Certificated Salaries and Benefits

Certificated Salaries and Benefits

**Action #6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.

3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.

3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$12,445	\$33,459	\$33,459
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Professional Services	Certificated Salaries and Benefits Transfer of Direct Costs (Transportation) Professional Services	Certificated Salaries and Benefits Transfer of Direct Costs (Transportation) Professional Services

**Action #7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.7 Continue implementing Carol Dweck’s work on Growth Mindset to improve student outcomes for unduplicated populations including students with disabilities.

3.7 Continue implementing Carol Dweck’s work on Growth Mindset

3.7 Continue implementing Carol Dweck’s work on Growth Mindset

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

\$500

\$500

\$500

<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Reference Books	Reference Books	Reference Books

## Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.

3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.

3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$0	\$0	\$0
<b>Source</b>	N/A	N/A	N/A
<b>Budget Reference</b>	N/A	N/A	N/A

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$279,207

Percentage to Increase or Improve Services

14.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Somis UPP enrollment is over 64%. At the Somis Union School District we have thoughtfully considered how to increase or improve services to best meet the needs of our UPP students to be served. Our actions and services are principally directed on a schoolwide basis. In this endeavor we have invested in Read Naturally software to provide reading support for our English learners We supplement the after school ASES program to provide a safe learning place for our pupils to get help with homework, participate in enrichment activities and physical activities. We invest in instructional assistants to provide 1-1 and small group assistance to our unduplicated pupils. We invest in STEAM Family nights to increase parent involvement and to make the learning experience a team event with parents, teachers and students. We also support our parent involvement by providing language and technology learning experiences. We promote Service Learning Projects for our students to become more active members of the community and to learn the value of serving others. We strive to enrich the lives of our students by feeding their hearts, minds, and bodies. Music, art and P.E. are emphasized along with the core academics. Nutritious meals are cooked and served in the cafeteria and counseling services are offered. At Somis Union School District our goal is to promote the healthy development of the whole child and to support our families to be vital partners in that

developmental process.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$404,981

Percentage to Increase or Improve Services

20.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

With over 64% of unduplicated student subgroups enrolled in Somis School District, the LCFF funds are used to meet the needs of all students, including foster youth, English learners, and low income students.

The following actions and services are planned for the 201819 school year to increase services to these students:

Goal 1:

- 1.2 Adopt/Pilot ELD materials
- 1.4 Provide Professional Development in ELD Strategies,
- 1.9 Provide Additional Interventions for EL, Low Income, and Foster Youth,
- 1.10 Support After School opportunities for UPP students.

Goal 2:

- 2.2 Provide English Classes for Parents
- 2.3 Support Learning Events for Student and families
- 2.5 invest in ongoing maintenance and upgrade of our Website as an effective means of communication

Goal 3:



3.1 Insure that counseling are available to UPPS students in a timely manner

3.3 Promote Service Learning Projects

3.6 Support Out Of School Enrichment Activities.