

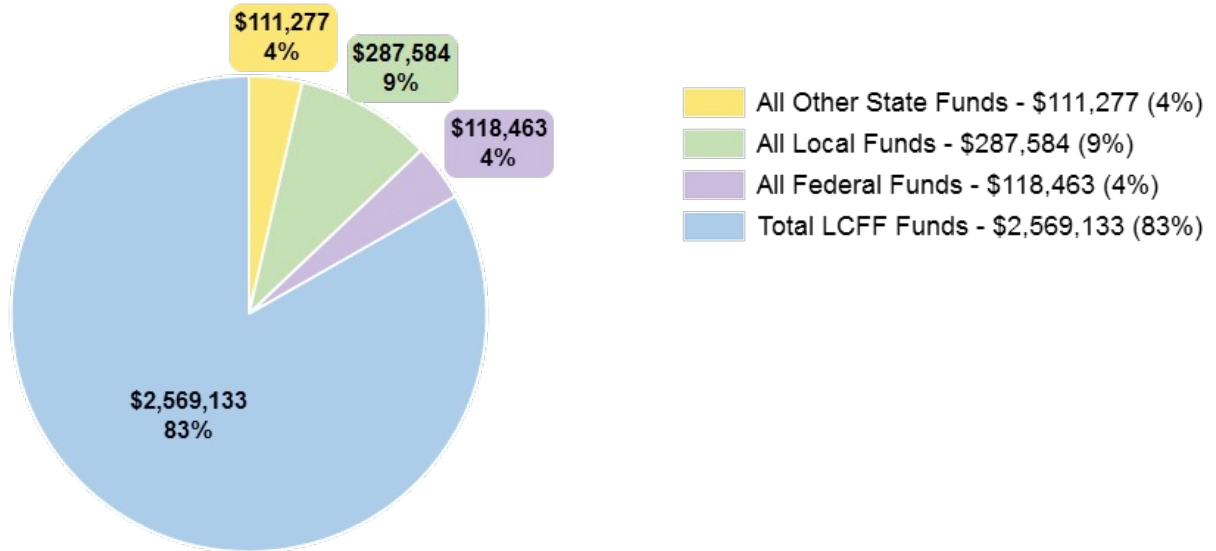
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Somis Union School District  
 CDS Code: 56726110000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Dr. Colleen Robertson | dr.robertson@staff.somisusd.org | 805-386-8258

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

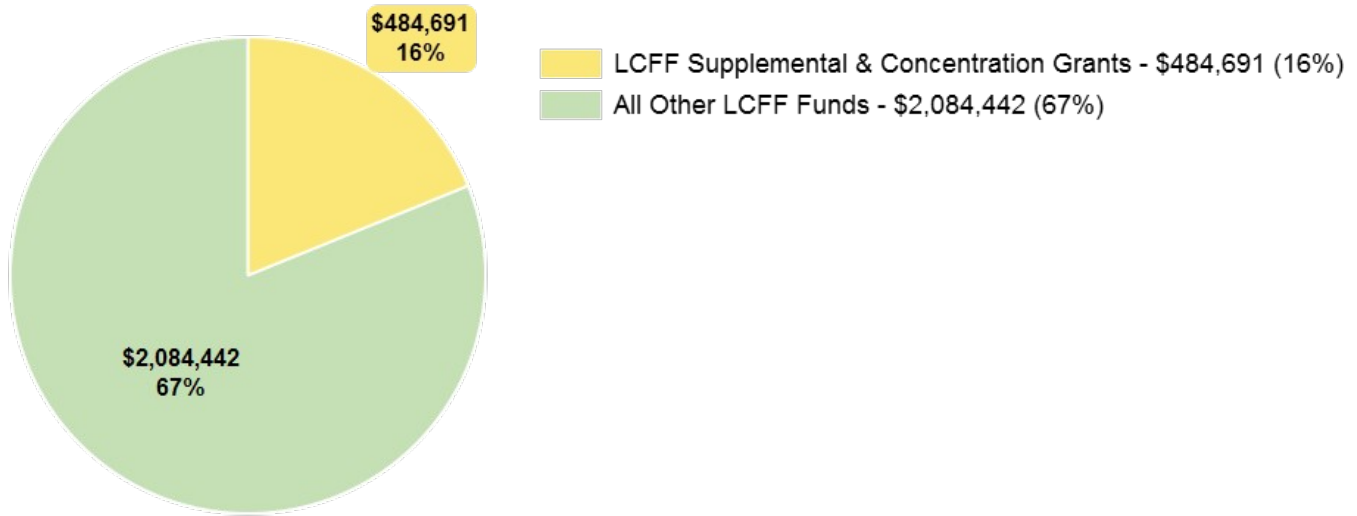
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$111,277	4%
All Local Funds	\$287,584	9%
All Federal Funds	\$118,463	4%
Total LCFF Funds	\$2,569,133	83%

## Breakdown of Total LCFF Funds



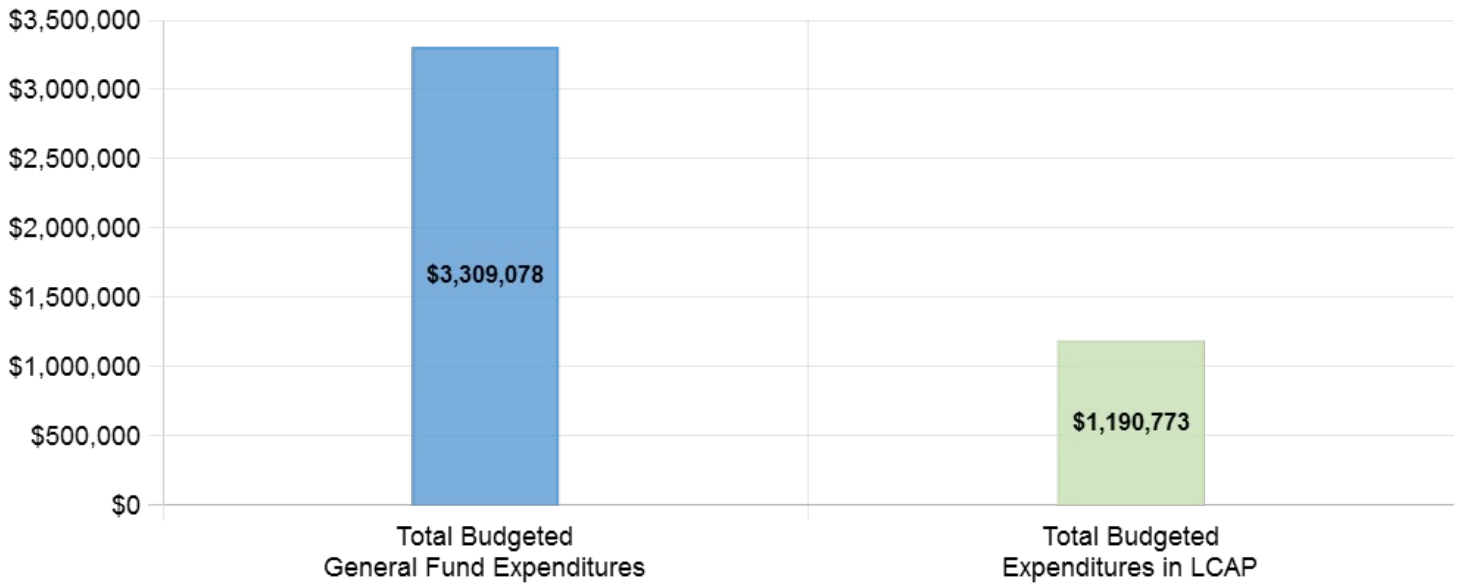
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$484,691	16%
All Other LCFF Funds	\$2,084,442	67%

*These charts show the total general purpose revenue Somis Union School District expects to receive in the coming year from all sources.*

The total revenue projected for Somis Union School District is \$3,086,457, of which \$2,569,133 is Local Control Funding Formula (LCFF), \$111,277 is other state funds, \$287,584 is local funds, and \$118,463 is federal funds. Of the \$2,569,133 in LCFF Funds, \$484,691 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$3,309,078
Total Budgeted Expenditures in LCAP	\$1,190,773

*This chart provides a quick summary of how much Somis Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Somis Union School District plans to spend \$3,309,078 for the 2019-20 school year. Of that amount, \$1,190,773 is tied to actions/services in the LCAP and \$2,118,305 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

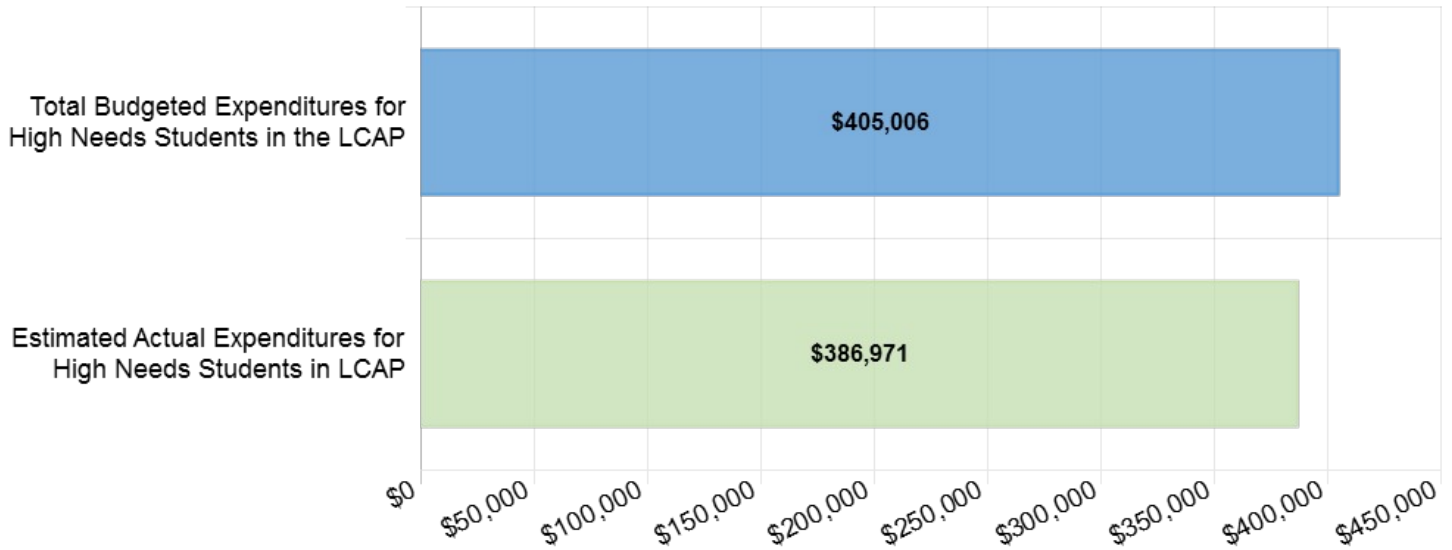
The bulk of our \$3.3 million budget, is spent on General Ed, teachers, maintenance, administration, and administrative support staff.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Somis Union School District is projecting it will receive \$484,691 based on the enrollment of foster youth, English learner, and low-income students. Somis Union School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Somis Union School District plans to spend \$486,173 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$405,006
Estimated Actual Expenditures for High Needs Students in LCAP	\$386,971

*This chart compares what Somis Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Somis Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Somis Union School District's LCAP budgeted \$405,006 for planned actions to increase or improve services for high needs students. Somis Union School District estimates that it will actually spend \$386,971 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$18,035 had the following impact on Somis Union School District's ability to increase or improve services for high needs students:

Of the total funds budgeted for planned actions/services (\$1,051,012) we overspent by \$5,850. This was due primarily to excess special education costs of \$22,182 from Goal 1, Action 5. Though we actually provided more enrichment activities than last year, we under spent by approximately \$10,000 in Goal 3, Action 6, enrichment activities. That was because we received grants and generous donations for several of our field trips.

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

**LCAP Year:** 2019-20

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 School District

## Contact Name and Title

Dr. Colleen Robertson

Superintendent/Principal

## Email and Phone

dr.robertson@staff.somisusd.org

805-386-8258

## 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 250 students in grades TK-8. Most students come from families with modest means (74% Free and Reduced lunch), many begin as English Learners (45%), 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.

Rome wasn't built in a day and likewise our STEAM lab continues to be a work in progress. This year we are working with a variety of vendors to create a multi-grade, cross-curricular learning environment that will be hands-on, and minds-on for all who enter. The lab will be an excellent way to focus on STEAM learning during the school day and to complement our evening STEAM Family Nights which we have held for the past four years. 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 and our STEAM Family nights 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 STEAM learning and teaching during Professional Staff Development. We will be working with staff from the Ventura County Office of Education during full day and partial day on-going staff development training. With the large investment of resources, we want the teachers and staff to be knowledgeable and confident in knowing how to maximize STEAM learning in and out of the classroom.

Another highlight for this year will be the adoption of a new Social Studies curriculum that will replace a decade old curriculum. The teachers will need to receive additional training with the new curriculum. Also, we will continue to analyze data and utilize last year's trainings to inform our ELD teaching practices. Though we have made notable progress in helping our students achieve English proficiency we still have much to do in this area as we strive for even greater success in moving our ELL students from ELL to R-FEP to EO in a shorter amount of time.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

We are happy to report that once again we met all local indicators on the Dashboard. Our greatest progress has been the result of outstanding ELD Professional Development that was presented to us by the Curriculum and Learning staff at the Ventura County Office of Education. Our teachers received instruction on strategic ways to teach our ELL's how to use English as they simultaneously learned content knowledge not just during one class but throughout the school day and across the disciplines.

They learned the importance of teaching students how English works to communicate particular meanings in different ways based on discipline, topic, audience, task and purpose. Perhaps one of the most valuable teachings was learning how other languages, (particularly Spanish) are structured so as to understand common errors that our ELL students make in their writing and oral communication. Our success is confirmed with the data that shows an increase in the percentage of ELL students that successfully transitioned to R-FEP. Success is also evidenced by the teachers as they have expressed an increased confidence in knowing how to use best practices for teaching English Learners.

Another area of greatest progress is our parent involvement. 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. Our Parent, Faculty, Organization (PFO) has continued to grow and their successful fund raising efforts have resulted in more assemblies, more field trips, more books for the classroom and library, more technology, more support for the arts and all of this helps to support a more positive school climate.

Another success has been our zero suspension rate. This is in large part due to the focus on having a positive school climate. Besides the great work of our PFO we all work together to make sure that behavior expectations are crystal clear. A Positive Behavior Assembly is held twice a year for all students in order to review expectations, rewards, and consequences. Students are recognized for making good choices through the "Caught Being Good Program", Student of the Month Assemblies, Principals Recess, Academic and Behavior Awards, Individual Classroom Incentives and more.

The 2019-2020 LCAP plan will continue to address the specific needs of our ELL students, encourage parent participation, and support a positive school climate.

Referring to the California School Dashboard, 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

I would say that one of our greatest progresses is also one of our greatest needs and that is closing the achievement gap for our second language learners by focusing on developing English proficiency. Despite our success in this area we must still commit resources of time and money 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. With such a small population in our district the percentages can be easily influenced by just a few students. This is particularly true in our 6th, 7th and 8th-grade band that comprises a total of 70 students where 37% are E.O. students, 30% are R-FEP and 33% are still striving for re-designation.

We also have to take a much closer look at why we dropped from Green to Orange in the "all students" category of Mathematics. We rose 11 points in 2017 and declined 10 points in 2018. We were 18 points below the standard in 2017 and 28 points below standard in 2018. This despite or perhaps because of a focus on the new math adoption last year. For better or for worse getting accustomed to a new curriculum can take time. Though the CAASPP test scores showed a decline last year, it is noted that academic performance in the classroom increased as students worked hard to achieve success with a higher bar.

Likewise, based on the all student group performance level of orange on the CA dashboard, we will also be using staff development time to focus on Language Arts performance as the state test scores were not indicative of the quality of work that our students are producing day to day in the classroom. We will make sure that all students have the opportunity to take the online practice tests so they are comfortable and secure in the use of all testing tools and formats.

The 2019-2020 LCAP plan will continue to address the specific needs of our ELL students, and maintain a focus on improved mathematics and Language Arts instruction.

Referring to the California School Dashboard, 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

Though our "All Students" rating of Chronic Absenteeism is in the green, the California Dashboard shows our white population to be 2 levels below the "All Students" category of Chronic Absenteeism. Perhaps a closer look at the data will explain. There were approximately 64 white students that year. Of the 64 students, 13 were white students in the Home Study program which left 51 students. A review of the data shows that there were indeed 5 white students who were classified as chronically absent. Three of the five had reasonable excuses and 2 of the students did not. We have been more proactive this year by sending out a letter at the beginning of the year to all families outlining the importance of regular attendance. We tracked attendance and sent a second letter to the families of students that were exhibiting attendance problems. This letter listed all of the dates of absences and tardies. For those few students whose attendance continued to be a problem, we sent a third letter that also listed all absences and tardies and required them to attend a meeting with the principal. The focus of those meetings was to find solutions for the parent or guardian to help them get their child to school each day. The 2019-2020 LCAP plan will continue to address the issues of chronic absenteeism.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A



## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed:

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

CAASPP ELA Overall  
Districtwide 50% Standards Met or Above  
Level 3 Status

### Actual

ELA/Literacy CAASPP RESULTS  
2015 Baseline for ELA/Literacy CAASPP results for overall districtwide, represented 35% met or proficient. Each year was projected to increase that percentage by 3. The four year performance rates of those that have exceeded or met proficiency of ELA/Literacy district wide are: 2015 - 35%, 2016 - 39%, 2017 - 47%, 2018 - 38%.

**Expected****Actual**

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 four 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%, 2018 - 18%

39.1 points below standard / 2017 data showed 44.3 points below standard. This year improved by 5.2 points

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 four 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%. 2018 - 38%

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 four 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%. 2018 - N/A

Special Education data was only reported out on the dashboard as N/A due to the low numbers per grade level. There were only two grade levels where the students achieved met or exceeded standards.

**Expected**

CAASPP Math Overall  
 Districtwide 47% 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 four 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%. 2018 - 33%

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 four year performance rates of those that have exceeded or met proficiency of Math district wide are:

2015 - 24%, 2016 - 37%, 2017 - 42%, 2018 - 38%.

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 four 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%. 2018- 18%

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 four year performance rates of those that have exceeded or met proficiency of Math for the sub group Economically Disadvantaged are: 2015 - 23%, 2016 - 33%, 2017 - 35%. 2018 - 38%

### Expected

Reclassification Rate  
Baseline was corrected.  
New baseline reveals a  
12% reclassified rate.

### Actual

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 four 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%. 2018 - N/A

Special Education data was only reported out on the dashboard as N/A due to the low numbers per grade level. There were only two grade levels where the students achieved met or exceeded standards.

2015 Baseline for Mathematics CAASPP results for Hispanic, represented 21% met or proficient. Each year was projected to increase that percentage by 3. The four 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%. 2018 - 32%

Last year we recalculated our baseline percentage to 12% .This is the second year that we have used ELPAC. There is still a lot of flexibility in deciding what criteria will be used for determining eligibility to be reclassified.

This year we have the following number of students that are designated as EL Students (this does not include students that are designated R-FEP: Compare the numbers to previous years.

2018- 2019 2017- 2018 2016- 2017 2015- 2016

TK 8 4 7 6

**Expected**

**Actual**

Kindergarten 12 19 10 8  
First Grade 12 9 8 14  
Second Grade 8 6 13 10  
Third Grade 4 17 8 16  
Fourth Grade 14 9 12 8  
Fifth Grade 7 16 8 9  
Sixth Grade 13 9 7 8  
Seventh Grade 8 4 4 4  
Eighth Grade. 2 4 5 5

Totals 88 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. In the 18-19 school year we had 13 students reclassified which represents 15% of our EL's.

**Expected**

Attendance Rate  
Maintain 98% attendance rate

**Actual**

Our school-wide attendance rate was the same as the previous year at 97%. Though our "All Students" rating of Chronic Absenteeism is in the green, the California Dashboard shows our white population to be 2 levels below the "All Students" category of Chronic Absenteeism. Perhaps a closer look at the data will explain. There were approximately 64 white students that year. Of the 64 students, 13 were white students in the Home Study program which left 51 students. A review of the data shows that there were indeed 5 white students who were classified as chronically absent. Of the 5 students, 1 was a T-K student who was here for more than 30 days but moved in the fall. Another student was a 1st grader with a chronic health issue. Another student with attendance problems left the school due domestic issues between the parents. The other 2 families have no excuse. We have been more proactive this year by sending out a letter at the beginning of the year to all families outlining the importance of regular attendance. We tracked attendance and sent a second letter to the families of students that were exhibiting attendance problems. This letter listed all of the dates of absences and tardies. For those few students whose attendance continued to be a problem we sent a third letter that also listed all absences and tardies and required them to attend a meeting with the principal. The focus of the meeting was to find solutions for the parent or guardian to help them get their child to school each day.

**Expected**

Facilities -Maintain in good repair.

Maintain teachers with appropriate credentials

TBD

**Actual**

The school was built in 1924 and is approaching 100 years old! We maintain a clean learning environment for our students and staff. We have invested in refurbishing a portable that sustained serious water damage last year due to rains. We also invested in new furniture for the 4th grade class. New storage bins were purchased for the P.E. equipment and for the drama class. New furniture was also purchased for the 2nd grade classroom. The cafeteria received new stage lighting and an upgrade to the sound system by way of a VC Innovates grant.

Somis School maintains fully credentialed teachers in all classes at all grade levels. 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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



1.1 Purchase supplementary materials to 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.

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.

\$5,000

\$3,025 - Restricted, Lottery, Textbooks  
 \$842 - Restricted, Lottery, Instructional Software

**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 ARSTAR Renaissance Learning License  
 Purchased a license for Read Naturally to support struggling readers.

\$5,000

\$149 - Unrestricted, Supplemental/Concentration, Materials and Supplies  
 \$5,072 - Unrestricted, Supplemental/Concentration, Professional Services  
 \$1,310 - Restricted, Lottery, Textbooks

### Action 3

#### Planned 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

#### Actual Actions/Services

We continue to replenish our student chromebooks, computers, TV's, and other technology tools as they become old and obsolete. We made our first purchase of two Promethean Boards and carts this year.

#### Budgeted Expenditures

\$37,500

#### Estimated Actual Expenditures

\$21,159 - Unrestricted, Supplemental/Concentration, Materials and Supplies  
 \$8,506 - Unrestricted, Supplemental/Concentration, Non-capitalized Equipment

### Action 4

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$86,398

\$5,843 - Unrestricted, Supplemental/Concentration, Certificated (Teacher) Salaries and Benefits  
\$5,453 - Restricted, Title II, Certificated (Teacher) Salaries and Benefits  
\$59,101 - Unrestricted, Supplemental/Concentration, Classified (Instructional Assistant) Salaries and Benefits  
\$641 - Unrestricted, Supplemental/Concentration, Materials and Supplies  
\$11,975 - Restricted, Title II, Professional Services

**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 over half a million dollars 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, school 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

\$152,438 - Restricted, Special  
Education AB602, Certificated  
(Teacher, Psychologist,  
Administrator) Salaries and  
Benefits  
\$35,091 - Restricted, Special  
Education AB602, Classified  
(Instructional Assistant) Salaries  
and Benefits  
\$735 - Restricted, Special  
Education AB602, Materials and  
Supplies  
\$63,148 - Restricted, IDEA,  
Subagreement for Services  
\$20,537 - Restricted, Special  
Education AB602, Subagreement  
for Services  
\$78,065 - Restricted, Special  
Education AB602, Professional  
Services  
\$8,892 - Restricted, IDEA,  
Excess Costs  
\$1,694 - Restricted, IDEA  
Preschool, Excess Costs  
\$172,535 - Restricted, Special  
Education AB602, Excess Costs

## Action 6

**Planned Actions/Services**

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

**Actual Actions/Services**

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.

**Budgeted Expenditures**

\$116,634 Unrestricted, Certificated Salaries and Benefits

**Estimated Actual Expenditures**

\$123,648 - Unrestricted, Supplemental/Concentration, Certificated (Teacher) Salaries and Benefits

**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 38) utilized the CAASPP website assessment materials rather than the EDAMS materials to establish benchmark data.

**Budgeted Expenditures**

\$1,000

**Estimated Actual Expenditures**

\$919, Unrestricted, Professional Services

**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.

The plan was to use our Triple T Staff Development time to continue our work with math instruction but we decided to focus on ELD instruction instead. This resulted in zero expense to this action.

\$899

\$0

### **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 Redesignated 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.

\$110,913

\$62,465 - Unrestricted, Supplemental/Concentration, Classified (Other) Salaries and Benefits  
 \$52,805 - Restricted, Title I, Certificated (Teacher) Salaries and Benefits

**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

YMCA 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.

\$50,458.00

\$2,160 - Restricted, ASES, Materials and Supplies  
 \$21,798 - Restricted, ASES, Sub-Agreement  
 \$26,500 - Restricted, ASES, Professional Services

## Action 11

### Planned 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.

### Actual Actions/Services

We have spent approximately \$5,5000 to begin purchasing supplies but the STEAM Lab is not yet operational. We are working with a number of vendors to complete the design.

### Budgeted Expenditures

The initial budget for the STEAM Lab is \$7,500.

### Estimated Actual Expenditures

\$500 - Unrestricted, Supplemental/Concentration, Materials and Supplies  
 \$5,109 - Unrestricted, Supplemental/Concentration, Capitalized Equipment



**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 Our number one goal is to increase student achievement. This year's focus has been on providing targeted and specific integrated ELD support throughout the day. We have devoted a great deal of our Professional Development resources to teacher training. As a result, the number of students that were ready for reclassification increased this year and our ELL students showed improvements on the ELPAC.

Despite the focus on math instruction last year our "All Students" scores on CAASPP declined. Perhaps this was in part due to the fact that we were in the first year of a new math adoption for many of the grades. This was only the second year of using the new Language Arts curriculum as well. In the last few years Math has shifted to a more reading based subject. If a student has not mastered reading they will most certainly struggle with math assessments. For that reason we have tried to make sure that students are exposed to the academic language that is necessary to understand and solve math questions and equations.

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. We were disappointed that so many of our CAASPP scores declines last year and wondered if the decline might have been in part due to the adoption of new curriculum and the 100% reliance on technology during testing. 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 are able to provide P.E class with a coach for all students in grades 3-8. We were also accepted into the Community Eligibility Program (CEP). This program allows us to serve a free breakfast and lunch to all students regardless of income. Eating nourishing meals is an integral component of good health and wellness and should be a free service that is provided for all public school students.

The actions and services are all geared to promote gains in student achievement.

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

All actions and services in this goal are devoted to improving student achievement across grade spans and across curriculum. Though we did not see the gains that we expected in the CAASPP, we feel confident to stay the course with minor revisions. Those revisions included improved ELD instruction, more CAASPP practice tests, increased school psychologist counseling services, and Implementation of our new STEAM Lab. Supporting the ASES Program has given 45 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 teachers participated in over 10 workshops that focused on how to integrate effective English Language Development strategies across the curriculum. 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. This year we added a Promethean Board to the classroom and it was utilized well in the 6th grade classroom. We may continue to add more of them as time goes by. 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. Overall we had budgeted \$936,694 for this Goal and spent \$952,115, a difference of less than 3%. The bulk of that was the \$22,182 that was over budget for action item 5, Special Education. We also over-spent in Action 9 by but that is because we had a very large kindergarten, (28 students) we opted to put two para-educators in the classroom. We under-spent in Action item 1 by \$1,133 because we did not need as many consumables as expected. We also under-spent Action item 3 because we did not replace as many Chrome books as expected. 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 continue to support our technology program in Action 3 as we continue to replace old and worn out Chromebooks. There is talk about purchasing more Promethium Boards with the support of our Parent, Faculty Organization. We did add a new action item last year to begin in the 2018-2019 school year and this has carried forward to the 2019-2020 school year. That Action item is number 11. It is dedicated to

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. Last year we partnered with a neighboring district to create a joint Special Day Classroom. This partnership was intended to help to control some of our extreme special ed expenses in Action 5. I believe it did help in the long-run but each incoming student with special needs must have their IEP goals satisfied and it is not always easy to predict those costs.

# 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

20 family involvement opportunities

## Actual

This year we continued to offer an abundance of events that encouraged parent/family participation. Though we had fewer STEAM Family Nights we still offered over 20 opportunities for family engagement. These opportunities fell into four categories: Learning Events, Engagement Events, Communication Events and Audience Events. Events took place during school, after school, evenings, and weekends. Attendance at these events continues to grow as our school population grows, our neighborhood families return to Somis School, and our Parent, Faculty Organization (PFO), becomes more and more inclusive. School day events included Student of the Month Assemblies, field trips, Caught Being Good celebrations. The year at the end of the soccer season there was a Parent Vs Soccer Team, Soccer game. Parents also came

**Expected****Actual**

out to watch the 8th grade Vs Staff Softball game which has been a tradition at Somis School for decades. Attendance at all forms of events rose in the 2018-2019 school year.

LEARNING EVENTS included: Steam Family Nights, Lively Literature Night, Somis Science Fair, Author's Fair, Field trips, classroom participation, Back to School Night, Open House, and Twice yearly conference. Baseline average Participation was well over 150 per event. Classroom field trips always had a waiting list of parents who wanted to attend but ticket limitations prevented everyone from going. STEAM Family Nights are averaging over 150. These events bring out students, families, community, staff and local professionals. The Lively Literature Night this year had well over 100 people and included an archaeological dig for "dinosaur bones" in the sand volleyball court and a food truck. This is the first year that we invited our 7th/8th grade parents to attend an orientation meeting and we had about 80% of the parents in attendance.

ENGAGEMENT EVENTS included: Harvest Festival, Jog-a-thon, Boohoo Yahoo Breakfast, Book Faire, Volunteer Appreciation Breakfast, Parents Vs. Soccer Team, Soccer Game and a variety of fundraisers. Attendance continues to grow at the annual Harvest Festival. It is hard to give an accurate count but the car show, food trucks, local band performances, Somis Hawaiian Dancers, Silent Auction and game booths brought out what certainly looked like our biggest festival attendance ever! 100% of the students participated in the jog-s-thon and parents not only helped to keep track of laps and hand out water this year, many also ran with their child! We had at least half of the parents in

## Expected

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

## Actual

the lower grades participating in this event. The Boohoo Yahoo Breakfast had 100% of Kinder and TK parents in attendance.

COMMUNICATION EVENTS included: Summer Parent Orientation meeting for all 7th/8th grade students, W.O.L.F. Camp Orientation, 8th Grade Parent Meetings, Kinder TK 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. Attendance is lower at the actual Monday night meetings but participation in PFO sponsored events is up.

Audience Events included: The Winter Music Program, 4th grade play; "Gold Dust or Bust", 7th/8th Drama class put on two performances this year. One was called, "Dinner at Eight, Dead by Nine, and the other was "The Fairy Tale Network" We also had Open House, Back to School Night, Science Faire, Art Show, Student of the Month Assemblies, Spelling Bee, Kindergarten, 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 the year was actually as well attended as the Back to School event.

**Expected**

40% survey completion rate in 2018- 2019 school year.

**Actual**

2015- 2016 Surveys were completed by 33% of Somis Families.  
 2016-2017 Surveys were completed by 34% of the families.  
 2017- 2018 Surveys were completed by 28% of the families.  
 2018-2019 Surveys were completed by over 66% of the families.  
 We were more strategic this year and sent only one survey per family.  
 We attached a letter of explanation and gave a return date. Of the 150 Somis Families we received 99 surveys back! This is a record for us!.

**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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

2.1 We did not offer technology classes to our parents this year due to a lack of staffing. 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, Back to School Night, 7th/8th grade Orientation, and Open House. We also provided headphones and Spanish translation for these events. We also provided instruction on how to use the school/parent connect app during our Back to School, 7th/grade Parent Orientation meeting, and during parent conferences

\$0

\$0

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

We had just 2 STEAM Family Nights this year due to scheduling conflicts. We did

### Budgeted Expenditures

\$4,697

### Estimated Actual Expenditures

\$2,336 - Unrestricted, Supplemental/Concentration, Certificated (Teacher) Salaries



**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**

however provide other learning activities such as the Lively Literature Night that drew participation from the families in every single class. We also had our Science Fair Night and our Author's Fair in which every student in grades T-K to 8th grade wrote a book which was on display for all parents to read during the evening event. English and Spanish classes were not offered to our families this year because we did not have the staff to teach the classes but we have not given up on this goal. We did refer our families to the library for language classes and we purchased 12 Rosetta Stone licenses that our parents could use at home. We recognized that learning events are a great way to increase engagement at school and to build a positive relationship between home and school connectedness. We plan

**Budgeted Expenditures****Estimated Actual Expenditures**

and Benefits  
 \$747 - Restricted, Title I, Materials and Supplies  
 \$1,000 - Restricted, Title I, Professional Services

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

to bring back these events next year. We provided Spanish and Sign Language translation at at least 3 events. 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.

Our LCAP survey went out to 150 homes and was returned by 99! This more than doubled our return rate from last year which was 28%. The high return rate was the result of a concerted effort to prepare our families and community for the survey, send home the surveys and track their return. We continued to invest in a parent communication program that automatically converts the language from

\$1,002

\$958 - Unrestricted, Supplemental/Concentration, Classified (Other) Salaries and Benefits

**Planned Actions/Services**

Provide interpreters.

**Actual Actions/Services**

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 TK Tea, School Site Council, and Parent Faculty Organization (PFO) meetings.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 4**

**Planned Actions/Services**

2.4 Hold engagement/audience events for families, students, and educators. To cultivate community

**Actual Actions/Services**

ENGAGEMENT EVENTS included: Harvest Festival, Jog-a-thon, Boohoo-Yahoo

**Budgeted Expenditures**

\$200

**Estimated Actual Expenditures**

\$200 - Unrestricted, Supplemental/Concentration, Materials and Supplies

**Planned Actions/Services**

connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.

**Actual Actions/Services**

Breakfast, Book Faire, Volunteer Appreciation Breakfast, Parents Vs. Soccer Team, Soccer Game and a variety of fundraisers. Attendance continues to grow at the annual Harvest Festival. It is hard to give an accurate count but the car show, food trucks, local band performances, Somis Hawaiian Dancers, Silent Auction and game booths brought out what certainly looked like our biggest festival attendance ever! 100% of the students participated in the jog-s-thon and parents not only helped to keep track of laps and hand out water this year, many also ran with their child! We had at least half of the parents in the lower grades participating in this event. The Boohoo Yahoo Breakfast had 100% of Kinder and TK parents in attendance. We love having our families at school and look for as many ways as possible to engage them in the school. The Harvest

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

**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.

We are using "Q" Communications through the Ventura County Office of Education. This program provides instant message translation and an opportunity to create message groups. The PFO also created a Facebook page. We continue to send home newsletters and flyers but depend much more heavily on the marquee, the phone messaging system and on the updated website. The actual expenditure for action 5 is in large part due to the cost of our "Web Master". He is hired to monitor and update our website. We also provided translators during parent conferences and general meetings.

\$5,700

\$5,500 - Unrestricted, Lottery, Professional Services

**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 have a certificated staff of only 15 teachers 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. We also extend an invitation to other community organizations such as 4-H, AAUW, Somis Town and Country Club, Municipal Advisory Committee, and the Solano Verde Home Owner's Association to offer the use of our multi-purpose room for club meetings.

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 know that our students academic progress will excel with increased parental involvement. We aim to continually increase and sustain 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.

There really wasn't any huge material difference in the budgeted expenditures and the actual expenditures. We spent about \$600 less on Action 2 but that is easily explained by having only 2 STEAM Family Nights instead of 4. This resulted in a lower cost of materials and lower amount paid for extra duty to the teachers.

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 continue to look for a qualified person to offer English classes to our Spanish speaking parents. Even though many of our Spanish speaking parents did not speak any English seven or eight years ago and they are now speaking English, we would still like to make the classes available. Ideally we would like to have a combined class where both English speaking and Spanish speaking parents come together to teach each other.

We are happy with the growth in parent, community involvement and want to sustain those numbers by continually evaluating and upgrading our communication systems. With that in mind we will continue to use 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%. Last year saw a slight decrease to 33%, but this year's participation was very high due in large part to our garden project and volunteer work at the Harvest Festival. This year's other projects included making cards for hospital's, sending letters to Veterans, a dance performance for Channel Islands University, and putting up and taking down the flag each school day. During the 2018-2019 school year a full 70-75 percent of the students were involved in Service Learning Projects.

**Expected**

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

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

Each class will participate in at least 3 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 5th grade girls to address some of their social dynamics. She also works with a few of our older student that have had some issues with using social media.

music teaching hours continued

Each class participated in 3 or more out of school learning experiences. We provided 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, Discovery Cube, Santa Barbara Zoo, Warner Brothers Studio, visiting farms and agricultural fields, Santa Paula Oil Museum, walking trips to the fire station and the post office, four days at Outdoor School, and so much more. We set aside over \$30,000 in this area and did not quite spend all of that because we were the recipient of several sponsored trips which included bus transportation and tickets. These generous donations and grants allowed us to save about \$10,000 which we plan to use next year.

**Expected**

Chronic Absenteeism rates, Decrease

Middle School Dropout Rates maintain

API, AG, AP, EAP, High School/Dropout rates

Suspension maintain

**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 "ALL School" attendance ranking is in the green but our White population was in the orange. With such small numbers just a handful of students can affect overall percentages. Our overall attendance rate is still 97%. We are being more proactive this year by sending out letters and notices regarding the importance of daily attendance and by meeting with parents early in the year who may be struggling with getting their children to school.

maintained at 0 rate

N/A

We continue to have a zero suspension rate due in large part to our proactive stance on behavior expectations. We recognize that this could change at any minute given the impulsivity of youngsters but we will continue to make it a goal to maintain a zero suspension/expulsion rate by making our expectations clear and providing a caring environment where everyone knows your name. (and your business).

**Expected**

Expulsion maintain

**Actual**

We continue to have a zero suspension rate due in large part to our proactive stance on behavior expectations. We recognize that this could change at any minute given the impulsivity of youngsters but we will continue to make it a goal to maintain a zero suspension/expulsion rate by making our expectations clear and providing a caring environment where everyone knows your name. (and your business).

CHKS

TBD, last results from spring 2018 - local indicator Local Climate Survey (met)

**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**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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 5th grade girls to address some of their social dynamics. She also works with a few of our older student that have had some issues with using social media.

\$10,322

\$10,536 - Unrestricted, Supplemental/Concentration, Certificated (Counselor) Salaries and Benefits

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$0

**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%. Last year saw a slight decrease to 33%, but this year's participation was very high due in large part to our garden project and volunteer work at the Harvest Festival. This year's other projects included making cards for hospital's, sending letters to Veterans, a dance performance for Channel Islands University, and putting up and taking down the flag each school day. During the 2018-2019 school year a full 70-75 percent of the students were involved in Service Learning. Cost have been controlled due to generous donations.

\$500

\$100 - Unrestricted, Supplemental/Concentration, Materials and Supplies

**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 continued to work .6 FTE. We provided music and voice instruction to all students in grades TK through 8th grade. The music teacher worked with the students to prepare for two performances. One was a winter program and the second was a band recital. We have begun to live stream the performances to local families and those that live 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.

\$55,244

\$53,058 - Unrestricted, Supplemental/Concentration, Certificated (Teacher) Salaries and Benefits  
 \$1,225 - Unrestricted, Supplemental/Concentration, Materials and Supplies  
 \$1,998 - Unrestricted, Supplemental/Concentration, Non-capitalized Equipment  
 \$408 - Unrestricted, Supplemental/Concentration, Rentals, Leases and Repairs

**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 7 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. For the first time we did offer "for fee" after school programs which were Hawaiian Dance, and robotics.

\$2,694

\$590 - Unrestricted, Lottery, Certificated (Teacher) Salaries and Benefits  
 \$879 - Unrestricted, Lottery, Classified (Other) Salaries and Benefits  
 \$378 - Unrestricted, Lottery, Materials and Supplies  
 \$875 - Unrestricted, Lottery, Professional Services

**Action 6**

**Planned Actions/Services**

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

**Actual Actions/Services**

Each class participated in 3 or more out of school learning experiences. We provided our students with an abundance of out of school learning

**Budgeted Expenditures**

\$33,459

**Estimated Actual Expenditures**

\$959 - Unrestricted, Supplemental/Concentration, Certificated (Teacher) Salaries and Benefits  
 \$7,250 - Unrestricted,

**Planned Actions/Services****Actual Actions/Services**

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, Discovery Cube, Santa Barbara Zoo, Warner Brothers Studio, visiting farms and agricultural fields, Santa Paula Oil Museum, walking trips to the fire station and the post office, four days at Outdoor School, and so much more. We set aside over \$30,000 in this area and did not quite spend all of that because we were the recipient of several sponsored trips which included bus transportation and tickets. These generous donations and grants allowed us to save about \$10,000 which we plan to use next year.

**Budgeted Expenditures****Estimated Actual Expenditures**

Supplemental/Concentration,  
Transfer of Direct Costs  
\$15,250 - Unrestricted,  
Supplemental/Concentration,  
Professional Services

**Action 7**

**Planned Actions/Services**

3.7 Continue implementing Carol Dweck's work on Growth Mindset

**Actual Actions/Services**

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. Teachers will be receiving a collection of books on Growth Mindset to be read for our book club.

**Budgeted Expenditures**

\$500

**Estimated Actual Expenditures**

\$500 - Unrestricted, Supplemental/Concentration, Reference 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 have continued our partnership with YMCA to make onsite childcare available to our working families. The number of participants continues to grow. We also partner with the YMCA to 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

The partnership did not have a cost to us.

**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. 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%. Last year saw a slight decrease to 33%, but this year's participation was very high due in large part to our garden project and volunteer work at the Harvest Festival. This year's other projects included making cards for hospital's, sending letters to Veterans, a dance performance for Channel Islands University, and putting up and taking down the flag each school day. During the 2018-2019 school year a full 70-75 percent of the students were involved in some form of Service Learning. Cost have been controlled due to generous donations. For instance, we received a \$2,000 grant from "Whole Foods" for our school garden!

Based on CALPADS Fall Dashboard our "ALL School" attendance ranking is in the green but our White population was in the orange. With such small numbers just a handful of students can affect overall percentages and in fact this identification was the result of a high absence rate for 5 students. Our overall attendance rate is still 97%. We are being more proactive this year by sending out letters and notices regarding the importance of daily attendance and by meeting with parents early in the year who may be struggling with getting their children to school. 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. I believe this helps to explain our zero suspension and expulsion rate. 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. We were very fortunate this year to have four college students from Channel Islands University come to our school for 20 hours a week to tutor and help in the classroom. The after school program continues to provide homework help, tutoring, STEAM curriculum, and outdoor play. There is always a waiting list to join the program. Our students also benefited from receiving free breakfast and lunch each day regardless of income thanks to our first year participation in the Community Eligibility Program (CEP).

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

One of the greatest indicators of success in this area is our increasing enrollment. Parents have a lot of choice these days and if the students or parents are not happy with their educational experience they can and will leave the school. Despite the closing of the Home Study Program our regular enrollment continues to grow. Success of the actions and services is also reflected in our high attendance rate and our zero suspension and expulsion rate. 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 and fairly. 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.

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 as much money because we received generous family donations and we also received a \$2,000 garden grant from Whole Foods. The differences in Action 6 were substantial, around \$10,000 but the difference is easy to explain. The savings was due to several sponsored trips for our students that included both bus transportation and tickets and many of the classes participated in fundraising activities. Our PFO also sponsored more trips this year because they had a larger than normal 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.

One of the changes to Goal 3 will be to have the Principal become the liaison for our Homeless/ Foster Youth. It was felt that in our small school environment it is important that the Foster Youth Liaison be someone at the administrative level. We will continue to fund the outdoor school and field trips because grants and sponsored trips are not always available. We will maintain the budget for the music program and consider raising that if we need any major repairs on our marimbas. We will continue to be more proactive in the area of attendance and plan to present a parent meeting on the

topic.

# Stakeholder Engagement

LCAP Year: 2019-20

## 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 Board meetings 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. on March 18, 2019. Somis has approximately 150 households. This year, almost 100 surveys were returned! Of those, 62 surveys were completed in English and 37 were completed in Spanish. Upper grade students (70 from grades 6, 7, and 8) completed the LCAP survey on March 26, 2019.

Somis School District included parents, students, local bargaining units, district personnel, and community representatives to review LCAP goals, actions, and initial metrics during these events:

1) TK-8 Site meetings: Back to School Night, Open House, Lively Literature Night, STEAM Family Nights provided opportunities to engage stakeholders (9/18/18, 4/30/19, 3/20/19, 11/29/18, and 3/5/19 .

2) School Site/DELAC Council Meetings (Review implementation and metrics. Advise on modifications. (10/03/18, 1/23/19 and 4/3/19).

3) PFO Meetings (Review implementation and metrics. Advise on modifications.



(1/4/19, 4/1/19).

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

TTT (09/11/18, 10/24/18, 11/13/18, 1/14/18, 12/11/18, 01/09/19, 1/22/19, 2/22/19, 3/06/19, 05/14/19).

Staff (8/24/18, 9/04/18, 10/16/18/ 11/1/18, 12/18/18, 1/29/19, 03/05/19, 04/03/19, 05/07/19, 05/08/19, 06/04/19.).

Somis Board of Education maintains ongoing weekly communication between superintendent and Board of Education via 'Friday Letter to the Board.' Monthly board meetings with a special focus on LCAP on the following dates: CAASPP Data review 10/09/18 & 2/15/19, Programmatic review 12/11/18, Survey discussion 5/14/19 & Public Hearing was held on 6/11/19 and LCAP Review/Adoption to be held on 6/14/19. No requests or responses regarding the LCAP were received from the public. Monthly Superintendent meetings with other Ventura County School District Superintendents. Participation in Profession Learning NetworkCCEE meeting 8 per year.

All of these stakeholder outreach activities provided the district with not only an aligned LCAP, LEA and strategic plan tied to its core values, but also a solid foundation on which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students, English Learners, students from low income families, students with special needs, and other significant subgroups.

## Impact on LCAP and Annual Update

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

The input received during the processes detailed above demonstrates that stakeholders want the successful education of the district's children. All stakeholder groups were informed of progress on the LCAP and given opportunities to participate in the process to identify district needs within the eight priority areas. Invitations to provide input went out to teachers, staff, students, administration, families, and community members through multiple means including the district website, automated phone messages, school bulletins/newsletters, and parent meetings. Stakeholders reviewed data and provided input through site meetings, district level meetings, and online surveys. At multiple district and site meetings, programs and services provided through the LCAP were discussed. We continue to identify and collect data to assist in the analysis of the LCAP plan. Currently, we have data for English language development, school climate, suspensions and expulsions, truancy rates, and state and local achievement data.

The results show that stakeholders are concerned about campus safety, academic performance, inclusion of the arts, Health and Nutrition, Educational technology and after school opportunities. They want to continue to be involved in the evening STEAM Family Nights, Lively Literature Nights, Back to School Nights, Open House, Author's fair, Science Fair, Harvest Festival, Music Programs, and conferences. In short, they want to be involved. Based on the feedback we will continue to support These programs. We will review our safety plans. We will focus preparing for the opening our our STEAM Lab for the 2019-2020 school year and we will review our cafeteria menus.

# 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, 38% of students met or exceeded standards in ELA and 38% in mathematics as a district average. 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 73% of our students. Based on the California Dashboard reports our actions and services in 2019-2020 are principally designed to increase student outcomes.

There was a disappointing drop of 9 percentage points in ELA and a 4 point drop in Math test scores from 2017 to 2018. This was the second year of a new Language Arts adoption and the first year of a new Math adoption. Our curricular focus was on Math yet our Math scores dropped as well. As a staff we feel that the complexity of testing on the Chromebook and the complexity of the multi-step problems is a challenge for our students so we will better utilize the practice tests that are provided on the CAASPP test. We hesitate to "teach to the test" but we do want our students to succeed on state testing. The state average for ELA was 49.88% for the 2018 test year so we will make our goal 50%. The state average for Math was 38.65% for the 2018 test year so we will make our goal 45%. It is noteworthy that report card grades and benchmark testing showed greater academic proficiency than the scores on the state tests would indicate.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Overall	Districtwide: 39% Standards Met or Exceeded 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 50% Standards Met or Exceeded 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 45% Standards Met or Exceeded Level 4
Reclassification	14 students – 21%	25% reclassified	Baseline was corrected.	This year's reclassification

**Metrics/Indicators**

Rate

**Baseline**

reclassified 33.6 points above level 3

**2017-18**

**2018-19**

New baseline reveals a 12% reclassified rate.

**2019-20**

rate was 14%. The increased rate is a result of outstanding ELD Professional Development that was presented to us by the Curriculum and Learning staff at the Ventura County Office of Education. Our teachers received instruction on strategic ways to teach our ELL's how to use English as they simultaneously learned content knowledge not just during one class but throughout the school day and across the disciplines. They learned the importance of teaching students how English works to communicate particular meanings in different ways based on discipline, topic, audience, task and purpose. Perhaps one of the most valuable teachings was learning how other languages,

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

(particularly Spanish) are structured so as to understand common errors that our ELL students make in their writing and oral communication. Our success is confirmed with the data that shows an increase in the percentage of ELL students that successfully transitioned to R-FEP. Success is also evidenced by the teachers as they have expressed an increased confidence in knowing how to use best practices for teaching English Learners. We project next year's rate to be 17%.

Attendance Rate

Maintain 97% attendance rate

Maintain 98% attendance rate

Maintain 98% attendance rate

Increase attendance rate to 98%

Facilities

Maintain in good repair

Maintain in good repair

Maintain in good repair

Maintain in good repair

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Our baseline is

## 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**

Unchanged

**2017-18 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..

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

Modified

**2018-19 Actions/Services**

1.1 Purchase supplementary materials to 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.

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

Unchanged

**2019-20 Actions/Services**

1.1 Purchase supplementary materials to 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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$26,000	\$5,000	\$5,000
<b>Source</b>	Unrestricted and Restrictd State	Restricted, Lottery	Restricted, Lottery

Year	2017-18	2018-19	2019-20
<b>Budget Reference</b>	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	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	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>



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.

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.

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

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

Modified

**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
<b>Amount</b>	\$32,250	\$37,500	\$37,500
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Non-capitalized Equipment, Professional Services	Material and Supplies Non-capitalized Equipment Professional Services	Materials and Supplies Non-capitalized Equipment Capitalized Equipment

## Action #4

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

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

1.4 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

Year	2017-18	2018-19	2019-20
Amount	\$29,833	\$86,398	\$96,596
Source	Unrestricted and Restricted Federal	Unrestricted, Supplemental/Concentration Restricted, Title II	Unrestricted, Supplemental/Concentration Restricted, Title II

Year	2017-18	2018-19	2019-20
<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 (teacher) Salaries and Benefits Classified (instructional) Salaries and Benefits Materials and Supplies Travel and Conferences Professional Services

## Action #5

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

**Students to be Served**

Students with Disabilities

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

Unchanged

**2017-18 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. Services provided according to each IEP.

**for 2018-19**

Modified

**2018-19 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. Services provided according to each IEP.

**for 2019-20**

Modified

**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 Agency (SELPA). Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each IEP. Past history shows that costs continue to rise so we project for increased costs from County Office of Education, other SELPA's and an increasing special ed enrollment.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$479,475	\$510,953	\$540,890

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

Unchanged

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

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
<b>Amount</b>	\$116,634	\$121,073	\$127,774
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	Certificated Salaries and Benefits	Certificated Salaries and Benefits	Certificated (teacher) 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

Modified

**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
<b>Amount</b>	\$1,000	\$899	\$608
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	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

Modified

**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**

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

<b>Amount</b>	\$98,691	\$110,913	\$134,444
<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

### 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

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

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

### 2018-19 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

### 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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$52,679	\$50,458.00	\$50,458.00
Source	Unrestricted and Restricted State	Restricted, ASES	Restricted, ASES
Budget Reference	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**

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

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

Modified

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Not an action or service on 2018

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,

Continue to develop 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

mind-on science, technology, engineering, art, and math activities.

activities.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	The initial budget for the STEAM Lab is \$7,500.	\$22,250
<b>Source</b>	N/A	Supplemental	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	n/A	Materials and Supplies	Materials and Supplies Non-capitalized Equipment



(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>Maintain over 70% at class level and 50% at 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>Completion rate in 18-19 was over 60% in 2019 - 2020 we will continue to be above 60%</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

Modified

### 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 Continue to hold learning events for families, students and educators to promote family engagement in STEAM teaching and learning.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$4,660	\$4,697	\$4,877
<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 Materials 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

Modified

**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 Utilized 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	\$5,000
<b>Source</b>	Unrestricted	Unrestricted Unrestricted, Lottery	Unrestricted, Lottery
<b>Budget Reference</b>	Materials and Supplies	Material and Supplies Professional Services	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

## 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

Modified

**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. Provide additional funding for increased services for unduplicated populations.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$9,647	\$10,322	\$20,777
<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**

Unchanged

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Modified

**2019-20 Actions/Services**

3.2 Because this responsibility falls with administration, the Principal will now be the Foster Youth Liaison.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$0	\$0	\$20,141
<b>Source</b>	N/A	N/A	Unrestricted, Supplemental/Concentration
<b>Budget Reference</b>	N/A	N/A	Certificated (Administration) Salaries and Benefits

**Action #3**

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**

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**

Unchanged

**2017-18 Actions/Services**

3.3 Involve students in service learning projects

**2018-19 Actions/Services**

3.3 Involve students in service learning projects

**2019-20 Actions/Services**

3.3 Involve students in service learning projects

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$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

Modified

**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. Repair/replace marimbas.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$51,766	\$55,244	\$58,278
<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 (teacher) Salaries and Benefits Materials and Supplies Non-capitalized Equipment Rentals, Leases 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

Modified

**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**

<b>Amount</b>	\$2,475	\$2,694	\$2,519
<b>Source</b>	Unrestricted	Unrestricted, Lottery	Unrestricted, Lottery
<b>Budget Reference</b>	Certificated Salaries and Benefits, Classified Salaries and Benefits, Professional Services	Certificated Salaries and Benefits	Certificated (teacher) Salaries and Benefits Classified (other) Salaries and Benefits Materials and Supplies Professional Services

## 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

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

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

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

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

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

### 2018-19 Actions/Services

3.7 Continue implementing Carol Dweck's work on Growth Mindset

### 2019-20 Actions/Services

3.7 Continue implementing Carol Dweck's work on Growth Mindset



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$0
Source	Unrestricted	Unrestricted, Supplemental/Concentration	N/A
Budget Reference	Reference Books	Reference Books	N/A

## Action #8

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

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

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

Unchanged

**2018-19 Actions/Services**

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

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

Unchanged

**2019-20 Actions/Services**

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

Percentage to Increase or Improve Services

\$404,981

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.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$484,691

23.90%

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 (see instructions).

Somis Union School District percentage of unduplicated pupils for 2018-2019 is 73.43% . The services provided in the LCAP year are principally directed towards low income pupils, foster youth and English learners for increased or improved services. The unduplicated pupils receive increased and /or improved services in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Services for unduplicated pupils will be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

English learners, low income and foster youth students will benefit from acquiring 21st century skill, having a safe learning environment where they feel engaged and connected, where they have high quality materials, well maintained facilities, well trained educators and involved parents. The district-wide actions and services described in this plan support those goals. The unduplicated pupils will benefit from services described in the 2019-2020 LCAP such as: providing after school tutoring for academic supports, full day kindergarten, class size reduction for grades kindergarten through third, intervention support for all grade levels both during the school day and outside the school day, increased technology to support English learners, improved after school programming and support for English learners. These services go beyond base services, they supplement base services in order to serve the needs of unduplicated students.

Goal 1:

- 1.2 Adopt/Pilot ELD materials
- 1.4 Provide Continuing 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 students in a timely manner. Insure counseling services are provided to those students in the category of unduplicated student population.
- 3.2 Principal will serve in the capacity of Foster Youth Liaison
- 3.3 Promote Service Learning Projects.
- 3.6 Support Out Of School Enrichment Activities.