

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction: LEA: Somis Union Elementary School District Contact: Colleen Robertson Ed.D., Superintendent, crobertson@somisusd.org , 805-386-8258 LCAP Year: 2014-2015

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

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

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>2/11/14: Teachers were provided information on LCFF, LCAP. They provided input regarding the need for more intervention and acceleration for all students. They stressed the need for English Learners to have more support with materials and personnel. Teachers expressed concern about being prepared to teach and assess for the common core and requested that more professional development be provided for maximum success.</p>	<p>The LCAP includes actions and services to increase intervention and acceleration for all students and for students in subgroups as well. Some actions include adding certificated personnel to provide services and purchasing materials to assist in intervention. The LCAP also has actions connected to providing support for students. The LCAP addresses professional development.</p>
<p>3/5/14 Stakeholders including, Staff, Parent, community, Parent Advisory Committee and the English Learner Parent Advisory Committee met in the school Auditorium on March 3, 2014. Invitations were sent home with the students, in a newsletter, on the marquee, and with a robo call. Agenda items included an introduction to the changes in state funding and accountability, discussion of the district’s vision for 21st Century Learning, introduction of the LCAP and the State Priorities, and a discussion to seek out opinions and recommendations regarding our needs, goals and priorities for Somis School.</p>	<p>This meeting served as the initial introduction of the LCAP for most of our families. A PowerPoint was presented in both English and Spanish. All handouts were prepared in both languages. The survey was introduced at this meeting and suggestions were given as to how to modify the survey to better meet the needs of our families and community. The suggestions were used to modify the survey which was scheduled to be distributed at the 3/25/14. Follow-up meeting.</p>

Involvement Process	Impact on LCAP
<p>3/25/14: An input meeting for the LCAP/8 State Priorities was held in conjunction with our Open House Night. The Parent Advisory Committee and the English Learner Parent Advisory Committee were present. Over 100 people attended the meeting and 62 surveys were collected. Ideas to improve student and parent engagement included holding education evenings in which students, parents, and teachers participate together to learn common core content, as well as tips on successful parenting, learning, etc. Parents would like family style events; Ones in which fundraising isn't the main goal but the focus is on developing a sense of community. Some of the ideas included family Movie Night, Family Reading Night and Family Game Night. It is a financial stress on the community to participate in too many fundraisers. Another suggestion was to develop a service project for the middle school students so they learn the joy and satisfaction of serving their community. The projects could be focused on school and the community at large. Parents suggested more resources could be allocated for things such as participation in science fairs and field trips and to cut down on the amount of fundraising students do for field trips. It was suggested there be more support for students who are struggling to learn. For instance more before and after school tutoring and restore summer school. Parents would like to see more technology in the classroom, and more people available to tutor students, and provide counseling for students who are experiencing hardships.</p>	<p>The LCAP includes actions to develop student service projects, provide support services, enhance the school day through music, sports, and enrichment activities, develop parent engagement events that focus on learning as well as socializing and building school community These actions are intended to improve the school experience for all stakeholders but many of these actions provide targeted services for our English Language Learners, Low Income Pupils, and Foster Youth. The LCAP also addresses the needs of struggling students by increasing intervention and counseling opportunities.</p>
<p>4/15/15: A stakeholder meeting representing foster youth was held at the Ventura County Office of Education. Student in foster care and their advocates spoke about their needs, especially in the school setting. They requested schools be alert to their needs and to make sure that they receive an education that prepares them to be successful adults. Their biggest concern is that many schools do not have a liaison who specifically works with Foster Youth, which makes transitioning from school to school difficult. Since school provides stability, they feel it's best not to move around.</p>	<p>The LCAP specifically addresses foster youth needs by adding services that address academic and social-emotional issues. It contains actions to smooth transitions.</p>
<p>5/6/14: Follow up meeting with stakeholders including Parent Advisory Committee, English Learner Parent Advisory Committee, School Site Council and the public. Purpose of the meeting: to discuss stakeholder requests for school improvements. Explain rational for near-term use of funds and three year projections of use of funds.</p>	<p>No new additions required.</p>
<p>5/7/14 Superintendent provides written response to English Learner Parent Advisory Committee and Parent Advisory Committee from input received on 5/6/2014</p>	
<p>5/12/14 Public Hearing to present the LCAP to the community.</p>	
<p>6/4/14 Superintendent posted the proposed LCAP on the district's website and invited the public to review and provide comments or input.</p>	<p>No comments received.</p>
<p>6/10/14 Approval of the LCAP at public Board Meeting.</p>	<p>Board expressed satisfaction with the LCAP</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
<p>Student achievement Needs: Overall student achievement needs to improve.</p> <p>Metrics</p> <p>1.Performance on standardized tests</p> <p>2.Performance on district tests</p> <p>3.Percent of students on academic honor roll</p>	<p>Goal 1: Increase student achievement</p>	<p>All students, including English Learner, Students with Disabilities, Low Income, Foster, Hispanic</p>	<p>Somis Elementary: One School District</p>	<p>1.1 65% of students will score proficient or above on standardized assessments.</p> <p>1.2. 65% of students will score proficient or above on district assessments.</p> <p>1.3. 20% more students will achieve academic honor roll over 2014.</p>	<p>1.1 70% of students will score proficient or above on standardized assessments.</p> <p>1.2. 70% of students will score proficient or above on district assessments.</p> <p>1.3. 25% more students will achieve academic honor roll over 2014.</p>	<p>1.1 75% of students will score proficient or above on standardized assessments.</p> <p>1.2 75% of students will score proficient or above on district assessments.</p> <p>1.3. 30% more students will achieve academic honor roll over 2014.</p>	<p>1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes: Student Achievement Other Outcomes)</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>4. Rate teachers are assigned and credentialed appropriately for students they teach</p> <p>5. Student access to standards-aligned instructional materials</p> <p>6. Share of students that are college and career ready: Not applicable</p>				<p>1.4. Maintain 100% rate of correct teacher assignment</p> <p>1.5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</p> <p>1.6. Not applicable</p>	<p>1.4. Maintain 100% rate of correct teacher assignment</p> <p>1.5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</p> <p>1.6. Not applicable</p>	<p>1.4. Maintain 100% rate of correct teacher assignment</p> <p>1.5. Maintain 100% access to standards-aligned instructional materials (adopted textbook programs or supplemental resources to provide common core instruction)</p> <p>1.6. Not applicable</p>		

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<p>7. Share of students that pass Advanced Placement exams with 3 or higher: Not applicable</p> <p>8. Share of students determined prepared for college by the Early Assessment Program: Not applicable</p> <p>9. Degree of implementation of common core standards</p>					<p>1.7. Not applicable</p> <p>1.8. Not applicable</p> <p>1.9. 100% of teachers will align at least half of their instruction to the common core standards</p>	<p>1.7. Not applicable</p> <p>1.8. Not applicable</p> <p>1.9. 100% of teachers will align at least 75% of their instruction to the common core standards</p>	<p>1.7. Not applicable</p> <p>1.8. Not applicable</p> <p>1.9. 100% of teachers will align all of their instruction to the common core standards</p>	

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10. Student access and enrollment in all required areas of study					1.10. Maintain 100% student access and enrollment in all required areas of study	1.10. Maintain 100% student access and enrollment in all required areas of study	1.10. Maintain 100% student access and enrollment in all required areas of study	
Achievement gap among subgroups Needs: The achievement gap among subgroups compared to White subgroup needs to decrease Metrics: 1.Performance on standardized tests	Goal 2: Close achievement gap among subgroups	English Learner Students with Disabilities Low Income Foster Hispanic	Somis Elementary: One School District		1.a. 10% more Hispanic students will score proficient or above on standardized assessments than in 2013. 1.b. 10% more EL students will score proficient or above on standardized assessments than in 2013.	1.a. 15% more Hispanic students will score proficient or above on standardized assessments than in 2013. 1.b. 15% more EL students will score proficient or above on standardized assessments than in 2013.	1.a. 20% more Hispanic students will score proficient or above on standardized assessments than in 2013. 1.b. 20% more EL students will score proficient or above on standardized assessments than in 2013.	1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes)

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					<p>1.c. 10% more Students with disabilities will score proficient or above on standardized assessments than in 2013.</p> <p>1.d 10% more Low Income students will score proficient or above on standardized assessments than in 2013.</p>	<p>1.c. 15% more Students with disabilities will score proficient or above on standardized assessments than in 2013.</p> <p>1.d. 15% more Low Income students will score proficient or above on standardized assessments than in 2013.</p>	<p>1.c. 20% more Students with disabilities will score proficient or above on standardized assessments than in 2013.</p> <p>1.d. 20% more Low Income students will score proficient or above on standardized assessments than in 2013.</p>	

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2.Performance on district tests					2.a 65% of Hispanic students will score proficient or above on district assessments	2.a 70% of Hispanic students will score proficient or above on district assessments	.a. 75% of Hispanic students will score proficient or above on district assessments	
					2.b. 10% more EL students will score proficient or above on district assessments than 2014.	2.b. 15% more EL students will score proficient or above on district assessments than in 2014.	2.b. 20% more EL students will score proficient or above on district assessments than in 2014.	
3.Percent of English Learners Classified to Fluent English Proficient					3.a 10% more English Learners will be reclassified to Fluent English Proficient than in 2014.	3.a 15% more English Learners will be reclassified to Fluent English Proficient than in 2014.	3.a 20% more English Learners will be reclassified to Fluent English Proficient than in 2014.	

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4. AMAO 2					4.a Raise proficiency rates on CELDT by 5%	4.a Continue to Raise proficient rates on CELDT by 5%	4.a Continue to Raise proficient rates on CELDT by 5%	
Parent engagement and participation Needs: Current parent participation is mainly attendance at events and parent/teacher conferences. There is a need for parents to participate in learning opportunities, to provide input on schoolwide decisions, and to feel more connected to the school.	Goal 3: Increase parent engagement and participation	All students, including English Learner, Students with Disabilities, Low Income, Foster, Hispanic	Somis Elementary: One School District					3 (Parent Engagement) 1 (Basic Services; Facilities)

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<p>Metrics:</p> <p>1. Percent of parent participation at school sponsored events</p> <p>2. Percent of parents returning parental input surveys</p> <p>3. Percent of parents participating in learning opportunities</p>					<p>1.a. 50% parent participation in school sponsored events</p> <p>2.a. 50% return of parent surveys.</p> <p>3. a. 50% parent participation in school sponsored learning opportunities</p>	<p>1.a. 65% parent participation in school sponsored events.</p> <p>2.a. 65% return of parent surveys.</p> <p>3.a. 65% parent participation in school sponsored learning opportunities</p>	<p>1.a. 75% parent participation in school sponsored events.</p> <p>2.a. 75% return of parent surveys.</p> <p>3.a. 75% parent participation in school sponsored learning opportunities</p>	

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<p>Student engagement & attitude toward learning environment Needs: 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. Metrics:</p> <p>1. Percent of student receiving behavioral referrals</p>	Goal 4: Increase student engagement in the school environment	All students	Somis Elementary: One School District				5, 6 (Student Engagement, School Climate)	
					1.a. 10% reduction in students with behavioral referrals over 2014.	1.a. 15% reduction in students with behavioral referrals over 2014.	1.a. 20% reduction in students with behavioral referrals over 2014.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
2. Percent of students participating in student service projects. 3. Suspension/Expulsion rates. 4. Attendance rates					2.a. 70% of students will participate in student service projects 3.a. Suspension/Expulsion rates: 0% 4.a. Attendance rates: 98%	2.a. 75% of students will participate in student service projects 3.a. Suspension/Expulsion rates: 0% 4.a. Attendance rates: 98%	2.a. 80% of students will participate in student service projects 3.a. Suspension/Expulsion rates: 0% 4a. Attendance rates: 98%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
5. Survey results on student satisfaction and connectedness to school					5.a. 70% of students surveyed will indicate positive attitudes toward school	5.a. 80% of students surveyed will indicate positive attitudes toward school	5.a. 85% of students surveyed will indicate positive attitudes toward school	
6. Facilities in good repair					6.a Maintain facilities in good repair.	6.a. Maintain facilities in good repair.	6.a. Maintain facilities in good repair.	
7. Chronic absenteeism rates					7.a. Maintain less than 1% chronic absenteeism rate	7.a. Maintain less than 1% chronic absenteeism rate	7.a. Maintain less than 1% chronic absenteeism rate	
8. Middle school dropout rates					8.a. Maintain 0% middle school dropout rate	8.a. Maintain 0% middle school dropout rate	8.a. Maintain 0% middle school dropout rate	
9. High school dropout rates: Not applicable					9.a. Not applicable	9.a. Not applicable	9.a. Not applicable	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	LCAP YEAR Year 2: 2015-2016	LCAP Year Year 3: 2016-2017	
10. High school graduation rates: Not applicable					10.a Not applicable	10.a Not applicable	10.a Not applicable	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 1: Increase student achievement	1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4, 8 (Pupil Outcomes: Student Achievement, Other outcomes)	<p>1.1 Adopt/Pilot and purchase common core aligned programs.</p> <p>1.2 Purchase common core aligned supplementary materials to support common core instruction</p> <p>1.3 Purchase technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment</p>	Somis Elementary One school district		<p>1.1 Common Core Math Textbooks, Grades 6-8 Unrestricted, Books and Supplies (\$14,000)</p> <p>1.2 Each grade to receive hard-copy or on-line subscriptions that support history/ss or science. Unrestricted, Books and Supplies; Services: (\$3,000)</p> <p>1.3 Laptops, tablets, desktops purchased to add to or replenish technology. Unrestricted Technology, Restricted State and Local (\$30,000)</p>	<p>1.1 K-5 Math Common Core Program, restricted state, Unrestricted, Books & Supplies: (\$20,000)</p> <p>1.2 Continue program and purchase materials and on-line resources to support investigations, performance tasks, & projects. Unrestricted, Books and Supplies (\$3,000)</p> <p>1.3 Continue purchase and replenish program Unrestricted Technology, Restricted State and Local (\$30,000)</p>	<p>1.1 Common Core Language Arts & Science Programs, K-8, Unrestricted, restricted state Books and Supplies: (\$30,000)</p> <p>1.2 Continue previous years' supplementation & support. Unrestricted, Books and Supplies; Services (\$3,000)</p> <p>1.3 Continue purchase and replenish program Unrestricted Technology, Restricted State and Local (\$30,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
		<p>1.4 Provide Professional Development: common core, integrating technology, best instructional practices</p> <p>1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p>			<p>1.4 Staff development Unrestricted, Professional Services; Certificated/Classified Personnel Salaries and Benefits: (\$12,600)</p> <p>1.5 Services provided according to each IEP. Restricted & Unrestricted, Special Education (\$40,000)</p>	<p>1.4 Staff development Unrestricted, Professional Services; Certificated/Classified Personnel Salaries and Benefits (\$14,000)</p> <p>1.5 Services provided according to each IEP. Restricted & Unrestricted, Special Education (\$48,000)</p>	<p>1.4 Staff Development Unrestricted, Professional Services; Certificated/Classified Personnel Salaries and Benefits (\$16,000)</p> <p>1.5 Services provided according to each IEP. Restricted & Unrestricted, Special Education: (\$50,000)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Goal 3: Increase student engagement in the school environment	5, 6 (Student Engagement, School Climate) Common Core, (Course Access) 4,8 (Pupil Outcomes)	3.1 Involve students in community service projects.	Somis Elementary One school district		3.1 Organize 1-2 year-long service projects. Unrestricted, Supplies (\$1,500)	3.1 Organize 2-3 year-long service projects. Unrestricted, Supplies (\$2,500)	3.1 Organize 3-4 year-long service projects. Unrestricted, Supplies (\$5,000)
		3.2 Increase access to music/educational Program. 3.3 Provide after school sports and athletic activities and competition events. 3.4 Provide out of school enrichment opportunities aligned to the Common Core			3.2 Purchase/repair instruments. Purchase supplemental materials. Supplemental (\$9,000). 3.3 Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies (\$5,000) 3.4 Support one field trip for each grade. Unrestricted, Professional and Consulting Services: (\$7,000)	3.2 Increase music opportunities. Supplemental/Credential Salaries and Benefits (\$20,000). 3.3 Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies (\$6,000) 3.4 Continue K-5 field trip support. (\$5,000). Add support for grades 6-8 multi-day field trips (\$10,000)	3.2 Increase music opportunities. Supplemental/Credential Salaries and Benefits (\$20,000). 3.3 Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies (\$6,000) 3.4 Continue K-5 field trip support. (\$5,000). Add support for grades 6-8 multi-day field trips (\$10,000)

B.

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 1: Increase student achievement	1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4, 8 (Pupil Outcomes: Student Achievement, Other outcomes)	1.1 Provide additional support and service for English Learners	Somis Elementary: One School District		1.1 Add .4 Special Programs Director. Will coordinate the delivery of ELD for small group instruction. Unrestricted Supplemental, Certificated Salaries and Benefits (\$40,000)	1.1 Add .4 Special Programs Director. Will coordinate the delivery of ELD for small group instruction Unrestricted Supplemental, Certificated Salaries and Benefits (\$40,000)	1.1 Add .4 Special Programs Director. Will coordinate the delivery of ELD for small group instruction Unrestricted Supplemental, Certificated Salaries and Benefits (\$40,000)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 2: Close achievement gap among subgroups	1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes)	2.1.a Provide additional support and service for low income pupils 2.1.b Provide additional support and service for English Learners 2.1.c Provide additional support and service for Foster Youth	Somis Elementary: One School District		2.1.a Continue .5 FTE to provide intervention for low income pupils. Unrestricted, Certificated Salaries and Benefits (\$32,000) 2.1.b Share .5 FTE for intervention for English Learners 2.1.c Share .5 FTE for intervention for Foster Youth	2.1.a Continue intervention program. Unrestricted, Certificated Salaries and Benefits (\$35,000) 2.1.b Continue intervention program. 2.1.c Continue intervention program.	2.1.a Continue intervention program. Unrestricted, Certificated Salaries and Benefits (\$40,000) 2.1.b Continue intervention program. 2.1.c Continue intervention program.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		2.1.d Provide additional support and service for Redesignated Fluent English Proficient Pupils			2.1.d Share .5 FTE for intervention for Redesignated Fluent English Proficient Pupils	2.1.d Continue intervention program.	2.1.d Continue intervention program
		2.2.a Provide additional intervention and acceleration for low income pupils 2.2.b Provide additional intervention and acceleration for English Learners			2.2.a Purchase materials and services for intervention and acceleration for low income pupils. Unrestricted, Books and Supplies (\$5,000) 2.2.b Share materials and services for English Learners	2.2.a Subscribe to or purchase digital intervention resources for low income pupils. Unrestricted, Professional Services (\$15,000) 2.2.b Share digital intervention resources for English Learners	2.2.a Continue subscription for digital intervention services for low income pupils. Unrestricted, Professional Services (\$20,000) 2.2.b Share digital intervention resources for English Learners

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>2.2.c Provide additional intervention and acceleration for Foster Youth</p> <p>2.2.d Provide additional intervention and acceleration for Redesignated Fluent English Proficient pupils</p>			<p>2.2.c Share materials and services for Foster Youth.</p> <p>2.2.d Share materials and services for Redesignated Fluent English Proficient pupils</p>	<p>2.2.c Share digital intervention resources for Foster Youth</p> <p>2.2.d Share digital intervention resources for Redesignated Fluent English Proficient pupils</p>	<p>2.2.c Share digital intervention resources for Foster Youth</p> <p>2.2.d Share digital intervention resources for Redesignated Fluent English Proficient pupils</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>2.3.a Support ASES after School Program to provide academic intervention, and enrichment for low income pupils</p> <p>2.3.b Support ASES after School Program to provide academic intervention, and enrichment for English Learners</p>			<p>2.3.a Supplement ASES budget to allow for maximum participation of English Learners, low income pupils. Unrestricted state. (\$5,000)</p> <p>2.3.b Share ASES materials and services with English Learners</p>	<p>2.3.a Supplement ASES budget to allow for maximum participation of English Learners, low income pupils. Unrestricted state. (\$7,000)</p> <p>2.3.b Share ASES materials and services with English Learners</p>	<p>2.3.a Supplement ASES budget to allow for maximum participation of English Learners, low income pupils. Unrestricted state. (\$9,000)</p> <p>2.3.b Share ASES materials and services with English Learners</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>2.3.c Support ASES after School Program to provide academic intervention, and enrichment for Foster Youth</p> <p>2.3.d Support ASES after School Program to provide academic intervention, and enrichment for Redesignated Fluent English Proficient pupils</p>			<p>2.3.c Share ASES materials and services with Foster Youth</p> <p>2.3.d Share ASES materials and services with Redesignated Fluent English Proficient pupils</p>	<p>2.3.c Share ASES materials and services with Foster Youth</p> <p>2.3.d Share ASES materials and services with Redesignated Fluent English Proficient pupils</p>	<p>2.3.c Share ASES materials and services with Foster Youth</p> <p>2.3.d Share ASES materials and services with Redesignated Fluent English Proficient pupils</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 3: Increase parent engagement and participation	3 (Parent Engagement) 1 (Basic Services; Facilities)	3.1.a Provide access to technology and digital resources to promote parent understanding of educational program for parents of low income pupils 3.1.b Provide access to technology and digital resources to promote parent understanding of educational program for parents of English Learners.	Somis Elementary: One School District		3.1.a Provide access during after school program hours to parents of low income pupils. Unrestricted, Certificated/Classified Personnel Salaries and Benefits (\$0) 3.1.b Share access with parents of English Learners	3.1.a Provide access during after school program hours. Unrestricted, Certificated/Classified Personnel Salaries and Benefits (\$0) 3.1.b Share access with parents of English Learners	3.1.a Provide access during evening hours (in addition to after school program hours), 4 hours per week for parents of low income pupils. Unrestricted, Certificated/Classified Personnel Salaries and Benefits (\$2,500) 3.1.b Share access with parents of English Learners

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
		<p>3.1.c Provide access to technology and digital resources to promote parent understanding of educational program for guardians of Foster Youth</p> <p>3.1.d Provide access to technology and digital resources to promote parent understanding of educational program for parents of Redesignated Fluent English Proficient</p>			<p>3.1.c Share access with guardians of Foster Youth</p> <p>3.1.d Share access with parents of Redesignated Fluent English Proficient</p>	<p>3.1.c Share access with guardians of Foster Youth</p> <p>3.1.d Share access with parents of Redesignated Fluent English Proficient</p>	<p>3.1.c Share access with guardians of Foster Youth</p> <p>3.1.d Share access with parents of Redesignated Fluent English Proficient</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 4: Increase student engagement in the school environment	2,5, 6 (Student Engagement, School Climate)	<p>4.1 Add counseling hours to provide time for groups to address issues that arise out of homelessness, foster care issues, socialization issues for Low Income, English Learners, Redesignated Fluent English Proficient pupils, and other social emotional issues.</p> <p>4.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition</p>	Somis Elementary		<p>4.1 Add hours to Psychologist's time to support English Language, low income and foster youth. Unrestricted, Professional Consulting Services: Supplemental (\$5,000)</p> <p>4.2 Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits (\$0)</p>	<p>4.1 Add hours to Psychologist's time to support English Language, low income and foster youth. Unrestricted, Professional Consulting Services: Supplemental (\$10,000)</p> <p>4.2 Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits (\$0)</p>	<p>4.1 Add hours to Psychologist's time to support English Language, low income and foster youth. Unrestricted, Professional Consulting Services: Supplemental (\$15,000)</p> <p>4.2 Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits (\$0)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 1: 2014-2015	LCAP YEAR 2: 2015-2016	LCAP YEAR 3: 2016-2017
Goal 5: Close achievement gap among subgroups	1, 2, 7 (Conditions of Learning: Basic Services, Common Core, Course Access) 4,8 (Pupil Outcomes)	5.1 Offer intervention Reading support	Somis Elementary: One School District		5.1 .5FTE per week intervention Unrestricted, Salaries and Benefits, books and supplies. (\$25,000)	5.1 .5FTE per week of intervention Unrestricted, Salaries and Benefits, Books and Supplies (\$27,000)	5.1 .5FTE per week of intervention Unrestricted, Salaries and Benefits, Books and Supplies (\$30,000)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Somis Elementary has over 68% unduplicated pupils in the LCFF subgroups. In School Year 2014/15, Supplemental/Concentration funding will be about \$122,000. The funds expended from the Supplemental and Concentration funding sources align with all the goals of the LCAP. Funds are to assist in the purchase of intervention materials, technology, and services, to pay for services and materials required to promote parent and student engagement, and to pay for services to provide counseling for students who require support.

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

By increasing time for certificated and qualified personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources, students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. Services for students within the subgroups will be increased or improved by about 7.65%, compared to all students. The expenditures specified for the subgroups meet or exceed the 7.65% threshold.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.