Local Control Accountability Plan and Annual Update (LCAP) Template

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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 Contact Name and Title Email	Somis Union School District Dr. Colleen Robertson Superintendent/Principal Dr.robertson@staff.somisusd.org

2017-20 Plan Summary

THE STORY

Briefly 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 (76% Free and Reduced lunch), many begin as English Learners (49%), and the majority is Hispanic (73%) White (23%) 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. Hi hello

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.

New services that can be found in this years' LCAP are the implementation of a STEAM Lab or what is commonly referred to as a Maker Space. This space will serve to support a daily focus on hands-on learning for all grade levels. Students will have the opportunity and materials necessary to investigate, explore, build, discover, create, and question properties and assumptions in the areas of science, technology, engineering, arts and math. The purpose of the STEAM Lab will be to allow for a synergistic approach to teaching the STEAM disciplines instead of isolating them as separate schools of thought. We will continue to highlight the importance of the 4 "C's": critical thinking, collaboration, communication, and curiosity. The lab experience will be in addition to the four Family STEAM Nights that we host for families and community members to connect them to lifelong learning opportunities with their children. We will be providing opportunities for our second language learner parents to learn English through evening classes. We plan to upgrade our wireless infrastructure to allow for seamless increase in the use of bandwidth. We will also be adopting new curriculum to support the teaching of state standards.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Collaboration and purposeful learning together are key to Somis' continued success. We focused this engine of creativity on mathematics teaching and learning. Building on last year's success in 2015-2016, this year (2-16-2017) we invested time, talent and treasure in the following ways:

- Invested in new mathematics curricula,
- Collaborated with other schools throughout the county to learn more quickly together,
- Reached out to Oxnard High School District to ensure graduating 8th graders are routinely placed in the most rigorous math class in which they qualify.
- Implemented a mathematics professional learning series,
- Funded and encouraged educator participation in outside professional learning opportunities,
- Utilized in-house expertise to support school wide progress in mathematics, and
- Supported hands-on, conceptually rich and engaging math instruction.

California School Dashboard evidence of success in student mathematics achievement included:

- All students increased 6 points
- English Learner Only increased 10 points
- English Learners Reclassified increased 7.9 points
- Socioeconomically disadvantaged increased .5 points
- Hispanic increased .8 points
- White increased 35 points

We are pleased with this progress and look forward to even more dramatic increases in the next couple of years as our strategic plan addressing mathematics achievement is fully implemented.

Collaboration and purposeful learning together has fueled progress at Somis. This year we turned our attention to mathematics teaching and learning.

Learning progressions ensure consistently more rigorous instruction as concrete experiences and instructions breaks through into abstract conceptual understanding. One way we ensure progress is through curriculum adoptions. These selections have long-lasting impact. Somis educators have invested valuable time and energy in multiple pilots to ensure alignment with Somis mission and values. We strive to ensure hands-on, conceptually rich and engaging math instruction. As part of the adoption process educators consulted and observed peers throughout the county to learn from their experience. Elementary educators spent the day at a nearby district with peers who adopted the curriculum under consideration.

Middle school educators invested a day at the secondary feeder school to become more familiar with the high school district's mathematics placement procedures and to observe the various course options. District administrators at Somis have hosted multiple meeting with Oxnard Union High School District to ensure Somis alumni are able to

access the most rigorous course of study for which they qualify. It had come to our attention that the learning progression path was derailed from Somis promotion to secondary admission. Students who had passed 8th grade mathematics with high marks and proficient/advanced CST results had been placed in remedial courses. Instead of skating through some were failing from disengagement and discouragement that their previous exemplary progress had been undervalued. As a result of cross district collaboration Somis will now be informed of student placement in a timely fashion. Systems for informed placement have been streamlined. Current Somis 8th graders are much more likely to be placed in the most rigorous courses for which they qualify.

Learning leads to progress for educators and students alike. Somis funded professional learning opportunities for educators. This funded multiple experiences including attendance at a kindergarten conference, a coding day for educators, and a few STEAM conferences. Educators come back inspired and ready to share with their colleagues and try out to ideas with learners. In addition to outside sources the in-house professional learning series, TTT, focused on mathematics. The Director of Special Projects planned the series and aligned it with the work of Jo Boaler at Stanford. Her work has a focus on mathematics teaching and learning - in particular, how different teaching approaches impact students' learning, how to teach mathematics for a "growth mindset", and how equity is promoted in mathematics classrooms. STEM and mathematics - why women and girls choose out of science and mathematics. The role of group work and mathematical discussions in the development of understanding. The ways teachers may be supported in moving towards equitable and effective teaching environments. The effectiveness of mathematics taught through technology.

The TTT professional learning series was augmented by the expertise of David Mitchell, an exemplary mathematics educator. All educators were provided release time to observe his classroom to observe the role of group work and mathematical discussion in the development of understanding.

It all adds up. Collaboration and purposeful learning together has created the foundation for continued intentional effort to succeed in mathematics.

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

GREATEST NEEDS

Somis English Learner progress performance indicates a need for continued dedication to ensure incoming English Learners are promptly supported, make rapid progress meeting the English Language Development Standards, and achieve reclassification within six years. Progress stalled this year: 58% made no progress from 2015-16 to 2016-17 and 8% went backwards and achieved negative movement from the prior year. We reviewed our practices and identified opportunities for growth.

CELDT Progress				
	2014-15=63 students	2015-16=67 students	2016-17 =64 students	Change

Negative Movement	14.29%	8.96%	8%	-1 decrease
No Movement	36.51%	34.33%	58%	+23.67 increase
Positive Movement	49.21%	56.72%	33%	-23.72

- In an effort to protect instructional minutes we opted to test after lunch and chugged through as much of the test as possible. This doesn't work well. We realized we administered the CELDT at the wrong time and in the wrong way. Not surprisingly our youngest students didn't perform to their full potential. Therefore capable students did not show their true progress and some were passed over for reclassification because of poor test performance.

- Next year we will schedule testing early in the day and for shorter time frames.

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

PERFORMANCE GAPS

Somis is home to diverse learners. Yet, we are proud to report that none of the state indicators reveal a performance gap of two or more performance levels.

INCREASED OR IMPROVED SERVICES

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

What we do is above and beyond for our low-income, English learners, and foster youth. One of the most significant ways that we improve services for our English learners, low-income students and foster youth is to supplement the ASES after school program. Our support allows for extra personnel to help with homework, physical movement, healthy snacks, develop STEM skills, and provide opportunities to utilize technology, just to name a few of the advantages. These services are provided at no cost to the families. Another way that we support our low-income students, our English learners and our foster youth is by investing in support staff in the primary grades so students who may have language difficulties or those who may not have academic support at home can work in small groups or in 1-1 situations to help close the achievement gap.

We also have invested in part-time certificated support to aide our struggling readers who are second language learners or those that have had little access to print materials due to financial constraints at home.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 3,080,864
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 951,426

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

One of the largest expenditures in the Somis Union School District is the amount that is spent to support our special needs population. Because we are such a small district we do not have the variety of special education services on site that are needed by specific students in our school district boundaries. For that reason we contract with other districts or county programs to provide those services. We currently expend over a quarter of a million dollars to support 9 special needs students in local programs. We also use general fund dollars to provide transportation to field trips, pay for art and music supplies, support our library, maintain a safe and clean campus and support extra staff development opportunities.

$	2,308,769	Total Projected LCFF Revenues for LCAP Year

Annual Update

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	Increase student achievement.
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
2014-15 Baseline for ELA/Literacy SBAC results for overall districtwide, represents 35% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 36%.	2014-15 Baseline for ELA/Literacy SBAC results for overall districtwide, represented 35% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 36%. The actual result was 39%.
2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represents 9% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 10%.	2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represented 9% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 10%. The actual result was 13%.
2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represents 29% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 30%.	2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represented 29% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to

be at least 30%. The actual result was 32%.

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2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represents 7% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 8%.

2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represented 7% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 8%. The actual result was 6%.

2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represents 32% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 33%.

2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represented 32% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 33%.The actual result was 34%.

2014-15 Baseline for Mathematics SBAC results for overall districtwide, represents 24% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 25%.

2014-15 Baseline for Mathematics SBAC results for overall districtwide, represented 24% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 25%. The actual result was 37%.

2014-15 Baseline for Mathematics SBAC results for English Learners, represents 7% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 8%.

2014-15 Baseline for Mathematics SBAC results for English Learners, represented 7% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 8%. The actual result was 25%.

2014-15 Baseline for Mathematics SBAC results for Low Income, represents 23% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 24%.

2014-15 Baseline for Mathematics SBAC results for Low Income, represented 23% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 24%. The actual result was 33%.

2014-15 Baseline for Mathematics SBAC results for Special Education, represents 0% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 3%.

2014-15 Baseline for Mathematics SBAC results for Special Education, represented 0% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 3%. The actual result was 6%.

2014-15 Baseline for Mathematics SBAC results for Hispanic, represents 21% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 22%.

2014-15 Baseline for Mathematics SBAC results for Hispanic, represented 21% met or proficient. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 22%. The actual result was 35%.

2015-16 Reclassification rates districtwide represents 25%. Each year will increase that percentage by 3, in 2016-17 that measurement will be 26%

2015-16 Reclassification rates districtwide represents 25%. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be at least 26%. The actual result was 28%.

2015-16 CELDT results reveal 56% of students tested had positive movement. Each year will increase that percentage by 3, in 2016-17 that measurement will be 58%

2015-16 CELDT results reveal 56% of students tested had positive movement. Each year was projected to increase that percentage by 3, in 2016-17 that measurement was projected to be 58%. The actual result was 33%.

100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. Maintain 100% teachers assigned and credentialed appropriately for the students they teach.

100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. Maintain 100% teachers assigned and credentialed appropriately for the students they teach.

API-state not available.

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

<u>ACTIONS / SERVICES</u>

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**

Actions/Services	PLANNED 1.1 Adopt/Pilot and purchase California State Standards aligned programs. NGSS aligned. Purchase supplementary materials to support California State Standards instruction. NGSS aligned. Purchase materials to support science, technology, engineering and mathematics. NGSS aligned. Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.	ACTUAL Purchased STEMScopes for grades K-8. Purchased new mathematics curriculum for grades 4 and 5. Continued to pilot new math program in grades K-3.
Expenditures	BUDGETED Approved Textbooks; Restricted $20,000	ESTIMATED ACTUAL Professional services Restricted State $1,057 Textbooks Restricted State $11,217 Total $12,273

Action

2

Actions/Services	PLANNED 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	ACTUAL Purchased Social Studies Weekly and ESGI to support ELD and ELA instruction. Renewed AR-STAR License Purchased workbooks for ELA in grades K-5 Purchased a license for Read Naturally to support struggling readers.
Expenditures	BUDGETED Approved Textbooks; Restricted $20,000.	ESTIMATED ACTUAL Professional Services Restricted State $2,897 Materials and Supplies Restricted State $327 Textbooks Restricted State $2,600 Professional Services Unrestricted $1,151 Total: $6,976

Action

3

Actions/Services	PLANNED 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 Purchased new chromebooks and cases for all students in grades 3-8. Purchased recharging/storage carts for chromebooks. Professional Services include MIcrosoft licenses.
Expenditures	BUDGETED Materials and Supplies; Unrestricted $30,000	ESTIMATED ACTUAL Material and Supplies Unrestricted $58,706 Non-capitalized Equipment Unrestricted $9,543 Professional Services Unrestricted $2,005 Total $70,254

v

Action

4

Actions/Services	PLANNED 1.4 Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with English Learners.	ACTUAL Special Programs Director worked .40 from August 2016 through April 2017.

	.40 Special Programs Director.	Because of budgetary constraints, this position will be eliminated and reevaluated mid-year 2017-2018.
Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted $52,000	ESTIMATED ACTUAL Certificated Salaries and Benefits Unrestricted $51,842

Action **5**

	PLANNED	ACTUAL
Actions/Services	1.5 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.	Provided 2 days of professional learning for all certificated staff Provided BTSA support for new teacher. Sent 8 teachers to subject matter conferences.
Expenditures	BUDGETED Professional Services, Restricted State $4,000 Certificated Salaries; Restricted State $16,785	ESTIMATED ACTUAL Certificated Salaries and Benefits Restricted State $10,317 Certificated Salaries and Benefits Restricted Federal $747 Travel and Conferences Restricted State $663 Travel and Conferences Restricted Federal $3,633 Professional Services

	Restricted Federal $4,500 Total $19,860

6

Actions/Services	PLANNED	ACTUAL
	1.6 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 Area.. Additional services may be provided by the SELPA, outside contractor or Nonpublic School or Agency. Services provided according to each IEP	Special Education costs run high for our small district. We pay almost $250,000 for nine Somis students to receive services from agencies outside our district. Other fees include salaries for a resource teacher, psychologist, bilingual instructional assistants, contracted services for speech and occupational therapy and excess costs.
Expenditures	BUDGETED Special Education; Restricted & Unrestricted $113,500	ESTIMATED ACTUAL Certificated and Classified Salaries and Benefits Restricted State and Federal $192,666 Materials and Supplies Restricted State $1,651 Services and Other Operating Expenditures Restricted Federal and State $122,745 Other Outgo Restricted Federal and State $195,122

Action

7

Actions/Services	PLANNED 1.7 Provide single grade learning environments to limit the difficulties in multi-grade classrooms	ACTUAL Supported P.E. teacher and one grade level teacher.
Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted $98,000	ESTIMATED ACTUAL Certificated Salaries and Benefits Unrestricted $95,440

Action

8

Actions/Services	PLANNED 1.8 Develop interim benchmark assessments for all grade levels.	ACTUAL Purchased Educators Assessment Data Management Systems (EADMS), to support development and use of Benchmark assessments.
Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted $8,150	ESTIMATED ACTUAL Professional Services Unrestricted $1,349

Action

9

Actions/Services	PLANNED 1.9 Develop a school wide strategy to improve Mathematics teaching and learning.	ACTUAL No extra cost incurred. Special Projects Director led monthly Staff Development. Teacher leading teacher model also implemented. We had originally planned to purchase an on-line math program but upon review of the program and our budget we decided to use internal, in-house experts to facilitate math professional development.

15

Expenditures	BUDGETED Certificated Salaries and Benefits; Restricted Federal $610 Materials and Supplies; Restricted Federal $1500 Professional Services; Restricted Federal $8,600	ESTIMATED ACTUAL 0

Action

10

Actions/Services	PLANNED 1.10 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.	ACTUAL .5 L/A Intervention teacher. Credentialed Instructional Aides used in primary classrooms. Purchased STEMScopes.
Expenditures	BUDGETED Certificated Salaries and Benefits; Restricted Federal $39,000 Classified Salaries and Benefits; Restricted Federal $35,075 Professional Services; Restricted Federal $1,700	ESTIMATED ACTUAL Certificated Salaries and Benefits Restricted Federal $41,799 Classified Salaries and Benefits Restricted Federal $30,423 Classified Salaries and Benefits Unrestricted $12,446 Total $84,668

	PLANNED	ACTUAL
Actions/Services	1.11 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.	Funds used to support after school program.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Professional Services; Unrestricted $5,025	Professional Services Unrestricted $11,337 Oxnard City Council required extra fees of over $6,000 to be paid in order to keep Oxnard City Corp in Somis until the end of the school year.

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 #1 was fully implemented with the intent of increasing student achievement. With an increased emphasis on mathematics instruction, our students showed marked improvement in state testing and in overall classroom performance as well. Though our student population has been a majority of second language learners, our English Language Arts scores have traditionally been higher than our math scores. We are definitely being more purposeful about how we are using instructional minutes and what we are using for instruction. Although our CASSPP scores increased they are still not as high as we want them to be. We are fortunate to have a majority of veteran teachers that model the importance of being lifelong learners. They eagerly attend conferences and workshops. We recognize the important relationship between a healthy, active body and an active learner. With that in mind we were able to hire an outstanding new P.E.

teacher. We have supported her progress through BTSA this year and plan to continue that support next year as well.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The actions and services contributed to the gains in student achievement. The area where we were most effective was in the increased performance in math, district wide and for English Learners, Low Income, Special Education and Hispanic students. As we move forward with new math adoptions and math staff development for teachers in grades K-5, we anticipate continual academic growth.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were just a few action items that had material differences between the estimated and actual expenses but all are easily explained. Action item 3 budgeted on $30,000 for 1 to 1 technology but the actual cost of the Chromebook, carts, and cases was slightly over $70,000. We plan to replace 1/3 of the technology every year so that we are not faced with a huge technology budget the technology. Action 6, Special Education services continue to be a very high cost item as the community of Somis has an unusually high number of special, special l needs students. Action 9 differences was due to the fact that we utilized in house expertise for our professional development. Action 9 difference is due to the fact that the Oxnard City Council required the Somis Union School District to pay an additional $6,000 in order to continue services for the entire 2016-17 school year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We did spend a lot of money purchasing technology to provide 1-1 devices for our students in grades 3-8. That investment has resulted in improved classroom academic performance and student engagement. We recognize that replacing all of those units at once would be a tremendous draw on our budget so we will be updating the 1-1 technology by one third each year. We eliminated goal 4 which was to provide additional support and services for English Learners and provide staff training for certificated and classified staff working with English Learners. The goal was eliminated as a separate goal because we will no longer have the position of

Special Programs Director for the 2017-2018 school year. The duties of providing English Learner support to our classified and certificated staff will once again become the duty of the Principal/Superintendent.

Annual Update

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 2	Goal 2 - Increase the effectiveness of parent engagement and participation.
State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

IDENTIFIED NEED   We analyzed participation rates at district/school parent meetings and committee meetings. We created categories of Learning Events, Audience Events, Communication Events and School Sponsored Engagement Events.   We also reviewed the return rate and input from parent surveys. Based on this data, the identified need is to increase parent participation at Communication Events. These events would be the events such as 'How to Read Your Child's Report Card, or "Learning About the Common Core". The Audience Events such as plays, and music performance are standing room only as are the Engagement Events, such as the STEAM Family Nights and Lively Literature Night. We would like to have a greater return on surveys so that all parents know their voices are being heard and valued.

EXPECTED	ACTUAL
Maintain family participation in school learning events (362). Maintain family participation in school sponsored engagement events (400). Maintain family participation in school sponsored communication events (643). Maintain family participation in school sponsored audience events (599). 2015-16	Somis Union School District offered over 20 evening or afternoon events geared towards family and community involvement. Attendance at all forms of events rose in the 2016-2017 school year. **Learning Events** included: Steam Family Nights, Lively Literature Night, Field trips, classroom participation. Average Participation – 110 per event **Engagement Events** included: Harvest Festival, Jog-a-thon, Book Faire, Fundraisers. Author's Faire. Attendance high – over 500 at Harvest Festival, over 30% of parents present for Jog-a thon, 100% Student Participation. Boo-Hoo Yahoo Breakfast 100% of Kinder and T-K parents

surveys were completed by 33% of Somis Families. Each year will increase that percentage by 3, in 2016- 17 that measurement will be at least 34%	attended. **Communication Events** included: "How to Read your Child's Report Card, W.O.L.F. Camp Orientation, "What is Growth Mindset", 8th Grade Parent Meetings, Kinder T-K Tea. Understanding the LCAP. Class meetings attended by over 75%. All school informational meetings attended by approximately 18-20% **Audience Events** included: Winter and Spring Music Programs, 4th grade play; "Gold Dust or Bust", 7th/8th grade play; "How I Met Your Mummy", Open House, Back to School Night, Science Fair. These events are standing room only. 90% Student Participation and 100% of those families attend. In 2016-2017 34% of families completed the survey. In 2017-2018 that measurement will be at least 38%

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	ACTUAL
Actions/Services	2.1 Provide access to technology and digital resources to promote parent understanding of educational program for: •Parents of low income pupils •Parents of English learners •Guardians of foster youth •Parents of re-designated English proficient Provide access during after school program hours.	2.1Technology classes were offered to parents after school. Unfortunately no one attended the three class offerings. We do plan to make technology accessible to parents in the 2017-2018 school year by making it part of our STEAM Family Nights. 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.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district	**0**

Action 2

	PLANNED	ACTUAL
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 The STEAM Family Nights were highly successful. Families and Community members attended the 4 family STEAM Nights. Mike Bond from the California Lottery heard about our school and filmed a short commercial showing our family engagement and our commitment to providing families access to high quality STEAM activities. The video can be viewed at Youtube.com/CaLottery. The Lively Literature Night was also very well attended. It was led by the 7th and 8th grade students and over 50% of primary families attended. English and Spanish classes were offered to our families simultaneously. These classes were attended by 10 – 12 participants at a time. The aim was to increase engagement in the home environment and build a positive relationship between home and school connectedness. This was accomplished for those parents that attended. We purchased tables for the parent meetings, supplies for the STEAM Nights, paid stipends to the teachers for the STEAM Nights, made magnets of the school calendar for the families so they would have quick access to our schedule.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Restricted, Professional Services $3,550 Restricted, Materials and Supplies $3,000	Materials and Supplies Restricted Federal $711 Non capitalized equipment Restricted Federal $2,360 Professional Service Restricted Federal $2,384 Certificated Salaries and Benefits Unrestricted $873

	Total $6,327

Action 3

Actions/Services

PLANNED	ACTUAL
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.	Communication events included "How to Read your Child's Report Card, W.O.L.F. Camp Orientation, 8th Grade Parent Meetings, Kinder T-K Tea. Understanding the LCAP The grade level meetings were attended by over 70% of the families. The Report Card and LCAP meetings were not very well attended. Approximately 19% of families attended.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classified Salaries and Benefits; Unrestricted $500	Classified Salaries and Benefits Unrestricted $427

Action 4

Actions/Services

PLANNED	ACTUAL
2.4 Provide childcare to support parent engagement.	We made a concerted effort to include families in almost all of our events and as a result childcare was not needed this year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Restricted, Classified Salaries and benefits $1,225	0

Action 5

	PLANNED	ACTUAL
Actions/Services	2.5 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.	We held a very successful Harvest Festival in the Fall with an attendance of well over 500 people. We also had two music performances that were so popular, not everyone could fit into the cafeteria. As a result we learned how to do live streaming so we could provide additional sitting in the library and classrooms. We also had 2 drama presentations from the 4th and 7th/8th grade classes. Our lively literature Night and Author's Fair were attended by well over 200 people each. We love having our families at school and look for as many ways as possible to engage them in the school. The Harvest Festival is funded through the Parent Faculty Organization (PFO). The upper grade play is funded through a VC Innovates Grant. There was a minimal cost for programs and another cost for a Deaf/Hard of Hearing Sign Language Interpreter that we had not known would be needed and so did not budget for this service at the beginning of the year. .
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No additional cost to district	$400

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. I would like to have more participation at our communication events. In reviewing those events we do not feel it is a lack of communication. We provide translation at almost all events. We also used the services of a Deaf/Hard of Hearing Sign Language. Perhaps the subjects were seen as mundane. We will try to incentivize participation at those |

events. The Learning, Engagement, and Audience events are very well attended and we will continue to make those events available and appealing. I don't think our technology courses were very successful. Our idea for next year is to make the technology available in the A.M. and at family events.

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 the absolutely enjoy building, exploring, playing and discovering new things with their children when the opportunity is offered in a risk-free, welcoming environment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was a significant difference in the budgeted expenditure for Action 4. The reason for that difference is that we budgeted for childcare for several events but in reality most of the events were very family friendly and as a result we did not need childcare. This resulted in a savings of $1,225. We also had a discrepancy on Action 5. In this action, we incurred costs for a Deaf/Hard of Hearing Sign Language Interpreter that we were not aware we would need and so there was no money in the budget. We had additional costs of $400 for Action 5.
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.	We will be looking for more creative ways to get our parents to attend the Communication Events. We would like to increase attendance at school wide communication events by at least 5% each year. Another thought is to increase parent engagement even when they are not able to come to the school. With that in mind we will be redesigning our website to make it more informative and easier to navigate. This effort will be reflected in Action 3 on the 2017-2018 LCAP. We will also make access to technology more readily available and during a variety of times and events. We will

fold Action 4 into our Action 5 for next year as the child care needs would be during the communication events.

Annual Update

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 3	Goal 3 - Increase student engagement in the school environment.
State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
2015-16 the baseline for Students Service Learning participation represents 22%. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 23%. Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county. Continue to maintain Attendance rates (98%) above the average of both state and county. 80% of students surveyed will indicate a positive attitude toward school. Maintain less than 1% chronic absenteeism: Maintain 0% middle school dropout rate. High school dropout rate not applicable. High school graduation rate not applicable. Maintain facilities in good repair.	This year our service learning projects included working in the new school garden, sending letters to our service men and women, two musical performances at the local Woman's Club and putting up and taking down the flag each school day. Approximately 35% of our students participated in service learning projects. We had only one suspension this year. (a fake 911 call made from the classroom) and no expulsions. Our attendance continues to average 98% which is above the state and county average. This year's survey actually showed a 1% decrease in response to the survey question indicating a positive attitude towards school. The score went from 80% to 79%. We did experience a 12% increase in enrollment this year and perhaps there were a few growing pains. We have a 0% drop out rate in middle school. High school dropout rates and graduation rates do not apply to our middle school.

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

Actions/Services	PLANNED 3.1 Provided counseling hours provide time for groups to address social emotional issues.	ACTUAL The School Psychologist was able to work with a dozen students per the parent's request. Her interventions have helped to provide a safe environment for our most troubled youth. The psychologist was also able to provide several parents with strategies that they could use at home to provide continuity of behavior expectations between home and school. The psychologist spent approximately 20% of her time with groups.
Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted $6,375	ESTIMATED ACTUAL Certificated Salaries and Benefits; Unrestricted $6,375

Action 2

Actions/Services	PLANNED 3.2 Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	ACTUAL We trained our Office Manager to serve as the Foster Youth Liaison because she is the first point of contact for our school. And because we are such a small site – we all do many jobs. We did not have any Foster Youth this year.
Expenditures	BUDGETED No additional cost to district	ESTIMATED ACTUAL 0

Action 3

Actions/Services	PLANNED 3.3 Involved students in service learning projects	ACTUAL This year our service learning projects included working in the new school garden, sending letters to our service men and women, two musical performances at the local Woman's Club and putting up and taking down the flag each school day. Approximately 35% of are students participated in service learning projects. We were planning to spend more on supplies for our garden project but through a garden grant we given many items including gloves, a composting bin and a worm bin. Also, a "Dad's Club" was formed and they also brought equipment and supplies during the garden work days.
Expenditures	BUDGETED Materials and Supplies; Unrestricted: $2,500	ESTIMATED ACTUAL Materials and Supplies; Unrestricted: $500

Action **4**

Actions/Services	PLANNED 3.4 Increased access to music/educational program.	ACTUAL Our music program has been very successful. We have committed to providing music instruction to all students from ages 4 – 14. Our students perform in no less than two school wide performances each year. Band instruments were repaired as needed and music supplies we purchased as needed. We did have to pay more than expected this year to repair some of the marimbas.
Expenditures	BUDGETED Certificated Salaries and Benefits; Unrestricted: $37,000 Materials and Supplies; Unrestricted $1,500	ESTIMATED ACTUAL Materials and Supplies Unrestricted $790 Certificated Salaries and Benefits; Unrestricted: $36,927

	Rental , leases and repairs Unrestricted $354 Total $38,075

5

Actions/Services

PLANNED	ACTUAL
3.5 Provide after school sports and athletic activities and competition events.	This year our students participated in an intramural soccer league. Cost to the budget included, a stipend for 2 coaches, referee fees, and league fees. We had budgeted to participate in a local track meet but due to a scheduling conflict we did not participate in the track meet.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Classified Salaries and Benefits; Unrestricted: $2,800 Materials and Supplies Unrestricted: $500 Professional Services; Unrestricted $250	Certificated Salaries and Benefits; Unrestricted: $465 Classified Salaries and Benefits; Unrestricted $771 Professional Services; Unrestricted $1225 Totals $2,462

Action

6

PLANNED	ACTUAL
3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	We are committed to providing our students with many educational experiences outside the classroom walls. For this reason we use LCAP dollars to pay for transportation to fieldtrips, some admissions to cultural and educational events and to send our sixth graders to outdoor school. Our students had the opportunity to go to the Getty Villa, Reagan Library, Anacapa Island, Thousand Oaks Performing Arts Center, the Santa Barbara Zoo, The Museum of Tolerance, Warner Bros Studio, The Santa Barbara and Ventura Mission, Studio Channel Islands, The Museum of Ventura County, Farm Day, and much more.
BUDGETED	ESTIMATED ACTUAL
Professional Services; Unrestricted: $8,000	Professional Services; Unrestricted: $11,501

Actions/Services

Expenditures

Action

7

PLANNED	ACTUAL
3.7 Explore Brainology program and may implement schoolwide.	Somis School did not purchase Brainology because we were piloting a new math program in several grades and did not want to spread ourselves too thin. Due to our student scores on the student survey regarding goal evaluation we decided to research and then incorporate much of Carol Dweck's work with Growth Mindset. There was no actual cost other than the time we invested. Our goal is to increase student perseverance and belief in self.

Actions/Services

| Expenditures | BUDGETED
No additional cost to district | ESTIMATED ACTUAL
0 |

∨

Action **8**

| Actions/Services | PLANNED
3.8 Partner with Camarillo YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance. | ACTUAL
 Along with our increased enrollment this year came several requests from parents for before and after school childcare. We partnered with the Camarillo YMCA to provide this service to our families. This allowed several families to come to Somis School that would have otherwise had to leave our district. This was an income producing operation for our school. |
| Expenditures | BUDGETED
No additional cost to district | ESTIMATED ACTUAL
0 |

Action **9**

| Actions/Services | PLANNED
3.9 Augment student supervision during outdoor play. | ACTUAL
Upon further investigation we did not feel that we needed an additional playground supervisor. The Somis School P.E. coach led student activities at lunch time and the recess ratio is approximately 32 students to one adult. |
| Expenditures | BUDGETED
Classified Salaries and Benefits; Unrestricted
$1,240 | ESTIMATED ACTUAL

0 |

Action **10**

| Actions/Services | PLANNED
3.10 Increase variety of meals offered in the school cafeteria. Upgrade kitchen. | ACTUAL
This action item was in response to student requests. At Somis School we constantly look for new food items that will satisfy a child's hunger while being nutritious and economical. Making |

	changes to the menu cost nothing in dollars but results in increased lunch consumption and as a result a more alert learner.
Expenditures	**BUDGETED** No additional cost to district	**ESTIMATED ACTUAL** 0

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 both healthy physical and healthy emotional wellbeing of our students. This year our service learning projects included working in the new school garden, sending letters to our service men and women, two musical performances at the local Woman's Club and putting up and taking down the flag each school day. Approximately 35% of our students participated in service learning projects. We had only one suspension this year. (a fake 911 call made from the classroom) and no expulsions. Our attendance continues to average 98% which is above the state and county average. This year's student survey showed a 1% decrease in response to the survey question indicating a positive attitude towards school. The score went from 80% to 79%. We did experience a 12% increase in enrollment this year and perhaps there were a few growing pains. The effective use of our 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. The introduction 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. The goal was to turn an "I can't"

into an "I can't YET, but I will keep trying". That is a big mental shift for our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The success of the actions and services is reflected in our high attendance rate and our low suspension and expulsion rate. Attendance is averaging 98%. We had only one suspension and no expulsions. One of the advantages of being a small school district is that no child is invisible. When there is an issue it is dealt with swiftly. The students know that they are important to the adults on campus. We ask for their input, we respond to requests, (sometimes with a no) but we are a student centered school site. We provide our students with an abundance of out of school learning opportunities to enrich their lives.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material difference between the budgeted expenditures and the estimated actual expenditures were minimal in Goal 3. In Action 3 we spent less for materials and supplies for our garden because we received a garden grant that gave us extra purchasing dollars and also gave us donated supplies. We also formed a Dad's Club that brought many of the supplies to the Garden Days. The differences in Action 4 were a reflection of the cost of repairing some of the marimbas that had been damaged. And finally, the differences in Action 5 were related to the fact that we did not participate in a local track meet due to a conflict in our scheduling.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The changes to Goal 3 would be to drop the Action 9 as it is not needed. Action 2 was to create a liaison for Foster Youth. That has been accomplished but we will ensure that our liaison stays up to date in the rules, Ed Code, laws and mandates that support foster youth. We will investigate the reasoning behind our 1% drop in student satisfaction. I suspect it might be tied

to the timing of the survey which happened right before the beginning of state testing. We might need to be a little more strategic next year!

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 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, staff meetings and notices were sent home.

A survey, consisting of seventeen questions related to the LCAP goals, was sent out to all
stakeholders: parents, students, educators, staff, community members, business and industry
representatives and public agency representatives (4/6/17). A paper version of the survey was
Sent home with children on April 18, 2017. It was emailed again to a Somis families and the
above stakeholder list on April 27, 2017.

A district survey was completed by members of the community.   Somis has over 150 households.   Of those
33 were completed in English and 18 were completed in Spanish. Surveys were completed by 54 students,
8 educators, 3 staff and 1 community members or representatives from business and industry.

The following prompts had a positive increase:
1. Students at Somis are achieving academically.
2. The school gives students sufficient access to instructional materials.
3. The school gives students access to technology.
4. Students at Somis have high attendance rates.

The following prompts decreased:
1. Somis has a positive school climate.
2. Somis parents are encouraged to be involved in the school.

Upper grade students (54 from grades 6, 7, and 8) completed the LCAP survey on April 28, 2017. The same students completed a student attitude survey on January 6, 2017.

Upper grade students completed a student attitude survey. Their input served as a proxy for school wide student input. The result was 79% score regarding students' positive attitude toward school. The survey addressed six areas. The scores ranged from a low of 73% for Academic self-perception to a high of 92% for Goal evaluation.

From lowest to highest:
1. Academic self-perception
2. Motivation and self-regulation
3. Attitude toward teachers and classes
4. Attitude toward school
5. Family
6. Goal valuation

This year's survey had limited impact on the overall results. The score range shifted slightly. Last year's low was 74% and this year's was 73%. Last year's high was 91% and this year's was 92%. Three sections maintained the same placement. 'Academic self-perception' is still the lowest. 'Goal valuation' followed by 'Family' still makes up the top two. 'Attitude toward school' moved from second to last to third place and 'Motivation and self-regulation made the reverse journey from third to second to last. Somis has had a dramatic increase in enrollment that has diversified our population. Growing pains are normal so it was a pleasant surprise to see an increased positive perception in the 'Attitude toward school.' We had invested in a mindset campaign to increase 'Academic self-perception' and it didn't budge.

2016 Survey Results	2017 Survey Results
1. Academic self-perception	# 1. Academic self-perception
2. Attitude towards teachers and classes	# 2. Motivation and self-regulation
3. Attitude toward teachers and classes	# 3. Attitude toward teachers and classes
4. Motivation and self-regulation	# 4. Attitude toward school
5. Family	# 5. Family
6. Goal Valuation	# 6. Goal valuation

Somis Stakeholders included: parents, local bargaining unit (Somis Teacher Association), classified personnel, district personnel, and community representatives to review LCAP goals, actions, and initial metrics.

TK-8 Site meetings:

1. Back to School Night, Open House, Author's Fair provided opportunities to engage stakeholders (9/13/16, 5/2/17, 5/24/17).
2. School Site/DELAC Council Meetings (Review implementation and metrics. Advise on modifications. (3/28/17, 4/18/17, 5/18/17).
3. PFO Meetings (Review implementation and metrics. Advise on modifications. (2/21/17, 5/3/17).
4. Staff meetings (Collaboration on implementation and assessment, data analysis, review metrics).
a. TTT (10/18/16, 12/6/16, 1/10/17, 2/14/17, 3/7/17)
b. ELLT (9/20/16, 11/1/16, 11/3/15, 2/21/17, 5/30/17)

c. Staff (8/30/16, 10/11/16, 11/8/16, 12/13/16, 1/3/17, 2/7/17, 4/4/17, 5/9/17)
d. Benchmark Data Analysis(1/31/17, 4/25/17)

Somis Board of Education-Ongoing communication weekly 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 10/11/16, Programmatic review 12/13/16, Survey discussion 5/9/17. Public Hearing 6/13/17 and LCAP Review/Adoption 6/15/17. No written responses were given by the Superintendent as none were requested.
Learning Focus Meeting-Ongoing monthly Superintendent/Director of Special Projects meetings and discussions for implementation, development/review of metrics (8/16-4/17).

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received during the process detailed above demonstrates that stakeholders want the successful education of the district's children. For Goal 1, Action 4 this will be a big change for our campus. The loss of having a part-time .4 Special Projects Director will not lessen our dedication to providing all staff with support in helping our English Learners to become academically proficient but we will have to develop a strategy to allow sufficient time in the Principal/ Superintendent's day to plan and deliver that support. Based on the feedback from the parents and students we plan to adopt a K- 3 math program that will be in sync with the other grade levels thereby giving the parents and students the advantage of common structure, common language, and built in scaffolding. The results of the survey showed that our students, and parents like the hands-on science that is occurring in the classroom. We will continue to investigate the many different lessons that are offered with STEMScopes and other on-line programs.
Goal 2: The Somis Union School offers a wide variety of parent involvement opportunities. In fact, there were over 19 separate organized opportunities for parents and families to participate in during the 2016-2017 school year. Some of these opportunities included STEAM Family Nights, a Growth Mindset Workshop, winter and spring music programs, drama productions, Science Fair, Lively Literature Night, Author's Fair, Harvest Festival, Open House, Back to School Night, Kinder Tea, Parent Conferences, How to Read Your Child's Report Card and more. A review of attendance at these events reveal strong parent participation. The district recognizes that by offering a variety of family involvement opportunities, attendance can and will fluctuate depending on parents work schedules. The district will continue to monitor family engagement and the focus will be to continue to increase the number of parents, family members and community members at these meetings. Based on the feedback of our constituents we will continue to offer a wide variety of after school events where families can be entertained, learn something new, or explore, build and discover together. We will also be adopting a new parent communication program for next year. This program will allow school to home, home to school, teacher to parent, parent to teacher, student to teacher and teacher to student and every variation of those entities to communicate in a variety of ways including: text, voice, email, streaming, video, etc.
Goal 3: Based on the results from student, teacher, and staff surveys we will continue to emphasize the Growth Mindset Model in which students learn to take greater responsibility for their own learning. It is our goal to help our students become comfortable with the concept of struggle and perseverance. We invested in an attendance incentive program this year and in most months our attendance average was over 98%. With that in mind we will continue to look for positive ways to encourage and reward those students that are at school every day and on time. We are fortunate to have very few discipline issues at Somis School. Part of the reason is due to the fact that there are no "invisible" students at Somis School.

Students recite a pledge every day to take responsibility for their actions, to show respect for themselves and others and to start each day with a positive attitude. The Principal/Superintendent begins each day with a few Words of Wisdom. Many people report that this quick 1 minute talk can change the way they feel for the rest of the day! Positive thoughts can bring positive actions.

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.

	☐ New	☐ Modified	☒ Unchanged

Goal 1	Goal 1 - Increase student achievement.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	After analyzing the dashboard assessment data, 35% of students met or exceeded standards in ELA and 25% in mathematics as a district average. The district's reclassification rate is 25% and the attendance rate is 99%. From this data, increasing student achievement and providing the necessary tools continues to be an identified need of the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP ELA Overall	Districtwide:39% Standards Met or Above 21.4 points below level 3	Districtwide: 45% Standards Met or Above Level 3 Status	Districtwide 50% Standards Met or Above Level 3 Status	Districtwide 55% Standards Met or Above Level 4 Status
CASSPP Math Overall	Districtwide 37% Standards Met or Above 29.2 points below level 3	Districtwide: 42% Standards Met or Above 9 points below level 3	Districtwide: 47% Standards Met or Above Level 3	Districtwide 55% Standards Met or Above Level 3
Reclassification Rate	14 students – 21% reclassified 33.6 points above level 3	25% reclassified	30% reclassified	35% reclassfied
Attendance Rate	Maintain 97% attendance rate	Maintain 98% Attendance Rate	Maintain 98% Attendance Rate	Maintain 98% Attendance Rate

Facilities	Maintain in good repair	Maintain in good repair	Maintain in good repair	Maintain in good repair
Fully Credentialed Teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials

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 — ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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 — ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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..	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 | 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. | support investigations, performance tasks, and projects. |

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$26,000	Amount	$5,000	Amount	$5,000
Source	Unrestricted and Restricted State	Source	Unrestricted	Source	Unrestricted
Budget Reference	Textbooks Professional Services	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

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   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.2 Adopt/Pilot and purchase California State Standards aligned programs. Purchase supplementary materials to support California State Standards instruction. ELD aligned.	1.2 Adopt/Pilot and purchase California State Standards aligned programs. Purchase supplementary materials to support California State Standards instruction. ELD aligned.	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 projects.	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.	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.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$29,450	Amount	$26,550	Amount	$1,550
Source	Unrestricted and Restricted State	Source	Unrestricted and Restricted State	Source	Unrestricted
Budget Reference	Textbooks Materials and Supplies Professional Services	Budget Reference	Textbooks Materials and Supplies Professional Services	Budget Reference	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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18

Amount	$32,250
Source	Unrestricted
Budget Reference	Non-capitalized Equipment Professional Services

2018-19

Amount	$32,300
Source	Unrestricted
Budget Reference	Non-capitalized Equipment Professional Services

2019-20

Amount	$32,350
Source	Unrestricted
Budget Reference	Non-capitalized Equipment Professional Services

Action   **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

           2018-19   **2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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 practices	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 practices

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$29,833	Amount	$25,333	Amount	$25,333
Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal
Budget Reference	Travel and Conferences Professional Services	Budget Reference	Travel and Conferences Professional Services	Budget Reference	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	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district	1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district	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.	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.	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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$479,475	Amount	$483,844	Amount	$488,310
Source	Unrestricted, Restricted State, Restricted Federal	Source	Unrestricted, Restricted State, Restricted Federal	Source	Unrestricted, Restricted State, Restricted Federal
Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies Services and Other Operating Expenditures Other Outgo	Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies Services and Other Operating Expenditures Other Outgo	Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies Services and Other Operating Expenditures Other Outgo

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.6 Provide single grade learning environments to limit the difficulties in multi-grade classrooms.	1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.	1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$116,634	Amount	$116,634	Amount	$116,634
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.7 Develop interim benchmark assessments for all grade levels.	1.7 Continue to assess and modify interim benchmarks to best meet the needs of the students and teachers in all grades.	1.7 Continue to assess and modify interim benchmarks to best meet the needs of the students and teachers in all grades.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,350	Amount	$1,350	Amount	$1,350
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action   **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served — ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) — ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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 — ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) — ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.8 Develop a schoolwide strategy to improve mathematics teaching and learning.	1.8 Continue to evaluate and modify schoolwide strategies to improve mathematics teaching and learning.	1.8 Continue to evaluate and modify schoolwide strategies to improve mathematics teaching and learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action   **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		2018-19		2019-20	
Amount	$98,691	Amount	$103,691	Amount	$108,691
Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal
Budget Reference	Certificated Salaries and Benefits / Classified Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits / Classified Salaries and Benefits	Budget Reference	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	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

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	☐ LEA-wide	☐ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students	1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students	1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,679	Amount	$52,679	Amount	$52,679
Source	Unrestricted and Restricted State	Source	Unrestricted and Restricted State	Source	Unrestricted and Restricted State
Budget Reference	Unrestricted and Restricted State	Budget Reference	Unrestricted and Restricted State	Budget Reference	Unrestricted and Restricted State

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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☐ Modified	☒ Unchanged

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

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____
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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Offer a variety of 18- 20 (learning, communication, engagement or audience) opportunities for parents and families	20 family involvement opportunities	20 family involvement opportunities	20 family involvement opportunities.	20 family involvement opportunities.
Increase parent/family attendance at class and school	Averaged 70% participation at class level	Increase by 3% for class level events and 5% for school level communication events.	Increase by 3% for class level events and 5% for school level communication events.	Increase by 3% for class level events and 5% for school level communication events.

level communication events.	19% at school level			
Increase return rate on parent surveys.	34% survey completion rate	37% survey completion rate in 2017-2018 school year.	40% survey completion rate in 2017-2018 school year.	43% survey completion rate in 2017-2018 school year.

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 ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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 ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	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	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

•Parents of re-designated English proficient Provide access during after school program hours		

2017-18		**2018-19**		**2019-20**	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	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	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.	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.	creative, balanced and smart children and create a connected school community the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$4,660	Amount	$4,660	Amount	$4,660
Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal
Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Professional Services	Budget Reference	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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

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.	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.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal	Source	Unrestricted and Restricted Federal
Budget Reference	Classified Salaries and Benefits Professional Services	Budget Reference	Classified Salaries and Benefits Professional Services	Budget Reference	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   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

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   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		2018-19		2019-20	
Amount	$250	Amount	$250	Amount	$250
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action   **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

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

BUDGETED EXPENDITURES

2017-18

Amount	$1,200
Source	Unrestricted
Budget Reference	Materials and Supplies

2018-19

Amount	$1,200
Source	Unrestricted
Budget Reference	Materials and Supplies

2019-20

Amount	$1,200
Source	Unrestricted
Budget Reference	Materials and Supplies

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.

	☐ New	☐ Modified	☒ Unchanged
Goal 3	Goal 3 - Increase student engagement in the school environment.		

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
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 MEASURABLE 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	Each class will participate in at least	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.

	1 out of school learning experience.	2 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 Graduation/Dropout rates	N/A	N/A	N/A	N/A

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		2018-19		2019-20	
Amount	$9,647	Amount	$9,647	Amount	$9,647
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits	Budget Reference	Certificated Salaries and Benefits	Budget Reference	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 ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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 ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.2 Created a liaison for Foster Youth to ensure immediate enrollment and smooth transition	3.2 Provide on-going training and education for Foster Youth Liaison.	3.2Provide on-going training and education for Foster Youth Liaison

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

Budget Reference		Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.3 Involve students in service learning projects.	3.3 Involve students in service learning projects.	3.3 Involve students in service learning projects.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies	Budget Reference	Materials and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.4 Increase access to music/educational program.	3.4 Increase access to music/educational program.	3.4 Increase access to music/educational program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$51,766	Amount	$51,766	Amount	$51,766
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits Materials and Supplies Repairs	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Repairs	Budget Reference	Certificated Salaries and Benefits Materials and Supplies Repairs

Action	**5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools	☐ Specific Schools:_____		☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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

2017-18		2018-19		2019-20	
Amount	$2,475	Amount	$2,475	Amount	$2,475
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Professional Services	Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Professional Services	Budget Reference	Certificated Salaries and Benefits Classified Salaries and Benefits Professional Services

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)		
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____		

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,445	Amount	$12,445	Amount	$12,445
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Professional Services	Budget Reference	Professional Services	Budget Reference	Professional Services

Action   **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.7 Continue implementing Carol Dweck's work on Growth Mindset	3.7 Continue implementing Carol Dweck's work on Growth Mindset	3.7 Continue implementing Carol Dweck's work on Growth Mindset

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$500	Amount	$500	Amount	$500
Source	Unrestricted	Source	Unrestricted	Source	Unrestricted
Budget Reference	Reference Books	Budget Reference	Reference Books	Budget Reference	Reference Books

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

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	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

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

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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20		
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 (see instructions).

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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (*http://www.cde.ca.gov/fg/ac/sa/*). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

   For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

   Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

   New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

   Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
A.   Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B.   Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C.   School facilities are maintained in good repair.
Priority 2: Implementation of State Standards addresses:
A.   The implementation of state board adopted academic content and performance standards for all students, which are:
a.   English Language Arts – Common Core State Standards (CCSS) for English Language Arts
b.   Mathematics – CCSS for Mathematics
c.   English Language Development (ELD)
d.   Career Technical Education
e.   Health Education Content Standards
f.   History-Social Science
g.   Model School Library Standards
h.   Physical Education Model Content Standards
i.   Next Generation Science Standards
j.   Visual and Performing Arts
k.   World Language; and
B.   How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
Priority 3: Parental Involvement addresses:
A.   The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B.   How the school district will promote parental participation in programs for unduplicated pupils; and
C.   How the school district will promote parental participation in programs for individuals with exceptional needs.
Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A.   Statewide assessments;
B.   The Academic Performance Index;
C.   The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D.   The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E.   The English learner reclassification rate;

F.   The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G.   The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A.   School attendance rates;

B.   Chronic absenteeism rates;

C.   Middle school dropout rates;

D.   High school dropout rates; and

E.   High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A.   Pupil suspension rates;

B.   Pupil expulsion rates; and

C.   Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A.   S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B.   Programs and services developed and provided to unduplicated pupils; and

C.   Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A.   Working with the county child welfare agency to minimize changes in school placement

B.   Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C.   Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D.   Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A.   Local priority goals; and

B.   Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

(1)   The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is

divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.
(c) "High school dropout rate" shall be calculated as follows:

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* 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?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
   6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?