

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Somis Union	Dr. Colleen Robertson	dr.robertson@staff.somisusd.org
	Superintendent/Principal	805-386-5711

## 2017-20 Plan Summary

### The Story

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

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

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

We believe that the combination of a small school environment, high academic expectations, skilled and dedicated staff, and family involvement provides a unique place for children to thrive. Indeed, our mission at Somis School is to provide a world-class education that challenges our students to use their minds to the fullest potential, and to be responsible stewards of the 21st century. We strive to exceed academic standards, act as a hub for the community, and nurture a learning environment where students are engaged, creative, and capable of rigorous thinking and doing. We honor the work of our families by illuminating the science, technology, and engineering that brings our food from the field to our fork. We strive to expand the world of our learners by exposing them to engaging STEAM experiences to ignite their curiosity, spur their creativity and develop a STEM identity so they can participate in today's STEM driven era of innovation.

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

## LCAP Highlights

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

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

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

## Review of Performance

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

## Greatest Progress

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

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

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

## Greatest Needs

Our greatest need is to move our EL students into the Well Developed and Moderately Developed categories of ELPAC. We still have a large number of EL students that have been designated as Intermediate from the previous assessment tool, the CELDT. With such a small population in our district the percentages can be easily influenced by just a few students. We have dedicated time every morning for "Language Teams." This is time where students (across several grade levels) are grouped together based on language levels. The teacher uses this time for targeted language instruction. The groups are fluid and a student can be moved to a different team based on their performance. The students are evaluated and groups are reconstructed every 8-9 weeks. One of the things we are doing this year is to evaluate the curriculum that we use during language teams. We are also planning to devote some Professional Development time to update the teaching methods used with our EL students.

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

## Performance Gaps

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

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

## Increased or Improved Services

As I mentioned in the previous questions about addressing greatest needs, one of the most significant ways that we will increase or improve services for English Learners, and low-income students (we currently have no foster youth) is to invest in staff development training in the area of English Language Development and working with youth in poverty. We will also be mindful in the selection of students that participate in the ASES After school program. The goal will be to provide additional academic supports and enrichment to the

# 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	\$3,131,359.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,051,122

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

The bulk of our budget is spent Administration, General Ed teachers, maintenance, administrative support staff,

\$2.3 million of budget

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,419,074

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

Goal 1 - Increase Student Achievement.

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

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

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

ELA/Literacy CAASPP RESULTS expected Districtwide: 42% Standards Met or Above  
Level 3 Status

**Actual**

ELA/Literacy CAASPP RESULTS

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

## Expected

## Actual

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

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

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

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

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

**Expected**

Math CAASPP RESULTS expected Districtwide: 40% Standards Met or Above  
Level 3 Status

**Actual**

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

2015 Baseline for Math CAASPP results for overall district-wide, represented 24% met or proficient. Each year was projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math district wide are: 2015 - 24%, 2016 - 37%, 2017 - 40%. With an increase of 16 percentage points, Somis has exceeded its projected gains by 166% in just 2 years.

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

2015 Baseline for Mathematics CAASPP results for Economically Disadvantaged, represented 23% met or proficient. Each year was

**Expected****Actual**

projected to increase that percentage by 3. The three year performance rates of those that have exceeded or met proficiency of Math for the sub group Economically Disadvantaged are: 2015 - 23%, 2016 - 33%, 2017 - 35%. There was a dramatic increase of 10% points from 2015 to 2016 but only a 2% point increase from 2016-2017. Though we are pleased to be moving in a positive direction we want to increase that momentum. This prompted us to devote monthly Math in-services to all classroom teachers. We also adopted new math curriculum in grades K-5.

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

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

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

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

**Expected**

Increase our number of English Learners to be reclassified.

**Actual**

and also updated our curriculum

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

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

2017-2018 2016-2017 2015-2016

T-K - 4 7 6

Kindergarten 19 10 8

First Grade 9 8 14

Second Grade 6 13 10

Third Grade 17 8 16

Fourth Grade 9 12 8

Fifth Grade 16 8 9

Sixth Grade 9 7 8

Seventh Grade 4 4 4

Eighth Grade. 4 5 5

Totals 97 82 88

The total number of students that were reclassified in 17-18 is \_\_\_\_\_

Which represents \_\_\_\_\_%

The total number of students that were reclassified in 16-17 is \_\_\_\_\_

Which represents \_\_\_\_\_%

## Expected

Maintain 98% Attendance Rate

Maintain in good repair

Maintain teachers with appropriate credentials

## Actual

The total number of students that were reclassified in 15-15 is \_\_\_\_\_ Which represents \_\_\_\_\_%

\*\*\*\*\*Get actual attendance data from Erik.

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

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

## Actions/Services

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

## Action 1

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

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

### Estimated Actual Expenditures

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

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

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

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

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

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.

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

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

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

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

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

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

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

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

\$563,891 Joseph portion of me, psych, aid, speech,

## Action 6

### Planned Actions/Services

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

### Actual Actions/Services

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

### Budgeted Expenditures

\$116,634  
Unrestricted, Certificated Salaries and Benefits

### Estimated Actual Expenditures

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

### Action 7

**Planned Actions/Services**

1.7 Develop interim benchmark assessments for all grade levels.

**Actual Actions/Services**

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

**Budgeted Expenditures**

\$1,350  
Unrestricted, Professional Services

**Estimated Actual Expenditures**

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

### Action 8

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$1,000  
Unrestricted, Professional Services

893 Professional Services - Unrestricted (Mitchell Math Coach)

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

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

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

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$52,679  
Unrestricted and Restricted State

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

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

This is a new action to begin in the 2018-2019 school year! Develop and outfit a STEAM Lab (AKA Maker Space) where teachers can take their students to engage in a variety of hands-on, mind-on Science, Technology, Engineering, Art, and Math activities.

This is a new action that will begin in the 2018-2019 school year

The initial budget for the first phase of the STEAM Lab is \$7,500. Each classroom teacher has been asked to submit a list of activities or materials that they feel would be engaging, educational, and age appropriate.

The estimated expenditure for the initial phase of the STEAM Lab for the 2018-2019 school year will be \$7,500.

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

## Analysis

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

# Goal 2

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

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

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

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

**Actual**

Maintain family participation in school LEARNING EVENTS. Baseline averaged 110 participants per event. The target was to increase by 15% each year.

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

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

Maintain family participation in school sponsored COMMUNICATION EVENTS.

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

## Expected

Maintain family participation in school sponsored ENGAGEMENT EVENTS.

Maintain family participation in school sponsor in AUDIENCE EVENTS.

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

## Actual

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

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

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

## Actions/Services

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

## Action 1

### Planned Actions/Services

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

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

### Actual Actions/Services

We are dropping this action from the LCAP

2.1 Technology classes were offered to parents after school last year but no one attended the three class offerings. We did make technology accessible to parents at 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 Expenditures

\$0

### Estimated Actual Expenditures

There was no additional cost

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

2.2 The STEAM Family Nights were highly successful. Families and Community members

### Budgeted Expenditures

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

### Estimated Actual Expenditures

\$4,660

**Planned Actions/Services**

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

**Actual Actions/Services**

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 [CaliforniaLottery.com](http://CaliforniaLottery.com). 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

**Budgeted Expenditures**

and Benefits, Materials and Supplies, Professional Services

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

ACTUAL  
We also instituted a new parent communication program that automatically converts the language from Spanish to English, English to Spanish, Vietnamese to English etc. It converts over 25 languages. This allows our parents to have immediate access to information without waiting for a translator. We do provide headphones and language translation from English to Spanish at most of our events. We also employ a

\$1,502

\$1,614

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

person to translate the spoken word into sign language at most of our events.  
 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.

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\$250  
 Unrestricted, Materials and Supplies

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

**Planned Actions/Services**

events and performances

**Actual Actions/Services**

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 Expenditures**

**Estimated Actual Expenditures**

**Action 5**

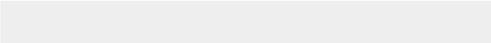
**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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



\$1,200  
Unrestricted, Materials and  
Supplies

\*\*\*\*\*\$286 - Materials  
and supplies Unrestricted  
\$4,950 Professional Services,  
unrestricted lottery - Godoy  
No charge for the Q  
Communications? Ask Colleen  
Sneed  
\$5,227

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

## Analysis

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

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

\*\*\*\*\*Overall Goal #2 was successfully implemented. We had incredible buy-in from teachers and staff to help plan and implement over 20 different family/community opportunities. 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.

# Goal 3

Goal 3 - Increase student engagement in the school environment.

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

**State Priorities:** 5, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

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

### Actual

**Expected**

Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county

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

Continue to maintain Attendance rates (98%) above the average of both state and county Maintain less than 1% chronic absenteeism

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

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

Decrease

Maintain facilities in good repair

**Actual**

**Expected**

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

**Actual**

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

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

**Actual Actions/Services**

**Budgeted Expenditures**

\$9,647  
Unrestricted, Certificated  
Salaries and Benefits

**Estimated Actual Expenditures**

\*\*\*\*\*\$9515 - Certificated  
Salaries, Unrestricted  
Supplemental Concentration-  
Psych

**Action 2**

**Planned Actions/Services**

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

**Actual Actions/Services**

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

3.3 Involve students in service learning projects.

**Actual Actions/Services**

**Budgeted Expenditures**

\$500  
Unrestricted, Materials and Supplies

**Estimated Actual Expenditures**

\*\*\*\*\*Donations for garden resulted in no expenditures.

**Action 4**

**Planned Actions/Services**

3.4 Increase access to music/educational program.

**Actual Actions/Services**

**Budgeted Expenditures**

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

**Estimated Actual Expenditures**

\*\*\*\*\*\$47,767  
Certificated Salaries Unrestricted Supplemental/Concentration \$718 Materials and supplies, Unrestricted supplemental concentration \$272 - Instrument Repairs, Unrestricted supplemental concentration

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

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

\*\*\*\*\*\$590- Certificated Salaries - Unrestricted, Lottery Brett  
\$879 - Classified Salaries - Unrestricted, Lottery Mauro  
\$1,225 - Professional Services - Unrestricted Lottery - Refs  
\$200 - Materials and supplies, Unrestricted Lottery - Shirts, balls  
\$2694

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

\$12,445  
Unrestricted, Professional Services

\*\*\*\*\*\$472 - Certificated Salaries Redistricted (Stipend for Kim)  
\$14, 628 - Professional Services, (Additional students) Fieldtrips  
\$20,272 WOLF Camp, Field trips transportation

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

3.7 Continue implementing Carol Dweck's work on Growth Mindset

\$500  
Unrestricted, Reference Books

\*\*\*\*\*\$350 Books and Materials (Still need to be ordered for teachers)

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

\$0

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

## Analysis

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

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

All of the actions and services that were implemented in Goal 3 were intended to support a healthy physical and emotion wellbeing for our students. This year our service learning projects included sending letters to Veterans, performing for the local Woman's Club and putting up and taking down the flag each school day. Approximately 35% of our students participated in service learning projects. We had three suspension this year. (Sadly, all within three weeks of the end of the school year. We had no expulsions. Our attendance continues to average 98% which is above the state and county average. The effective use of our psychologist help 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 continual use of the "Growth Mindset" philosophy had a positive impact on the students and the teachers as well. This was evidenced by an increased perseverance in our students. 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.

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.

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 insure 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: 2018-19

## Involvement Process for LCAP and Annual Update

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

### District LCAP Process:

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

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

Somis has over 150 households. Of those, 45 surveys were completed in English and 23 were completed in Spanish. Surveys were completed by 60 students, 9 educators, 5 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 (60 from grades 6, 7, and 8) completed the LCAP survey on May 5, 2018.

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

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.

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

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

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

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

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

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

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

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

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

Somis Board of Education maintains ongoing weekly communication between superintendent and Board of Education via 'Friday Letter to the Board.'

Monthly board meetings with a special focus on LCAP on the following dates: CAASPP Data review 10/09/17 & 2/12/18, Programmatic review 12/11/17, Survey discussion 5/14/18 & Public Hearing 6/12/18 and LCAP Review/Adoption 6/14/18.

Learning Focus Meeting-Ongoing monthly Superintendent/Director of Special

Monthly Superintendent meetings with other Ventura County School District Superintendents

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

## Impact on LCAP and Annual Update

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

The input received during the process detailed above demonstrates that stakeholders want the successful education of the district's children. For Goal 1, Action 4 this was be a big change for our campus. The loss of having a part-time .4 Special Projects Director did not lessen our dedication to providing all staff with support in helping our English Learners to become academically proficient. The morning T-K teacher was able to spend at least one to two afternoon per week on training's, setting up testing, testings, and providing follow-up support for EL's who are struggling readers. Based on last year's survey results we adopted a K- 3 math program that is in sync with the other grade levels thereby giving the parents and students the advantage of common structure, common language, and built in scaffolding. We also dedicated our Triple T (Teacher Teaching Tuesdays) to focus on Math. The 8th grade Math teacher took a leadership role to lead the six Triple T's and to provide coaching in math instruction for the other teachers. Teachers reported a greater comfort in teaching math this year. Based on survey results and redesignation data we will be focusing more on ELD instruction across grade levels for next year. We will continue utilizing STEMscopes for hands-on science opportunities but we are also planning to outfit a STEAM lab that can be utilized across grade levels.

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

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

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

# Goal 1

Goal 1 - Increase student achievement.

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

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

**Local Priorities:**

## Identified Need:

After analyzing the dashboard assessment data, 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 Measureable 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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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% reclassified
Attendance Rate	Maintain 97% attendance rate	Maintain 98% attendance rate	Maintain 98% attendance rate	Maintain 98% attendance rate
Facilities	Maintain in good repair	Maintain in good repair	Maintain in good repair	Maintain in good repair
Fully- credential teachers	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials	Maintain teachers with appropriate credentials

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.1 Adopt/Pilot and purchase California State 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

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

N/A

resources to support investigations, performance tasks, and projects..

projects.

### Budgeted Expenditures

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

### Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

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

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

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,450	\$5,000	\$27,500

Year	2017-18	2018-19	2019-20
Source	Unrestricted and Restricted State	Unrestricted, Supplemental/Concentration	Unrestricted, Supplemental/Concentration
Budget Reference	Textbooks, Materials and Supplies, Professional Services	Textbooks Material and Supplies Professional Services	Textbooks Material and Supplies Professional Services

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology

1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$32,250	\$37,500	
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	
<b>Budget Reference</b>	Non-capitalized Equipment, Professional Services	Material and Supplies Non-capitalized Equipment Professional Services	

**Action #4**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

1.4 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 practice

N/A

## Budgeted Expenditures

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

## Action #5

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

### Students to be Served

Students with Disabilities

### Location(s)

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

1.5 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.

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$479,475

\$510,953

Year	2017-18	2018-19	2019-20
Source	Unrestricted, Restricted State; Restricted Federal	Restricted, Federal, IDEA Restricted, State, Special Education	
Budget Reference	Certificated Salaries and Benefits, Classified Salaries and Benefits, Materials and Supplies, Services and Other Operating Expenditures, Other Outgo	Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies, Professional Services Other Outgo	

## Action #6

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

### Students to be Served

All Students

### Location(s)

All Schools

**OR**

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

### Students to be Served

N/A

### Scope of Services:

N/A

### Location(s)

N/A

## Actions/Services

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

Unchanged

**2017-18 Actions/Services**

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

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

Modified

**2018-19 Actions/Services**

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

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

Unchanged

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$116,634	\$121,073	
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	
<b>Budget Reference</b>	Certificated Salaries and Benefits	Certificated Salaries and Benefits	

**Action #7**

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

1.7 Develop interim benchmark assessments for all grade levels.

**2018-19 Actions/Services**

1.7 Develop interim benchmark assessments for all grade levels.

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$1,350	\$1,000	
<b>Source</b>	Unrestricted	Unrestricted	
<b>Budget Reference</b>	Professional Services	Professional Services	

## Action #8

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

### Students to be Served

### Location(s)

All Students

All Schools

**OR**

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

### Students to be Served

### Scope of Services:

### Location(s)

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$899	
Source	Unrestricted	Unrestricted, Supplemental/Concentration	
Budget Reference	Professional Services	Certificated Salaries and Benefits	

**Action #9**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

**Budgeted Expenditures**

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

**2018-19**

**2019-20**

**Amount**

\$98,691

\$110,913

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

## Action #10

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$52,679	\$50,458.00	
<b>Source</b>	Unrestricted and Restricted State	Restricted, ASES	
<b>Budget Reference</b>	N/A	Material and Supplies Sub-agreement Professional Services	

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

Unchanged

## Goal 2

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

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

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

**Local Priorities:**

### Identified Need:

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

### Expected Annual Measureable Outcomes

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

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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 level communication events.	Averaged 70% participation at class level 19% at school 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.
Increase return rate on parent surveys.	34% survey completion	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**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

N/A

N/A

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

## Budgeted Expenditures

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

## Action #2

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

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

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

N/A

**Budgeted Expenditures**

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

**Action #3**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

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

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

N/A

## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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

## Action #4

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

N/A

## Budgeted Expenditures

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

**Budget Reference**

Materials and Supplies

Material and Supplies

**Action #5**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

### Budgeted Expenditures

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

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

Unchanged

## Goal 3

Goal 3 - Increase student engagement in the school environment.

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

**State Priorities:** 5, 6

**Local Priorities:**

### Identified Need:

More students need to learn and demonstrate skills for successful learning, engagement and living, and to feel that they are important members of the learning community.

### Expected Annual Measureable Outcomes

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

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

Student Service Learning Participants in 2016- 2017 averaged 35%

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

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

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

Support students with counseling services to support good mental health.

School Psychologist served 12 students in group setting

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

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

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

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

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

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

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

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

Provide out of school learning opportunities for all students.

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

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

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

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

Chronic Absenteeism rates	3.46%	Decrease	Decrease	Decrease
Middle School Dropout rates (Dataquest)	"0" students	Maintain	Maintain	Maintain
API, A-G, AP, EAP, High School /Dropout rates	N/A	N/A	N/A	N/A

## 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

#### Location(s)

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$9,647

\$10,322

**Source**

Unrestricted

Unrestricted,  
Supplemental/Concentration

**Budget Reference**

Certificated Salaries and Benefits

Certificated Salaries and Benefits

**Action #2**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

N/A

### Budgeted Expenditures

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

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.3 Involve students in service learning projects

3.3 Involve students in service learning projects

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$500	\$500	
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	
<b>Budget Reference</b>	Materials and Supplies	Material and Supplies	

**Action #4**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

3.4 Increase access to music/educational program.

3.4 Increase access to music/educational program.

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$51,766	\$55,244	
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	
<b>Budget Reference</b>	Certificated Salaries and Benefits, Materials and Supplies, Repairs	Certificated Salaries and Benefits Material and Supplies Rents and Repairs	

## Action #5

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

N/A

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,475	\$2,694	
Source	Unrestricted	Unrestricted, Lottery	
Budget Reference	Certificated Salaries and Benefits, Classified Salaries and Benefits, Professional Services	Certificated Salaries and Benefits	

## Action #6

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$12,445	\$33,459	
<b>Source</b>	Unrestricted	Unrestricted, Supplemental/Concentration	
<b>Budget Reference</b>	Professional Services	Certificated Salaries and Benefits Transfer of Direct Costs (Transportation) Professional Services	

## Action #7

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

**Students to be Served**

**Location(s)**

Students with Disabilities

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

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

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

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.7 Continue implementing Carol Dweck's work on Growth Mindset

3.7 Continue implementing Carol Dweck's work on Growth Mindset

N/A

## Budgeted Expenditures

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

## Action #8

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Unchanged

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

Unchanged

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

Unchanged

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

N/A

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$0		
<b>Source</b>	N/A		
<b>Budget Reference</b>	N/A		

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$279,207

Percentage to Increase or Improve Services

14.15%

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

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

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

developmental process.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$404,981

Percentage to Increase or Improve Services

20.69%

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

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

additional staff, technology to allow 1 to 1 STEAM Nights,