

Introduction:

Somis Union School District was established in 1895 and moved to its present location in 1924. It is situated on over eight acres in the heart of the beautiful community of Somis located in Ventura County. It is a small, one-school district and serves students in grade TK-8. Somis School has been serving the educational needs of the community for over one hundred years and believes 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. Opportunities for participation in the school and district are announced throughout the year in the monthly school newsletter, Somis School's website, the marquee, classroom newsletter, the automated telephone system, facebook, twitter, and communications from the superintendent. We have an active and energetic Parent, Faculty Organization, (PFO). Somis School provides; full day kindergarten, instrumental music, free breakfast for all, free after school child care through the ASES Program, no combination classrooms, a full-time librarian, freshly prepared nutritious meals, wireless access in all classrooms, iPads, lap-top computers, chromebooks, a language lab, and much, much more in a safe, supportive environment.

Somis School is part of a consortium with the five small districts in Ventura County including; Mesa, Briggs, Somis, Mupu, and Santa Clara. Our teachers participate in professional learning opportunities with other member of the consortium.

In 2012, Somis School had the third highest gain in API of all school districts in Ventura County and in 2013, Somis School had the highest gain in API score of all school districts in Ventura County. In 2015 our 8th grade students scored just one point less than the highest scoring district in Ventura County on the math CAASPP. In 2016 Somis School was designated as a Gold Ribbon School and also received the Academic Achievement Award from the California Department of Education. We are currently making plans to construct a new school.

The enrollment is approximately 240 students, and the demographic make-up of the student population is approximately 71% Hispanic, 26% White, and 3% other. We serve students from low to affluent socio-economic backgrounds, with about 69% of students eligible to participate in the National Lunch Program. Approximately 44% of the student population are English Learners.

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.

Somis School students and staff strive to live by our STARS principles:

S-Start each day with a positive attitude.

T-Take responsibility for my actions.

A-Always try, and then try again.

R-Remember to use safe choices.

S-Show respect for myself and others.

LEA: Somis Union

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach

additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP

District LCAP Process:

Announcements regarding LCAP and the need for stakeholder engagement were made at Back to School Night, Open House, PFO meetings, SSC/DELAC/PAC meetings, Student-of-the-Month assemblies, staff meetings and notices were sent home.

A survey, consisting of seventeen questions related to the LCAP goals, was sent out to all stakeholders: parents, students, educators, staff, community members, business and industry representatives and public agency representatives (3/21/16). A paper version of the survey was sent home with children on March 22, 2016. It was emailed again to all Somis families and the above stakeholder list on March 24, 2016.

Upper grade students (56 from grades 6, 7, and 8) completed the LCAP survey on March 22, 2016. The same students completed a student attitude survey on December 18, 2015.

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

TK-8 Site meetings:

1. Back to School Night, Open House, Author's Fair provided opportunities to engage stakeholders
2. School Site/DELAC Council Meetings/PAC
3. PFO Meetings
4. Staff meetings

Somis Board of Education-Ongoing communication between the superintendent and Board of Education via "Friday Letter to the Board." Monthly board meetings with a special focus on LCAP.

Learning Focus Meeting-Ongoing monthly Superintendent/Director of Special Projects meetings and discussions for implementation, development/review of metrics.

A written response to the LCAP from the superintendent was not needed or provided.

Stakeholders reviewed progress of LCAP implementation and available metrics. From these discussions the Input from the stakeholder and community highlighted successes and opportunities and guided the revision of the LCAP.

LCAP Goals 2015-16:

1. Improve overall student achievement
2. Close achievement gap among subgroups
3. Increase parent engagement and participation
4. Increase student engagement in the school environment.

There was an overall positive response from all stakeholders regarding the direction of the current LCAP and the majority of the actions remain the same. As a result of feedback at various stakeholder meetings and the top priorities surfaced through surveys and meetings the following was decided:

- There was an overlap in goals 1 and 2. It will be consolidated into Goal 1-improve overall student achievement.
- Goals 2 and 3 are the same. Increase parent engagement and participation and increase student engagement in the school community.
- Key discussion points revolved around:
 - Need to strategically manage progress for long term success. Therefore Goal 1 has more modest growth targets and Goal 2 does not seek to increase the quantity or participation of family engagement opportunities. The increase will be more qualitative in the sense of engagement and community as a result of participation.
 - Need to focus on mathematics achievement. Goal 1 and Action 1.8 identifies the need for interim benchmark assessments that are more informative to instruction. Goal 1 and Action 1.9 provides the opportunity to develop a schoolwide strategy to improve mathematics teaching and learning.
 - Need to focus on attendance recognition. As a result, consistent attendance will be recognized Goal 3 and Action 3.8.
 - Need to improve student academic self-perception. As a result, Somis will explore Brainology and implement schoolwide. Goal 3 and Action 3.7.

- Surveys indicated a desire for more student supervision during outdoor play. As a result, an additional person will be added to morning duty. Goal 3 and Action 3.9.

LCAP Goals 2016-17

1. Improve overall student achievement
 - i. Teachers want to have more informative benchmark assessments for all grade levels. Goal 1 and Action 1.8.
 - ii. Teachers, Superintendent and Director of Special Projects identified mathematics as a focus for improvement. Goal 1 and Action 1.9.
 - iii. PFO, School Site Council, survey results acknowledge the progress made to shift to engaging project-based learning. Goal 1 and Action 1.5.
2. Increase parent engagement and participation
 - i. Surveys, teachers, and PFO recognize the value of family engagement and currently feel the quantity is sufficient. Somis will maintain the current level and seek to deepen the solidify the sense of community. Goal 2 and Action 2.2.
3. Increase student engagement in the school environment.
 - i. Service learning is a valuable component of Somis programming but based on teacher feedback the growth will be more modest. Goal 3 and Action 3.3.
 - ii. A student attitude survey has promising results. The dip was student academic self-perception. As a result, Somis will explore Brainology and may implement schoolwide. Goal 3 and Action 3.7.
 - iii. Community members shared with the superintendent the need for onsite childcare. Goal 3 and Action 3.8.

Annual Update:

District LCAP Process:

A district survey was completed by members of the community. Parents from 151 households. Of those 31 were completed in English and 20 were completed in Spanish. Surveys were completed by 36 students, 10 educators, 6 staff and 0 community members or representatives from business and industry.

Annual Update:

Goal 1 Improve overall student achievement

As a result of ongoing discussion at various meetings, stakeholders were present with district benchmark results, ELD benchmark data, CAASPP baseline data and CELDT results, as well as redesignation rates for the district. Data determined increasing proficiency from TK-8th grade.

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. Students at Somis have high attendance rates.
4. Somis parents are encouraged to be involved in the

school. The following prompts decreased:

1. The school gives students sufficient access to technology.

Upper grade students completed a student attitude survey. Their input served as a proxy for schoolwide student input. The result was 80% of students had a positive attitude toward school. From lowest to highest:

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

TK-8 Site meetings:

1. Back to School Night, Open House, Author's Fair provided opportunities to engage stakeholders (9/15/15, 4/21/16, 5/24/16).
2. School Site/DELAC Council Meetings (Review implementation and metrics. Advise on modifications.) 12/14/15, 3/14/15, 5/25/16
3. PFO Meetings (Review implementation and metrics. Advise on modifications.) 1/5/16, 2/2/16, 4/5/16
4. Staff meetings (Collaboration on implementation and assessment, data analysis, review metrics.)
 - i. TTT (10/13/15, 12/1/15, 1/5/16, 2/9/16, 3/15/16, 4/12/16, 5/17/16)
 - ii. ELLT (9/22/15, 11/3/15, 2/23/16, 5/31/16,
 - iii. Staff (11/10/15, 12/8/15, 1/12/16, 2/16/16, 4/5/16, 5/10/16)
 - iv. Benchmark Data Analysis(10/10/15, 2/2/16, 4/26/16)

Somis Board of Education-Ongoing 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 10/13/15, Programmatic review 12/8/15,

Each year a child attends Somis performance gradually improves. The dips in progress were in the early grades and across all grades learners performed better in ELA/Literacy than in Math. As an example, 69% of 8th graders met or exceeded the ELA standard and 54% met or exceeded the Math standards. In comparison, 20% of 3rd graders met or exceeded the ELA standard and 13% met or exceeded the Math standards.

This data, as well as stakeholder input, supported our need to continue the goal of increasing student achievement and the majority of the actions. However, there will be more of a focus on supporting mathematics teaching and learning.

Reclassification rates were 21% which met our goal. In addition, there was an increase of 15% in the positive movement along the CELDT continuum.

Stakeholders wanted to continue to develop the district's technology infrastructure and technology integration by developing a 1:1 ratio.

Stakeholders indicated a satisfaction with current professional learning efforts however, there was a desire to develop more useful benchmark assessments for all grade levels.

California State Standards aligned curricula will be pursued to pilot and purchase. Supplementary materials will be purchased as needed. The content areas are divided by STEM and Literacy.

Stakeholders continue to value the single grade level learning environments.

Goal 2 Increase parent engagement and participation

Attendance data from events, meetings with educators, and surveys from the Somis community indicate a satisfaction with the quantity and quality of participation in events that include opportunities for: learning, communication, engagement and audience. There is a desire to maintain progress and institutionalize the work that has been done in the past couple of years. The community was especially proud of earning the distinction of a California Gold Ribbon School based on the Somis STEAM Powered model.

Somis aimed to have 50% of all households respond to the LCAP survey. However, only 33% did. This number was an increase from

Survey review 4/12/16, Public Hearing 5/10/16 and LCAP Review/adoption 6/14/16.

Learning Focus Meeting-Ongoing monthly Superintendent/Director of Special Projects meetings and discussions for implementation, development/review of metrics (8/15-6/16).

A written response to the LCAP was not needed or provided by the superintendent.

the previous year. A more modest growth will be projected.

Goal 3 Increase student engagement in the school community

The student attitude survey indicates Somis students feel connected and supported by the school and community. A dip in comparison to the high marks was in student academic self-perception. Because this indicator is so powerfully connected to student achievement stakeholders agreed to explore a research-based program, Brainology. Upper grade students completed a student attitude survey. Their input served as a proxy for schoolwide student input. The result was 80% of students had a positive attitude toward school. From lowest to highest:

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

Service learning will continue to expand but at a more modest rate to ensure overall programmatic quality. Only 22% participated this year and teachers valued more time for planning for service learning and room in their schedule to fully implement other efforts.

Student engagement in the school environment was supported in a variety of ways. Counseling services have been well received by stakeholders and will continue. Fieldtrips continue to engage students and their families in making learning relevant beyond the school campus. The music program is a valued part of Somis learning and will continue. Surveys indicated a desire for more student supervision during outdoor play. Another person will be added to the morning roster.

Local community members have expressed interest in enrolling their children at Somis but their work schedule requires childcare. Childcare will be available next year in the mornings/afternoons.

This also could help with children who are tardy. Attendance is a necessity in a learning environment. Recognizing attendance will be incorporated into regular recognition opportunities such as Student of the Month Assemblies.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable

unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1 - Increase student achievement.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
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Identified Need:	After analyzing 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.		
Goal Applies to:	Schools:	Somis School	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

<p>Expected Annual Measurable Outcomes:</p>	<p>2014-15 Baseline for ELA/Literacy SBAC results for overall districtwide, represents 35% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 36%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represents 9% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 10%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represents 29% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 30%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represents 7% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 8%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represents 32% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 33%.</p> <p>2014-15 Baseline for Mathematics SBAC results for overall districtwide, represents 24% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 25%.</p> <p>2014-15 Baseline for Mathematics SBAC results for English Learners, represents 7% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 8%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Low Income, represents 23% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 24%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Special Education, represents 0% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 3%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Hispanic, represents 21% met or proficient. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 22%.</p> <p>2015-16 Reclassification rates districtwide represents 25%. Each year will increase that percentage by 3, in 2016-17 that measurement will be 26%</p> <p>2015-16 CELDT results reveal 56% of students tested had positive movement. Each year will increase that percentage by 3, in 2016-17 that measurement will be 58%</p> <p>100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. Maintain 100% teachers assigned and credentialed appropriately for the students they teach.</p> <p>API-state not available. A-G, AP and EAP-state not available.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Adopt/Pilot and purchase California State Standards aligned programs. NGSS aligned.</p> <p>Purchase supplementary materials to support California State Standards instruction. NGSS aligned.</p> <p>Purchase materials to support science, technology, engineering and mathematics. NGSS aligned.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000</p>
<p>1.2 Adopt/Pilot and purchase California State Standards aligned programs.</p> <p>Purchase supplementary materials to support California State Standards instruction. ELD aligned.</p> <p>Purchase materials to support ELA/Literacy, Social Studies and other content areas.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000.</p>
<p>1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment.</p> <p>Laptops, tablets, desktops purchased to add to or replenish technology.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>

<p>1.4 Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with English Learners.</p> <p>.40 Special Programs Director.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted \$52,000</p>
<p>1.5 Provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices.</p>	<p>Somis School Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services, Restricted State \$4,000 Certificated Salaries; Restricted State \$16,785</p>
<p>1.6 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p> <p>Services provided according to each IEP.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education; Restricted & Unrestricted \$113,500</p>

1.7 Provide single grade learning environments to limit the difficulties in multigrade classrooms.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$98,000
1.8 Develop interim benchmark assessments for all grade levels.	Somis School Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$8,150
1.9 Develop a schoolwide strategy to improve mathematics teaching and learning.	Somis School Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Restricted Federal \$610 Materials and Supplies; Restricted Federal \$1500 Professional Services; Restricted Federal \$8,600

<p>1.10 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Redesignated Fluent English Proficient Students.</p> <p>Purchase materials and services for intervention and acceleration.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$39,000</p> <p>Classified Salaries and Benefits; Restricted Federal</p> <p>\$35,075</p> <p>Professional Services; Restricted Federal</p> <p>\$1,700</p>
<p>1.11 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Students with Disabilities and Homeless students.</p>	<p>Somis School</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,025</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>2014-15 Baseline for ELA/Literacy SBAC results for overall districtwide, represents 35% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 37%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represents 9% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 11%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represents 29% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 31%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represents 7% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 9%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represents 32% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 34%.</p> <p>2014-15 Baseline for Mathematics SBAC results for overall districtwide, represents 24% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 25%.</p> <p>2014-15 Baseline for Mathematics SBAC results for English Learners, represents 7% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 8%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Low Income, represents 23% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 25%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Special Education, represents 0% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 4%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Hispanic, represents 21% met or proficient. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 23%.</p> <p>2015-16 Reclassification rates districtwide represents 25%. Each year will increase that percentage by 3, in 2016-17 that measurement will be 27%</p> <p>2015-16 CELDT results reveal 56% of students tested had positive movement. Each year will increase that percentage by 3, in 2016-17 that measurement will be 60%</p> <p>100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. Maintain 100% teachers assigned and credentialed appropriately for the students they teach.</p> <p>API-state not available. A-G, AP and EAP-state not available.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Continue to Adopt/Pilot and purchase California State Standards aligned programs. NGSS aligned.</p> <p>Continue to purchase supplementary materials to support California State Standards instruction. NGSS aligned.</p> <p>Continue to purchase materials to support science, technology, engineering and mathematics. NGSS aligned</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects. NGSS aligned.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000</p>
<p>1.2 Continue to Adopt/Pilot and purchase California State Standards aligned programs.</p> <p>Continue to purchase supplementary materials to support California State Standards instruction. ELD aligned.</p> <p>Continue to purchase materials to support ELA/ Literacy, Social Studies and other content areas.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000.</p>
<p>1.3 Continue to purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment.</p> <p>Laptops, tablets, desktops purchased to add to or replenish technology.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>

<p>1.4 Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with ELs</p> <p>.40 Special Programs Director.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$52,000</p>
<p>1.5 Provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services, Restricted State</p> <p>\$4,000</p> <p>Certificated Salaries; Restricted State</p> <p>\$16,785</p>
<p>1.6 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p> <p>Services provided according to each IEP.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education; Restricted & Unrestricted</p> <p>\$113,500</p>

<p>1.7 Provide single grade learning environments to limit the difficulties in multigrade classrooms.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted \$98,000</p>
<p>1.8 Continue to develop, refine and implement interim benchmark assessments for all grade levels.</p>	<p>Somis School Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted \$8,150</p>
<p>1.9 Continue to develop, refine, and implement a schoolwide strategy to improve mathematics Somis School teaching and learning.</p>	<p>Somis School Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal \$610 Materials and Supplies; Restricted Federal \$1500 Professional Services; Restricted Federal \$8,600</p>

<p>1.10 Provide additional intervention and acceleration for: low income, English Learners, Foster Youth, Redesignated Fluent English Proficient Students.</p> <p>Purchase materials and services for intervention and acceleration.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$39,000</p> <p>Classified Salaries and Benefits; Restricted Federal</p> <p>\$35,075</p> <p>Professional Services; Restricted Federal</p> <p>\$1,700</p>
<p>1.11 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Students with Disabilities and Homeless students.</p>	<p>Somis School</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,025</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>2014-15 Baseline for ELA/Literacy SBAC results for overall districtwide, represents 35% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 38%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represents 9% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 11%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represents 29% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 31%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represents 7% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 9%.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represents 32% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 34%.</p> <p>2014-15 Baseline for Mathematics SBAC results for overall districtwide, represents 24% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 25%.</p> <p>2014-15 Baseline for Mathematics SBAC results for English Learners, represents 7% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 8%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Low Income, represents 23% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 25%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Special Education, represents 0% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 5%.</p> <p>2014-15 Baseline for Mathematics SBAC results for Hispanic, represents 21% met or proficient. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 23%.</p> <p>2015-16 Reclassification rates districtwide represents 25%. Each year will increase that percentage by 3, in 2018-19 that measurement will be 28%</p> <p>2015-16 CELDT results reveal 56% of students tested had positive movement. Each year will increase that percentage by 3, in 2018-19 that measurement will be 62%</p> <p>100% of teachers will align all of their instruction to California State Standards for ELA and Mathematics. Maintain 100% teachers assigned and credentialed appropriately for the students they teach.</p> <p>A-G, AP and EAP-state not available. API-state not available.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>1.1 Continue to Adopt/Pilot and purchase California State Standards aligned programs. NGSS aligned.</p> <p>Continue to purchase supplementary materials to support California State Standards instruction. NGSS aligned.</p> <p>Continue to purchase materials to support science, technology, engineering and mathematics. NGSS aligned.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000</p>
<p>1.2 Continue to Adopt/Pilot and purchase California State Standards aligned programs.</p> <p>Continue to purchase supplementary materials to support California State Standards instruction. ELD aligned.</p> <p>Continue to purchase materials to support ELA/ Literacy, Social Studies and other content areas.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Approved Textbooks; Restricted</p> <p>\$20,000.</p>
<p>1.3 Continue to purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment.</p> <p>Laptops, tablets, desktops purchased to add to or replenish technology.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Materials and Supplies; Unrestricted</p> <p>\$30,000</p>

<p>1.4 Provide additional support and services for English Learners and provided staff training for certificated and classified staff working with ELs</p> <p>.40 Special Programs Director.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted</p> <p>\$52,000</p>
<p>1.5 Provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services, Restricted State</p> <p>\$4,000</p> <p>Certificated Salaries; Restricted State</p> <p>\$16,785</p>
<p>1.6 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p> <p>Services provided according to each IEP.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Special Education; Restricted & Unrestricted</p> <p>\$113,500</p>

1.7 Provide single grade learning environments to limit the difficulties in multigrade classrooms.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$98,000
1.8 Continue to develop, refine and implement interim benchmark assessments for all grade levels.	Somis School Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$8,150
1.9 Continue to develop, refine and implement a schoolwide strategy to improve mathematics teaching and learning.	Somis School Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Restricted Federal \$610 Materials and Supplies; Restricted Federal \$1500 Professional Services; Restricted Federal \$8,600

<p>1.10 Provide additional intervention and acceleration for: low income, English Learners, Foster Youth, Redesignated Fluent English Proficient Students.</p> <p>Purchase materials and services for intervention and acceleration.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Restricted Federal</p> <p>\$39,000</p> <p>Classified Salaries and Benefits; Restricted Federal</p> <p>\$35,075</p> <p>Professional Services; Restricted Federal</p> <p>\$1,700</p>
<p>1.11 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Students with Disabilities and Homeless students.</p>	<p>Somis School</p> <p>Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Professional Services; Unrestricted</p> <p>\$5,025</p>

GOAL:	Goal 2 - Increase the effectiveness of parent engagement and participation.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 X 8 Local: N/A
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		
Goal Applies to:	Schools:	Somis School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Maintain family participation in school learning events (362).</p> <p>Maintain family participation in school sponsored engagement events (400).</p> <p>Maintain family participation in school sponsored communication events (643).</p> <p>Maintain family participation in school sponsored audience events (599).</p> <p>2015-16 surveys were completed by 33% of Somis Families. Each year will increase that percentage by 3, in 2016-17 that measurement will be at least 34%.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1 Provide access to technology and digital resources to promote parent understanding of educational program for:</p> <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English learners • Guardians of foster youth • Parents of redesignated English proficient <p>Provide access during after school program hours.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless</p> <p>_ Other</p>	<p>No additional cost to district</p>

<p>2.2 Hold learning events for families, students and educators.</p> <p>To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights.</p> <p>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.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Professional Services</p> <p>\$3,550</p> <p>Restricted, Materials and Supplies</p> <p>\$3,000</p>
<p>2.3 Hold communication events for families and educators.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$500</p>
<p>2.4 Provide childcare to support parent engagement.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Classified Salaries and benefits</p> <p>\$1,225</p>

<p>2.5 Hold engagement/audience events for families, students and educators.</p> <p>To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional cost to district</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain family participation in school learning events (362).</p> <p>Maintain family participation in school sponsored engagement events (400).</p> <p>Maintain family participation in school sponsored communication events (643).</p> <p>Maintain family participation in school sponsored audience events (599).</p> <p>2015-16 surveys were completed by 33% of Somis Families. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 35%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>2.1 Provide access to technology and digital resources to promote parent understanding of educational program for:</p> <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient <p>Provide access during after school program hours.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional cost to district</p>

<p>2.2 Hold learning events for families, students and educators.</p> <p>To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights.</p> <p>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.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Professional Services</p> <p>\$3,550</p> <p>Restricted, Materials and Supplies</p> <p>\$3,000</p>
<p>2.3 Hold communication events for families and educators.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$500</p>
<p>2.4 Provide childcare to support parent engagement.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Classified Salaries and benefits</p> <p>\$1,225</p>

<p>2.5 Hold engagement/audience events for families, students and educators.</p> <p>To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional cost to district</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain family participation in school learning events (362).</p> <p>Maintain family participation in school sponsored engagement events (400).</p> <p>Maintain family participation in school sponsored communication events (643).</p> <p>Maintain family participation in school sponsored audience events (599).</p> <p>2015-16 surveys were completed by 33% of Somis Families. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 36%.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>2.1 Provide access to technology and digital resources to promote parent understanding of educational program for:</p> <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient <p>Provide access during after school program hours.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>No additional cost to district</p>

<p>2.2 Hold learning events for families, students and educators.</p> <p>To promote family engagement in STEAM teaching and learning the district will host four (4) STEAM Family Nights.</p> <p>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.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Professional Services</p> <p>\$3,550</p> <p>Restricted, Materials and Supplies</p> <p>\$3,000</p>
<p>2.3 Hold communication events for families and educators.</p> <p>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.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Classified Salaries and Benefits; Unrestricted</p> <p>\$500</p>
<p>2.4 Provide childcare to support parent engagement.</p>	<p>Somis School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Restricted, Classified Salaries and benefits</p> <p>\$1,225</p>

<p>2.5 Hold engagement/audience events for families, students and educators.</p> <p>To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.</p>	<p>Somis School</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No additional cost to district</p>
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GOAL:	Goal 3 - Increase student engagement in the school environment.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A	
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.			
Goal Applies to:	Schools:	Somis School		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>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%.</p> <p>Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county.</p> <p>Continue to maintain Attendance rates (98%) above the average of both state and county.</p> <p>80% of students surveyed will indicate a positive attitude toward school.</p> <p>Maintain less than 1% chronic absenteeism: state data not available</p> <p>Maintain 0% middle school dropout rate.</p> <p>High school dropout rate not applicable.</p> <p>High school graduation rate not applicable.</p> <p>Maintain facilities in good repair.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 Counseling hours provide time for groups to address social emotional issues.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$6,375
3.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	No additional cost to district
3.3 Involve students in service learning projects.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted: \$2,500

<p>3.4 Increase access to music/educational program.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted: \$37,000 Materials and Supplies; Unrestricted \$1,500</p>
<p>3.5 Provide after school sports and athletic activities and competition events.</p>	<p>Somis School Grades: 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted: \$2,800 Materials and Supplies Unrestricted: \$500 Professional Services; Unrestricted \$250</p>

3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted: \$8,000
3.7 Explore Brainology program and may implement schoolwide.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.9 Augment student supervision during outdoor play.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries and Benefits; Unrestricted \$1,240

<p>3.10 Increase variety of meals offered in the school cafeteria. Upgrade kitchen.</p>	<p>Somis School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to district</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>2015-16 the baseline for Students Service Learning participation represents 22%. Each year will increase that percentage by 3, in 2017-18 that measurement will be at least 24%.</p> <p>Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county.</p> <p>Continue to maintain Attendance rates (98%) above the average of both state and county.</p> <p>80% of students surveyed will indicate a positive attitude toward school.</p> <p>Maintain less than 1% chronic absenteeism: state data not available</p> <p>Maintain 0% middle school dropout rate.</p> <p>High school dropout rate not applicable.</p> <p>High school graduation rate not applicable.</p> <p>Maintain facilities in good repair.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

3.1 Counseling hours provide time for groups to address social emotional issues.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$6,375
3.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	No additional cost to district
3.3 Involve students in service learning projects.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted: \$2,500

<p>3.4 Increase access to music/educational program.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted: \$37,000 Materials and Supplies; Unrestricted \$1,500</p>
<p>3.5 Provide after school sports and athletic activities and competition events.</p>	<p>Somis School Grades: 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted: \$2,800 Materials and Supplies Unrestricted: \$500 Professional Services; Unrestricted \$250</p>

3.6 Provide out of school enrichment opportunities aligned with California State Standards.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted: \$8,000
3.7 Continue to explore Brainology program and decide on implementation schoolwide.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.9 Augment student supervision during outdoor play.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries and Benefits; Unrestricted \$1,240

<p>3.10 Increase variety of meals offered in the school cafeteria. Upgrade kitchen.</p>	<p>Somis School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional cost to district</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>2015-16 the baseline for Students Service Learning participation represents 22%. Each year will increase that percentage by 3, in 2018-19 that measurement will be at least 25%.</p> <p>Continue to maintain Suspension/Expulsion rates (0%) below the average of both state and county.</p> <p>Continue to maintain Attendance rates (98%) above the average of both state and county.</p> <p>80% of students surveyed will indicate a positive attitude toward school.</p> <p>Maintain less than 1% chronic absenteeism: state data not available</p> <p>Maintain 0% middle school dropout rate.</p> <p>High school dropout rate not applicable.</p> <p>High school graduation rate not applicable.</p> <p>Maintain facilities in good repair.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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3.1 Counseling hours provide time for groups to address social emotional issues.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Certificated Salaries and Benefits; Unrestricted \$6,375
3.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	No additional cost to district
3.3 Involve students in service learning projects.	Somis School Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	Materials and Supplies; Unrestricted: \$2,500

<p>3.4 Increase access to music/educational program.</p>	<p>Somis School Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Certificated Salaries and Benefits; Unrestricted: \$37,000 Materials and Supplies; Unrestricted \$1,500</p>
<p>3.5 Provide after school sports and athletic activities and competition events.</p>	<p>Somis School Grades: 6th, 7th, 8th</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Classified Salaries and Benefits; Unrestricted: \$2,800 Materials and Supplies Unrestricted: \$500 Professional Services; Unrestricted \$250</p>

3.6 Provide out of school enrichment opportunities aligned with California State Standards.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional Services; Unrestricted: \$8,000
3.7 Continue to refine and implement Brainology program schoolwide if previous exploration proved to be successful.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No additional cost to district
3.9 Augment student supervision during outdoor play.	Somis School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Classified Salaries and Benefits; Unrestricted \$1,240

<p>3.10 Increase variety of meals offered in the school cafeteria. Upgrade kitchen.</p>	<p>Somis School Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No additional cost to district</p>
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Increase student achievement.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
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Goal Applies to:	Schools:	Somis School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>33% of students will score proficient or above on standardized assessments.</p> <p>33% of students will score proficient or above on district assessments.</p> <p>100% of teachers will align at least 75% of their instruction to Common Core State Standards.</p> <p>Maintain 100% teachers are assigned and credentialed appropriately for the students they teach.</p> <p>API-state not available.</p> <p>A-G, AP and EAP-state not applicable.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>2014-15 ELA/Literacy SBAC results for overall districtwide, represents 35% met or exceeded the standard. 2015-16 results are pending. Mathematics SBAC results for overall districtwide, represents 24% met or exceeded the standard. 2015-16 results are pending. District assessments results were not tabulated because systems are being established. 80% or teachers aligned at least 75% of their instruction to Common Core State Standards. 100% teachers were assigned and credentialed appropriately for the students they teach. API-state not available.</p> <p>A-G, AP and EAP-state not applicable.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Adopt/Pilot and purchase common core aligned programs. K-5 Math	<p>Books and Supplies</p> <p>Restricted</p> <p>\$20,000</p>	<p>1.1 Several grade levels piloted California State Standards aligned mathematics programs. The cost to pilot was modest even though \$20,000 was budgeted. Grades 4-5 are close to adopting therefore funds will be expended in 2016-17. Primary grades are likely to select another pilot in 2016-17.</p>	<p>Materials and Supplies; Restricted</p> <p>3,750</p>

Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.1 (B) Provide additional support and services for English Learners and provide staff training for certificated and classified staff working with ELs .40 Special Programs Director. Coordinated the delivery of ELD for small group instruction.		Certificated Salaries and Benefits Unrestricted \$14,480 Restricted \$33,785	1.1(B) Support and services were provided for English Learners. Staff training was provided for certificated and classified staff working with English Learners. An increase in funding (\$1,785) was needed as a result of a 4% raise for all staff members.		Certificated Salaries and Benefits; Unrestricted 50,050
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.2 Purchase common core aligned supplementary materials to support Common Core State Standards instruction in both ELA and Math. Somis School educators are supported to integrate learning through learning experiences bridging content and construct.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>		<p>Books and Supplies</p> <p>Restricted</p> <p>\$3,000</p>	<p>Supplementary materials to support California State Standards were not purchased as anticipated. Educators are in the midst of pilots and did not identify additional materials. As a result, \$50 was spent when \$3,000 was budgeted.</p>	<p>Materials and Supplies; Restricted</p> <p>50</p>
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Somis School</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>1.3 Purchase technology devices to develop 1:1 ratio so that all students have access to common core instruction and assessment.</p> <p>Laptops, tablets, desktops purchased to add to or replenish technology.</p>		<p>Materials and Supplies</p> <p>Unrestricted</p> <p>\$30,000</p>	<p>Technology devices were purchased however, \$30,000 was budgeted and \$13,000 was spent. Educators have been cautious to ensure the right platform is purchased for each grade level. More investments will be made in 2016-2017.</p>	<p>Materials and Supplies; Unrestricted/Restricted</p> <p>13,000</p>
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Somis School</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.4 Provide professional learning for educators on: Common Core State Standard, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, best instructional practices.</p>		<p>Restricted, Professional Services,</p> <p>\$4,000</p> <p>Certificated Personnel Salaries and Benefits,</p> <p>\$5,065</p>	<p>Professional learning was provided. Additional funds were used for materials (\$400) and slightly more was needed to cover the increase in cost of certificated salaries.</p>	<p>Certificated Salaries and Benefits; Restricted</p> <p>5,600</p> <p>Materials and Supplies; Restricted</p> <p>400</p> <p>Professional Services; Restricted</p> <p>4,025</p>	
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another interdistrict provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.</p> <p>Services provided according to each.</p>		<p>Restricted & Unrestricted, Special Education</p> <p>\$100,000</p>	<p>Special Education services were provided by the district, VCOE, or another interdistrict provider.</p> <p>\$100K was expended.</p>	<p>Other Tuition, Excess Cost Payments to County Offices; Restricted</p> <p>100,000</p>
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>1.6 Provide single grade learning environments to limit the difficulties in multigrade classrooms. <i>"We concluded that the difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning."</i> From Veenman (1996).</p>		<p>Certificated Salaries and Benefits Unrestricted \$63,485</p>	<p>1.6 Provided single grade learning environments to limit the difficulties in multigrade classrooms. TK-8th grade were all single grade classrooms 2015-16.</p>	<p>Certificated Salaries and Benefits; Unrestricted \$63,485</p>
<p>Scope of service:</p>	<p>Somis School Grades: All</p>		<p>Scope of service:</p>	<p>Somis School Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>What changes in actions, services, and expenditures</p>	<p>After reviewing student achievement data, meeting with stakeholders and reviewing progress the following changes will be incorporated into future goals, actions, and services:</p> <ol style="list-style-type: none"> 1. Students participated in interim assessments 2015-2016 however the system for collecting the results and informing practice is still being refined. This year's results were not tabulated. Goal 1 Action 1.8 provides the resources for a team of teachers will work to refine the system. 2. Numbering of the goals changed for ease of reading. 3. Goal 1 and 2 were consolidated. . 			

<p>Original Goal from prior year LCAP:</p>	<p>Close the achievement gap among sub groups.</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:</p>
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Goal Applies to:	Schools:	Somis School
	Grades:	All
	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, English Learners, Students with Disabilities

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Standardized Assessment (Summative)</p> <ul style="list-style-type: none"> • 33% of Hispanic student will score proficient or above on standardized assessments. • 33% of English Learner students will score proficient or above on standardized assessments. • 33% of students with disabilities will score proficient or above on standardized assessments. • 33% of Low-income students will score proficient or above on standardized assessments. <p>District Assessment (Formative Benchmarks)</p> <ul style="list-style-type: none"> • 33% of Hispanic student will score proficient or above on district assessments. • 33% of English Learner students will score proficient or above on district assessments. • 33% of students with disabilities will score proficient or above on district assessments. • 33% of Low-income students will score proficient or above on district assessments. <p>English Language Assessments</p> <ul style="list-style-type: none"> • 10% more English Learners will be reclassified to Fluent English Proficient than in 2014-15. • 5% increase in CELDT proficiency rates compared to 2014-15. 		<p>2015-16 SBAC results are pending. Therefore 2014-15 were used for this report.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Hispanic, represents 32% met or exceeded.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for English Learners, represents 9% met or exceeded.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Special Education, represents 7% met or exceeded.</p> <p>2014-15 Baseline for ELA/Literacy SBAC results for Low Income, represents 29% met or exceeded.</p> <p>2014-15 Baseline for Mathematics SBAC results for Hispanic, represents 21% met or exceeded.</p> <p>2014-15 Baseline for Mathematics SBAC results for English Learners, represents 7% met or exceeded</p> <p>2014-15 Baseline for Mathematics SBAC results for Special Education, represents 0% met or exceeded.</p> <p>2014-15 Baseline for Mathematics SBAC results for Low Income, represents 23% met or exceeded.</p> <p>District assessments were conducted for 3rd-8th grade as scheduled but results were not captured. Therefore, there is no evidence that 33% of students scored met or exceeded on standardized assessments.</p> <p>Reclassification rates: In 2015-16 25% of English Learners were reclassified.</p> <p>2015-15 CELDT positive movement 56.72%. This is a 15% increase from the previous year.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2.2.a, b, c, d (B) Provide additional intervention and acceleration for: <ul style="list-style-type: none"> • Low income • English Learners • Foster Youth • Redesignated Fluent English Proficient Pupils Purchase materials and services for intervention and acceleration.		Benefits \$27,825 Unrestricted, Materials and supplies \$3,000	2.2a,b,c,d (B) Provided additional intervention and acceleration for low income, English Learners, foster youth and redesignated English proficient pupils was budgeted at \$30,825. However, \$67,250 was expended for part-time certificated support and classified instructional aides to provide more targeted support in primary grades. On-line language classes were provided to staff, the community, and students to increase English/Spanish fluency.		Certificated Salaries and Benefits; Restricted 39,050 Classified Salaries and Benefits; Restricted 26,500 Professional Services; Restricted 1,700
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
2.3 a, b, c, d, (B) Support and share ASES after School Program to provide academic intervention, and enrichment for: <ul style="list-style-type: none"> • Low income pupils • English Learners • Foster Youth • Redesignated English Proficient pupils Supplement ASES budget to allow for maximum participation of English Learners, low income pupils.		Unrestricted, Professional Services \$1,000 Materials and Supplies \$1,020	2.3a,b,c,d, (B) Support for ASES after school program was budgeted at \$2,020. However, \$5,025 was expended. The City of Oxnard After School Program supported the implementation of high quality STEAM teaching and learning in the after school program. The increase was a result of payroll costs from the intermediary being passed along to the district. This action will need to be more adequately funded in future years.	Professional Services; Unrestricted 5,025
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- XFoster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures	<p>After reviewing student achievement data, meeting with stakeholders and reviewing progress the following changes will be incorporated into future goals, actions, and services:</p> <ol style="list-style-type: none"> 1. Goals and measurable outcomes: The outcomes had been projected to be 33%. However, that served as a proxy for a baseline that has now been established. The actual baseline will be used with a 3% increase projected annually. 2. Goal 1-Increase student achievement and Goal 2-Close the achievement gap among sub groups will be folded into one goal-Increase student achievement. The new goal will continue to target improved outcomes for subgroups. See Goal 1 3. Action 2.2a,b,c,d (B) Additional intervention and acceleration for low income, English Learners, foster youth and redesignated English proficient pupils was budgeted at \$30,825. However, \$67,250 was expended to provide more targeted support in primary grades. This action will need to be more adequately funded. 4. Action 2.3a,b,c,d, (B) Support for ASES after school program was budgeted at \$2,020. However, \$5,025 was expended. The investment supported the implementation of high quality STEAM teaching and learning in the after school program. The increase was a result of payroll costs from the intermediary being passed along to the district. This action will need to be more adequately funded. 5. Measurable Outcomes: District assessment data was cumbersome to calculate a collective score and therefore abandoned as a measure for LCAP. Somis 3rd-8th grade used the Smarter Balance Interim Assessment. TK-2 did not benefit from a uniform benchmark assessment. Concerns regarding the length of time testing and the quality of actionable data led to the decision to work with the other small districts to identify/create grade level assessments. See Goal 1: Action 1.8 6. Goals: Data from both CAASPP and district assessments reveal mathematics performance is weaker across all assessed grade levels. As a result, Somis will develop a schoolwide strategy to improve mathematics teaching and learning. See Goal 1: Action 1.9 7. Numbering of the goals changed for ease of reading.
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Original Goal from prior year LCAP:	Increase parent engagement and participation.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	Somis School Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>5% increase in family participation in school sponsored learning events (322).</p> <p>5% increase in family participation in school sponsored engagement events (400).</p> <p>5% increase in family participation in school sponsored communication events (560).</p> <p>5% increase in family participation in school sponsored audience events (250).</p> <p>The numbers in parenthesis reflect the baseline established 2014-2015. The goal amounts aim for 5% increase in subsequent years.</p> <p>50% return of parent surveys (178 households).</p>		<p>Learning (Family STEAM Nights, field trips, classroom learning activities) event participation increased from 322 participants to 362 participants for an increased by 12%.</p> <p>Engagement (Carnival) event participation stayed consistent at 400 participants.</p> <p>Communication (Back to School, Parent conferences, Community meetings, PFO, Open House) event participation increased from 560 participants to 643 participants for an overall increase of 33%.</p> <p>Audience (Talent show, music program, classroom performances) event participation increased from 250 to 599 participants for a total increase of 139%.</p> <p>In 2014-15 the District had 1,532 participants and in 2015-16 1,854 participants. Total contact participation increased by 21%.</p> <p>Parent surveys were completed by 33% of all households.</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
3.1.a,b,c,d (B) Provide access to technology and digital resources to promote parent understanding of educational program for: <ul style="list-style-type: none"> • Parents of low income pupils • Parents of English Learners • Guardians of Foster Youth • Parents of Redesignated English Proficient Provide access during after school program hours.		\$0	3.1.a,b,c,d(B) Access to technology and digital resources were provided to promote parent understanding of educational programs for: parents of low income pupils, English Learners, guardians of foster youth, and parents of redesignated English proficient. There was no additional cost to the District as it utilized existing resources.	
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>3.2 Hold learning events for parents, students and educators.</p> <p>Host 4 or more family events.</p> <p>Provide second language learning opportunities for adults (English/Spanish)</p>		<p>Restricted, Professional Services \$3,550</p> <p>Restricted, Materials and Supplies \$3,000</p>	<p>3.2 Learning events were held for parents, students and educators. There were four STEAM Family Nights. Spanish/English classes were conducted for Somis families. Costs were not as high as budgeted as staff and other community members volunteered their time and resources.</p>	<p>Materials and Supplies; Restricted 300</p> <p>Professional Services; Restricted 550</p>
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>3.3 Increase variety of meals offered in the school cafeteria. Upgrade kitchen</p>		<p>Determine nutrition requirements and costs to increase menu options</p> <p>\$0</p>	<p>3.3 Cafeteria staff continue to vary the menu options in response to student requests.</p>	<p>\$0</p>
<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Somis School</p> <p>Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.4 Provide childcare to support parent engagement.		Restricted, Classified Salaries and benefits \$1,225	3.4 Childcare was provided to support parent engagement activities.		Classified Salaries and Benefits; Restricted 1,220
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<p>After reviewing student achievement data, meeting with stakeholders and reviewing progress the following changes will be incorporated into future goals, actions, and services:</p> <ol style="list-style-type: none"> 1. Goals and measurable outcomes: In 2015-16, the aim for survey completion was 50% of all households. This year's 33% will serve as a baseline. This number will be used with a 3% increase projected annually. 2. Measureable outcomes: Stakeholders are pleased with the current quantity and quality of family events for learning, engagement, communication and opportunity to be an audience. Based upon surveys and stakeholder meetings, it will be important to balance the number of extracurricular family activities at Somis School and to not be intrusive on the lives of staff and families. The goal will be renamed to reflect this effort to "Increase the effectiveness of parent engagement and participation." 3. In 2016-17, Goals 1 and 2 were combined as Goal 1. Therefore, this goal is reordered as Goal 2. 4. Numbering of the actions/services were changed for ease of reading. 5. Action 3.2 grouped family engagement opportunities together. In an effort to focus on effectiveness, family engagement opportunities will be separated into more specific actions and services and identified as: learning, communication and/or audience/engagement. 6. Action 3.3 (Increase variety of meals offered in the school cafeteria. Upgrade kitchen.) has been moved to Goal 3 Action 3.10. Stakeholders felt it was more appropriately listed under student engagement.
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Original Goal from prior year LCAP:	Increase student engagement in the school environment.	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools: Somis School Grades: All	

		Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	70% of students will participate in student service projects.		Actual Annual Measurable Outcomes:	22% of Somis students participated in a service learning project.	
	Suspension/expulsion rates: 0%			Suspension/Expulsion rates: 0%	
Attendance rates: 98%		Attendance rate: 99%		Attendance rate: 99%	
70% of students surveyed will indicate a positive attitude toward school.		80% of students surveyed indicated a positive attitude toward school.		80% of students surveyed indicated a positive attitude toward school.	
1% chronic absenteeism rate.		Maintain less than 1% chronic absenteeism: state data is not available.		Maintain less than 1% chronic absenteeism: state data is not available.	
Maintain 0% middle school dropout rate.		Maintain 0% middle school dropout rate.		Maintain 0% middle school dropout rate.	
High school dropout rate not applicable.		High school dropout rate not applicable.		High school dropout rate not applicable.	
High school graduation rate not applicable.		High school graduation rate not applicable.		High school graduation rate not applicable.	
Maintain facilities in good repair.		Maintain facilities in good repair.		Maintain facilities in good repair.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
4.1 Add counseling hours to provide time for groups to address social emotional issues.		Unrestricted, Professional Consulting Services: Supplemental \$5,000	4.1 Added counseling hours to provide time for groups to address social/emotional issues.		Certificated Salaries and Benefits; Unrestricted 5,200

Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.2 Create a liaison for Foster Youth to ensure immediate enrollment and smooth transition.		Designate appropriate personnel to act as liaison. Unrestricted, Certificated/Classified Salaries and Benefits 0	4.2 Somis Union School District did not have any foster youth enrolled in 2015-16.	No additional cost to district	
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

4.3 Involve students in community service projects. Organize 1-2 year-long service projects.		Unrestricted, Supplies \$1,500	4.3 Three classes (17%) of Somis students participated in service learning projects. Professional development regarding service learning was provided for all credentialed educators. Two of the three classes picked lemons and distributed them to the community. The third class provided a tutorial to a lower grade in website design. The activities did not have any costs associated with them.	No additional cost to district
Scope of service:	Somis School Grades: All		Scope of service: Somis School Grades: TK, 2nd, 6th	
_ All ----- <input checked="" type="checkbox"/> Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races <input checked="" type="checkbox"/> Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- <input type="checkbox"/> Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races <input checked="" type="checkbox"/> Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
4.4 Increase access to music/educational program		Purchase/repair instruments. Purchase supplemental materials. Unrestricted \$5,000	4.4 Somis District provided access to a music education program. Limited funds were spent this year (\$1,320) to provide our first-year music teacher time to become familiar with the assets and needs of the music program.	Materials and Supplies; Unrestricted 1,220 Repairs; Unrestricted 100

Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4.5 Provide after school sports and athletic activities and competition events.		Extra hours for coaching and supplies. Unrestricted, Certificated/Classified Personnel Salaries and Benefits, Books and Supplies \$5,000	4.5 After school sports, athletic activities, and competitions were provided. Students selected the activities. Only one of the activities (soccer) had enough participants therefore, \$1,700 was spent when \$5,000 was budgeted.	Classified Salaries and Benefits; Unrestricted 800 Professionals Services; Unrestricted 1,700	
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: 6th, 7th, 8th	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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4.6 Provide out of school enrichment opportunities aligned to the Common Core.		Support one field trip for each grade. Unrestricted, Professional and Consulting Services \$7,000	4.6 Out of school enrichment opportunities aligned to California State Standards were provided to students.	Professional Services; Unrestricted 7,850
Scope of service:	Somis School Grades: All		Scope of service:	Somis School Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

What changes in actions, services, and expenditures

After reviewing student achievement data, meeting with stakeholders and reviewing progress the following changes will be incorporated into future goals, actions, and services:

1. Measurable outcomes: Data capturing a reduction in students with behavioral referrals over 2014 was not available. Behavioral referrals is not identified as an issue at Somis. Therefore, this measurable outcome will no longer be included.
2. Goals and measurable outcomes: The rate of participation in service learning projects was projected to be 70%. Started later than expected and more support is needed for successful implementation. The baseline is now 22%. Each year will increase that percentage by 3. Goal 3 and Action 3.3.
3. Students surveyed indicated a positive attitude toward school (80%). The survey identified a need to support student academic self perception. As a result, the district will explore Brainology and may implement schoolwide. Goal 3 and Action 3.7.
4. Attendance at Somis is acceptable yet truancy rates are a concern. As a result, it will be the intention of Somis to contract with a vendor to make available onsite childcare morning/afternoon. Goal 3 and Action 3.8.
5. Surveys indicate a desire to augment student supervision during outdoor play. Goal 3 and Action 3.9.
6. Numbering of the actions and service has been changed for ease of reading.
7. In 2016-17, Goals 1 and 2 were combined. As a result this goal is renamed Goal 3.
8. Action 2.3 (Increase variety of meals offered in the school cafeteria. Upgrade kitchen.) has been renamed 3.10 and moved to Goal 3 because stakeholders felt it was more applicable to student engagement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	227,342
<p>Somis School has over 72% unduplicated pupils in the LCFF subgroups. In School Year 2016/17, Supplemental/Concentration funding will be \$227,342. The funds expended from the Supplemental and Concentration funding sources align with all the goals of the LCAP and are principally directed to the needs of Somis School's targeted subgroups: low-income pupils, English learners, Redesignated fluent English proficient, and students with disabilities. Somis invests in single grade classrooms to ensure targeted support and therefore increase achievement for targeted subgroups. The difficulties teachers face in multigrade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning (Veenman, 1996). In addition, Somis invests in professional learning. Professional learning consistently focuses a lens on strategies to support English Learners and low-income students. Professional learning opportunities include support of credentialed teachers, classified aids, and informal educators working after school. This aligned effort ensures continuity across programmatic efforts and our expanded learning programs. The school community believes effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers (The School Redesign Network, 2009). Finally, Somis invests in engaging families because over 50 years of research links the various roles families play in a child's education: supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates of proper programming and placement (SEDL, 2009).</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

13.73	%
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Somis School intentionally supports students targeted by the Local Control Funding Formula. The services identified in the LCAP for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5CCR 15496(a)(7). Services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year by **13.73%** as calculated pursuant to 5 CCR 15496(a). We do this by investing in professional learning for certificated and support personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Somis targets support by increasing after school experiences, counseling services as needed, after school sports opportunities and events, translating and childcare for meetings, family workshops, and English classes for parents. Students in those subgroups will increase their academic achievement. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the **13.73%** threshold.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).

- (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 - June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year

(July 1 - June 30).

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

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