

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Somis Union School District

CDS Code: 56726110000000

School Year: 2021-22

LEA contact information:

Dr. Jesus Vaca

Superintendent/Principal

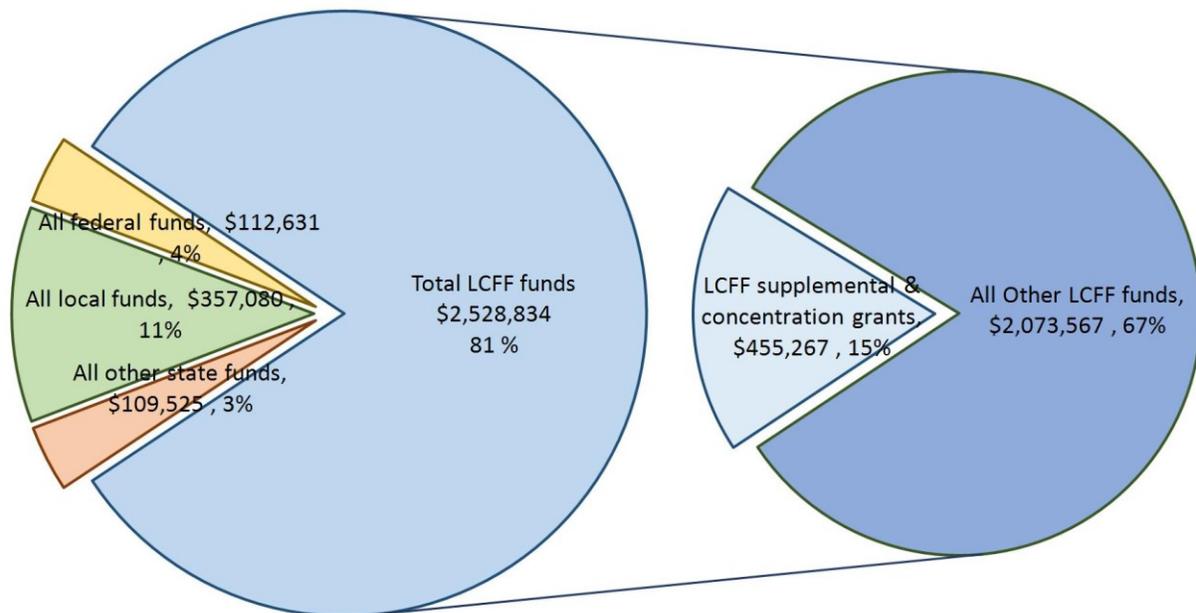
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(805) 386-8258

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

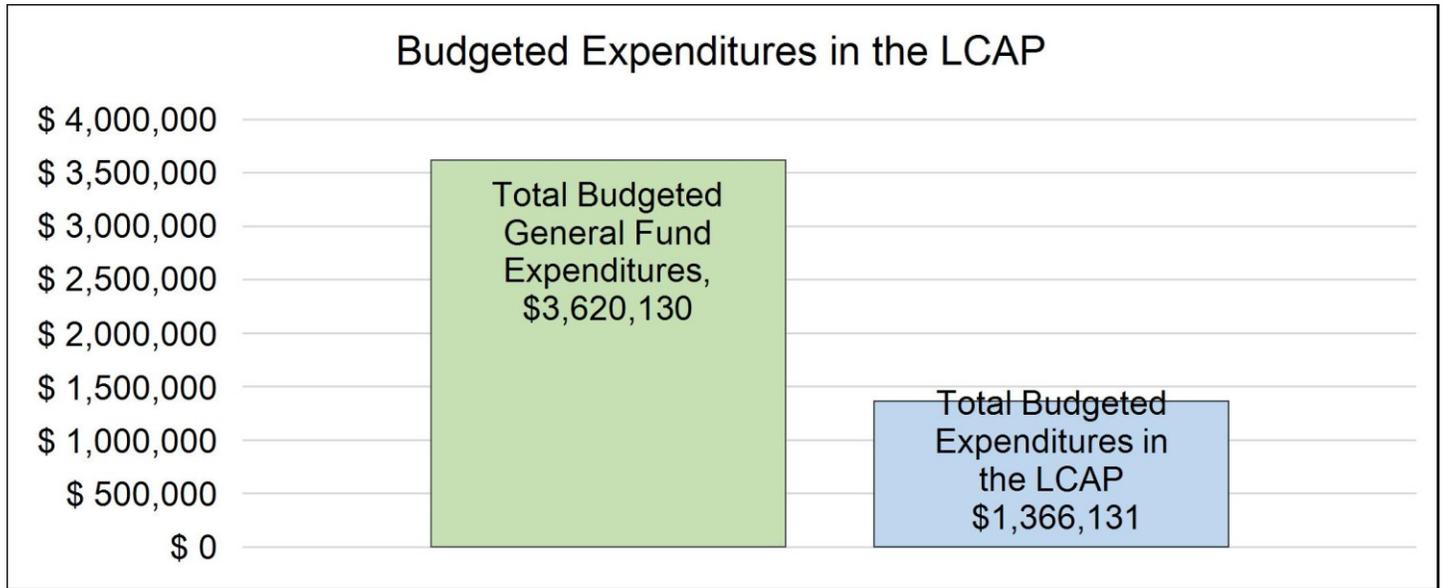


This chart shows the total general purpose revenue Somis Union School District expects to receive in the coming year from all sources.

The total revenue projected for Somis Union School District is \$3,108,070, of which \$2,528,834 is Local Control Funding Formula (LCFF), \$109,525 is other state funds, \$357,080 is local funds, and \$112,631 is federal funds. Of the \$2,528,834 in LCFF Funds, \$455,267 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Somis Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Somis Union School District plans to spend \$3,620,130 for the 2021-22 school year. Of that amount, \$1,366,131 is tied to actions/services in the LCAP and \$2,253,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

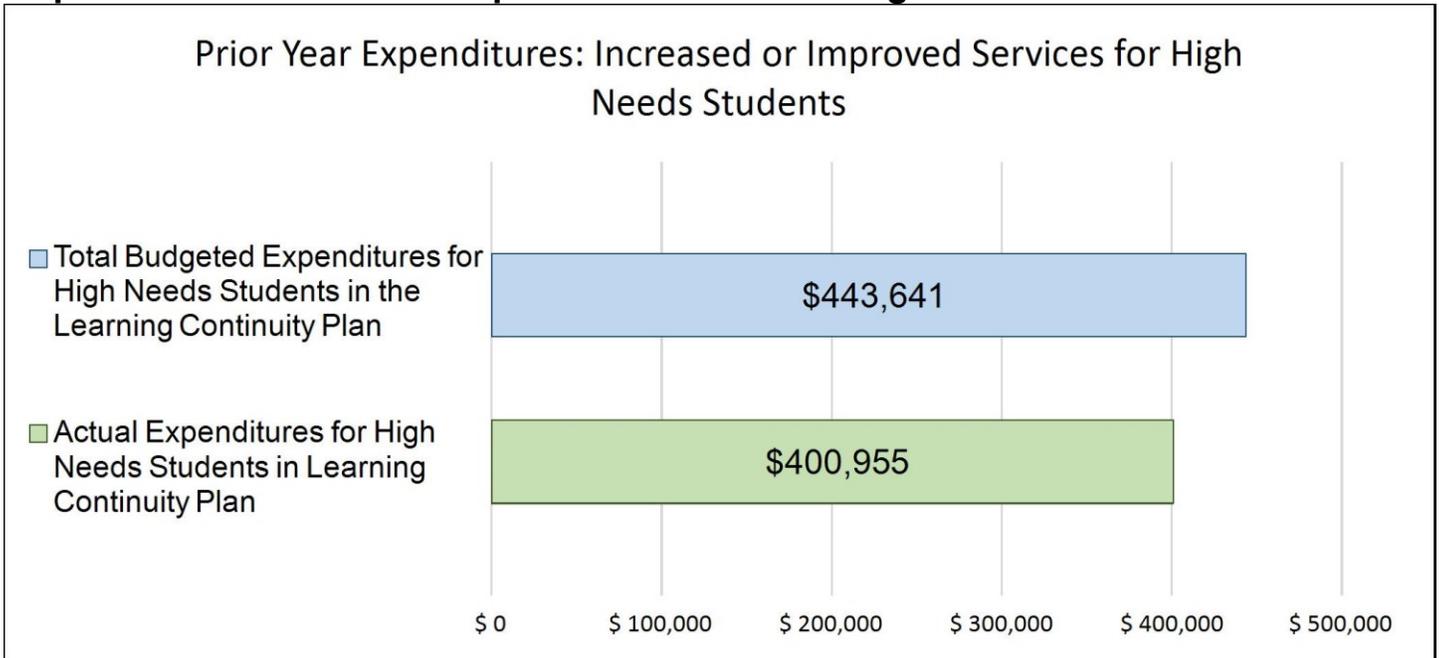
Expenditures not included in the LCAP include salaries for general education teachers, maintenance personnel, administration and administrative support staff.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Somis Union School District is projecting it will receive \$455,267 based on the enrollment of foster youth, English learner, and low-income students. Somis Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Somis Union School District plans to spend \$735,604 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Somis Union School District's Learning Continuity Plan budgeted \$443,641 for planned actions to increase or improve services for high needs students. Somis Union School District actually spent \$400,955 for actions to increase or improve services for high needs students in 2020-21.

The District was unable to hire planned personnel until later in the school year. Once said personnel was secured, they were able to provide needed support in reading interventions and learning loss.



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Somis Union School District	Dr. Jesus Vaca Superintendent/Principal	dr.vaca@staff.somisusd.org (805) 386-8258

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Goal 1 - Increase student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP ELA Overall</p> <p><b>19-20</b> Districtwide 50% Standards Met or Above Level 4 Status</p> <p><b>Baseline</b> Districtwide:39% Standards Met or Above 21.4 points below level 3</p>	<p>CAASPP ELA Overall Districtwide: Due to COVID-19, the CAASPP was not administered during the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> CASSPP Math Overall</p>	<p>CASSPP Math Overall Districtwide: Due to COVID-19, the CAASPP was not administered during the 2019-2020 school year.</p>

Expected	Actual
<p><b>19-20</b> Districtwide 45% Standards Met or Above Level 3</p> <p><b>Baseline</b> Districtwide 37% Standards Met or Above 29.2 points below level 3</p>	
<p><b>Metric/Indicator</b> Reclassification Rate</p> <p><b>19-20</b> 14% reclassified</p> <p><b>Baseline</b> 14 students – 12% reclassified 33.6 points above level 3</p>	<p>Reclassification Rate The reclassification for the 19-20 school year was 14%. The rate of increase can be attributed to the outstanding ELD Professional Development. The strong ongoing collaboration with the Ventura County Office of Education Curriculum and Learning team greatly contributed to the gains in the reclassification of English Learners. The professional development was focused on providing our teachers with strategic methods to teach our English Learners how to use English as they simultaneously learned content knowledge not just during ELD time, but throughout the instructional day and across disciplines. Teachers also learned the importance of teaching students how English works to communicate particular meanings in different ways based on discipline, topic, audience, task and purpose. One of the most valuable teachings was learning how other languages, (particularly Spanish) are structured so as to understand common errors that our English Learners make in their writing and oral communication. Our success is confirmed through data which shows an increase in the percentage of English Learners that successfully became Reclassified-Fluent English Proficient (R-FEP). Success is also evidenced by the teachers as they have</p>

Expected	Actual
	expressed an increased confidence in knowing how to implement best practices for teaching English Learners.
<p><b>Metric/Indicator</b> Attendance Rate</p> <p><b>19-20</b> Maintain 98% Attendance Rate</p> <p><b>Baseline</b> Maintain 97% attendance rate</p>	<p>Attendance Rate Maintain 94.06% Attendance Rate (LCFF Calculator)</p>
<p><b>Metric/Indicator</b> Facilities</p> <p><b>19-20</b> Maintain in good repair</p> <p><b>Baseline</b> Maintain in good repair</p>	<p>Facilities Maintain in good repair Improvements to the facilities continue on an ongoing basis. During the 19-20 school year, extensive improvement were made to our student restrooms. In addition, several trees were trimmed throughout the campus. Room 15, a portable went through an extensive renovation. General maintenance also occurred throughout the school.</p>
<p><b>Metric/Indicator</b> Fully Credentialed Teachers</p> <p><b>19-20</b> Maintain teachers with appropriate credentials</p> <p><b>Baseline</b> Maintain teachers with appropriate credentials</p>	<p>Fully Credentialed Teachers Maintain teachers with appropriate credentials All teachers at Somis School are fully credentialed.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Purchase supplementary materials to support California State Standards instruction. NGSS Aligned Purchase materials to support science, technology, engineering and mathematics.</p>	<p>Textbooks, Professional Services Restricted. Lottery Restricted \$5,000 0000: Unrestricted</p>	<p>Lottery 4000-4999: Books And Supplies Restricted \$1,251.92 Base 4000-4999: Books And Supplies Unrestricted \$18.02</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p> <p>1.2 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>Materials and Supplies Professional Services</p> <p>Unrestricted \$27,500</p>	<p>Low Performing Block Grant 5800: Professional/Consulting Services And Operating Expenditures Restricted \$1,386.35</p> <p>Lottery 4000-4999: Books And Supplies Restricted \$17,840.94</p> <p>Supplemental/Concentration Grant 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$148.50</p> <p>Supplemental/Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$1,263.50</p> <p>Low Performing Block Grant 5800: Professional/Consulting Services And Operating Expenditures Restricted \$4,187</p>
<p>1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.</p>	<p>Non-capitalized Equipment Professional Services</p> <p>Unrestricted \$37,500</p>	<p>Supplemental/Concentration Grant 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration 6616.09</p> <p>Low Performing Block Grant 4000-4999: Books And Supplies Restricted \$9,405.76</p> <p>SB117 COVID Response Funds 5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Services And Operating Expenditures Restricted \$300  SB117COVID Response Funds 5900: Communications Restricted \$2,112.84  Title IV 4000-4999: Books And Supplies Restricted \$9,919.89
1.4 Continue to provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices	Travel and Conferences Professional Services  Unrestricted and Restricted State \$96,596	Title II Teacher Quality 1000-1999: Certificated Personnel Salaries Restricted \$6,963.6  Supplemental/Concentration Grant 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$100.14  Supplemental/Concentration Grant 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$40,909.22  Title II Teacher Quality 3000-3999: Employee Benefits Restricted \$1,423.39  Supplemental/Concentration Grant 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$20,811.43  Supplemental/Concentration Grant 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$174.8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Title II Teacher quality 5000-5999: Services And Other Operating Expenditures Restricted \$1,356.43
<p>1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency. Services provided according to each IEP. Past history shows that costs continue to rise so we project for increased costs from County Office Of Education, other SELPA's and an increasing special enrollment.</p>	<p>Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies Professional Services Other Outgo</p> <p>Unrestricted and Restricted State \$540,890</p>	<p>Special Ed 1000-1999: Certificated Personnel Salaries Restricted \$114,642.66</p> <p>Special Ed 3000-3999: Employee Benefits Restricted \$49,059.54</p> <p>Special Ed 5000-5999: Services And Other Operating Expenditures Restricted \$95,297.46</p> <p>Special Ed 5800: Professional/Consulting Services And Operating Expenditures Restricted \$22,497.16</p> <p>Special Ed 7000-7439: Other Outgo Restricted \$91,413</p> <p>Special Ed 7000-7439: Other Outgo Restricted \$113,713.40</p> <p>Special Ed - Preschool 7000- 7439: Other Outgo Restricted \$5,335.45</p> <p>Special Education 2000-2999: Classified Personnel Salaries Restricted \$23,094.36</p> <p>Special Education - IDEA 5000- 5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.</p> <p>1.7 Develop interim benchmark assessments for all grade levels.</p>	<p>Certificated Salaries and Benefits Unrestricted \$127,774</p> <p>Professional Services Unrestricted \$1,000</p>	<p>Operating Expenditures Restricted \$63,850.52</p> <p>Supplemental/Concentration Grant 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$148,328.98</p> <p>Supplemental/Concentration Grant 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$42,650.65</p> <p>Base 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$873.75</p>
<p>1.8 Develop a schoolwide strategies to improve mathematics teaching and learning.</p> <p>1.9 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students.</p> <p>Purchase materials and services for intervention and acceleration</p>	<p>Professional Services Unrestricted \$608</p> <p>Certificated Salaries and Benefits Classified Salaries and Benefits Unrestricted and Restricted State \$134,444</p>	<p>Title I 1000-1999: Certificated Personnel Salaries Restricted \$42,352.64</p> <p>Supplemental/Concentration Grant 2000-2999: Classified Personnel Salaries Unrestricted, Supplemental/Concentration \$63,592.20</p> <p>Title I 3000-3999: Employee Benefits Restricted \$13,609</p> <p>Supplemental/Concentration Grant 3000-3999: Employee Benefits Unrestricted,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.10 Support and supplement ASES program to provide academic intervention and enrichment for English Learners, Foster Youth, Low Income Pupils, Re-designated fluent English proficient, Students with Disabilities and Homeless students</p>	<p>Material and Supplies, Sub-agreement, Professional Services Restricted \$50,458</p>	<p>Supplemental/Concentration \$17,032.23</p> <p>ASES 1000-1999: Certificated Personnel Salaries Restricted \$6,537.45</p> <p>ASES 4000-4999: Books And Supplies Restricted \$1,879.22</p> <p>ASES 5000-5999: Services And Other Operating Expenditures Restricted \$19,765.83</p> <p>ASES 5800: Professional/Consulting Services And Operating Expenditures Restricted \$25,000</p>
<p>1.11 Continue to develop a STEAM lab where teachers can take their students to engage in a variety of hands-on, mind-on science, technology, engineering, art, and math activities.</p>	<p>4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$22,250</p>	<p>Supplemental/Concentration Grant 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$889.55</p> <p>Title IV 4000-4999: Books And Supplies Restricted \$386.59</p> <p>Supplemental/Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$795</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of COVID-19, the District was not able to expend allotted funds due to the restrictions related to the actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-pandemic saw our teachers continue with the focus on ELD best practices. Staff meetings were used to review student data with the intent to drive instruction. Teachers also spent time learning and implementing project-based learning, integrating technology effectively and teaching literacy across all subject areas. In addition, professional development was secured from the Ventura County Office of Education in the areas of New Generation Science Standards and unwrapping the English Language Development standards. One planned staff development did not occur as a result of school closures due to COVID-19. Our attendance also dropped by approximately 4% as a result of the pandemic. Somis continued to enhance its educational offering by offering music education to K-8 students. In addition, physical education is offered to students in grades 3-8. Post-pandemic saw significant learning loss due to connectivity issues. Many of our homes are located in deep canyons where there is no landline internet connection. As a result, our students suffered from constant interruptions due to loss of internet signal. In addition, due to the lack of familiarity with online learning and instruction, the transition from on-site learning to online learning was difficult for our students and teachers.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Offer a variety of 18- 20 (learning, communication, engagement or audience) opportunities for parents and families</p> <p><b>19-20</b>            20 family involvement opportunities</p> <p><b>Baseline</b>            20 family involvement opportunities</p>	<p>Offer a variety of 18- 20 (learning, communication, engagement or audience) opportunities for parents and families            Family Literacy Nights and STEM nights continued through the month of March. After March 13, all parent engagement and communication occurred through zoom due to COVID-19, Our school webpage was kept current and featured weekly updates on school events as well as information on parent engagement opportunities such as parent trainings through VC Behavior Health and Cal Lutheran University.</p>
<p><b>Metric/Indicator</b>            Increase parent/family attendance at class and school level communication events.</p> <p><b>19-20</b>            Increase by 3% for class level events and 5% for school level communication events.</p> <p><b>Baseline</b>            Averaged 70% participation at class level 19% at school level</p>	<p>Met</p>
<p><b>Metric/Indicator</b>            Increase return rate on parent surveys.</p>	<p>Increase return rate on parent surveys.            The completion rate for the 2019-2020 school year was 90%.</p>

Expected	Actual
<p><b>19-20</b> 43% survey completion rate in 2017-2018 school year.</p> <p><b>Baseline</b> 34% survey completion rate</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual 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"> <li>• Parents of low income pupils</li> <li>• Parents of English learners</li> <li>• Guardians of foster youth</li> <li>• Parents of re-designated English proficient Provide access during after school program hours</li> </ul>	<p>N/A \$0</p>	
<p>2.2 Continue to hold learning events for families, students and educators to promote family engagement in STEAM teaching and learning.</p>	<p>Certificated Salaries and Benefits Materials and Supplies Professional Services</p> <p>Unrestricted and Restricted State \$4,877</p>	<p>Supplemental/Concentration Grant 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$1,050</p> <p>Supplemental/Concentration Grant 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$214.63</p> <p>Title I 4000-4999: Books And Supplies Restricted \$205.8</p>
<p>2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress the district will create two way communication channels between school and home that are effective and reliable. This will include surveys to</p>	<p>Classified Salaries and Benefits Professional Services</p>	<p>Supplemental/Concentration Grant 2000-2999: Classified Personnel Salaries Unrestricted,</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement. Provide interpreters.	Unrestricted and Restricted State \$1,002	Supplemental/Concentration \$201.77  Supplemental/Concentration Grant 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$59.01  Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$400
2.4 Hold engagement/ audience events for families, students and educators. To cultivate community connectedness and awareness of student progress and accomplishment the district will engage families through classroom and school-wide events and performances.	Materials and Supplies Unrestricted, Supplemental/Concentration \$200	
2.5 Utilize a variety of communication tools including but not limited to phone messages, text, newsletters, website, parent connect, assorted apps.	Professional Services Unrestricted \$5,000	Unrestricted Lottery 5800: Professional/Consulting Services And Operating Expenditures Unrestricted \$1,578.39

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of COVID-19, the District was not able to expend allotted funds due to the restrictions related to the actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Pre-pandemic saw the continued focus on parent in-services involving STEAM nights, special emphasis was placed on inviting parents English Learner and Low income students. Translation and childcare were offered. The school continued to focus on building a positive relationship between home and school connectedness. Surveys were used to collect input from parents in relation to student needs. In addition, the school webpage provided parents with current information about school events and opportunities to volunteer. Unfortunately, schoolwide on-site events were limited due to COVID-19. During COVID-19, the connect ed. communication system was kept busy with weekly phone calls providing parents with updates regarding the distance learning program. Chromebooks were provided to all students in order to effectively access online learning. Parents also had access to student Chromebooks which helped facilitate communication with teachers. Several Zoom meetings were scheduled with parents to maintain them informed in regards to policies and protocols related to the COVID-19 pandemic. The zoom platform was also used to keep Advisory group meetings going.

# Goal 3

Goal 3 - Increase student engagement in the school environment.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Provide a variety of opportunities for students to participate in Student Service Learning Projects.</p> <p><b>19-20</b>            Participation in Service Learning Projects will increase by 3% each year.</p> <p><b>Baseline</b>            Student Service Learning Participants in 2016-2017 averaged 35%</p>	<p>Met prior to public health order to close schools.</p>
<p><b>Metric/Indicator</b>            Support students with counseling services to support good mental health.</p> <p><b>19-20</b>            The School Psychologist will be available to serve all students that need her help.</p>	<p>The School Psychologist was available to serve all students that needed her help, both in-person through March and virtually from March-June.</p>

Expected	Actual
<p><b>Baseline</b> School Psychologist served 12 students in group setting</p> <p><b>Metric/Indicator</b> Provide music education for students in grade 1-8. Increase teaching hours.</p> <p><b>19-20</b> Continue to add to music teaching hours as the budget allows.</p> <p><b>Baseline</b> Music education was provided to all students in T-K through 8th grades</p> <p><b>Metric/Indicator</b> Provide out of school learning opportunities for all students.</p> <p><b>19-20</b> Each class will participate in at least 3 out of school learning experiences.</p> <p><b>Baseline</b> Each class will participate in at least 1 out of school learning experience.</p>	<p>Continued to add to music teaching hours as the budget allowed.</p> <p>Met prior to public health order to close schools.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Counseling hours provide time for groups to address social emotional issues. Provide additional funding for increased services for unduplicated populations.</p>	<p>Certificated Salaries and Benefits Unrestricted \$20,777</p>	<p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$16,170.24</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.2 Because this responsibility falls with administration, the Principal will now be the Foster Youth Liaison.</p> <p>3.3 Involve students in service learning projects.</p>	<p>Certificated (Administration) Salaries and Benefits Unrestricted, Supplemental/Concentration \$20,141</p> <p>Materials and Supplies Unrestricted, Supplemental/Concentration \$500</p>	<p>Supplemental/Concentration \$4,788.28</p> <p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration 15975.6</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$4,344.26</p>
<p>3.4 Increase access to music/educational program. Repair/replace marimbas.</p>	<p>Certificated (teacher) Salaries and Benefits Materials and Supplies Non-capitalized Equipment Rentals, Leases and Repairs</p> <p>Unrestricted, Supplemental/Concentration \$58,278</p>	<p>Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Unrestricted, Supplemental/Concentration \$40,981.82</p> <p>Supplemental/Concentration 3000-3999: Employee Benefits Unrestricted, Supplemental/Concentration \$14,251.18</p> <p>Supplemental/Concentration 4000-4999: Books And Supplies Unrestricted, Supplemental/Concentration \$500.12</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.5 Provide after school sports and athletic activities and competition events.	Certificated (teacher) Salaries and Benefits Classified (other) Salaries and Benefits Materials and Supplies Professional Services  Unrestricted \$2,519	Supplemental/Concentration 5700-5799: Transfers Of Direct Costs Unrestricted, Supplemental/Concentration \$120.75  Unrestricted Lottery 4000-4999: Books And Supplies Unrestricted \$262.8
3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	Certificated Salaries and Benefits Transfer of Direct Costs (Transportation) Professional Services Unrestricted, Supplemental/Concentration \$33,459	Supplemental/Concentration 5700-5799: Transfers Of Direct Costs Unrestricted, Supplemental/Concentration \$6,552.70  Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Unrestricted, Supplemental/Concentration \$1,579
3.7 Continue implementing Carol Dwek's work on Growth Mindset	N/A \$0	
3.8 Partner with YMCA to make available onsite childcare morning/afternoon. Recognize consistent student attendance.	N/A \$0	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of COVID-19, the District was not able to expend allotted funds due to the restrictions related to the actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students continue to benefit from the outstanding music program. The program runs from K-8th grade, providing students with access to playing various types of instruments. The school psychologist was effective in running small group counseling sessions for students needing additional social-emotional support. It was especially timely for students whose families lack financial resources to seek outside services. Service Learning projects were negatively affected by COVID-19. The school garden was not accessible to students due to COVID-19 restrictions. Sports and competitions were not accessible to students due to COVID -19 restrictions.  
2-March - June2020

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Procure personal protective equipment and implement cleaning protocols to sanitize school facilities in order to ensure a safe return to an in-person environment.	5,400	\$22,376.79	Yes
Install hands free bottle filling stations, sensor lavatory faucets, urinal sensor valves and toilet sensor valves to reduce or eliminate the spread of COVID-19.	47,700	\$52,343.72	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Cleaning protocols required the District to acquire sanitizing equipment in order to offer a safe learning environment for students. This equipment was more costly than originally anticipated.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In person instruction has been very robust. Teachers have been able to assist students through engaging lessons using differentiated instruction. Students are at very different academic levels after nearly a year of distance learning. Although teachers were tasked with teaching distance learners as well as in-person students, they have adapted well. In-person instruction has provided teachers with the opportunity to address student questions on the spot and in close proximity. As important, they have been able to spend additional time with students in the after-school small group setting. English Learners have had access to the Reading Horizon literacy program which is overseen by the Intervention Teacher. Teachers have been able to share good instructional practices with colleagues through the small learning community model at our regularly scheduled staff meetings.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire Intervention teacher to provide English Language Development, technology and math support to pupils with unique needs.	77,500	\$46,305.14	Yes
Purchase Chromebooks for students in grades TK-2nd, this group of students did not have Chromebooks during the previous year.	24,775	\$45,961.03	Yes
Purchase online standards based science program for students in grades TK-6.	5,461	\$5,460.78	Yes
Purchase instructional management systems (2) for all grade levels in order to enhance student engagement.	2,633	\$2,632.50	Yes
Purchase educational software licenses to use as supplemental instructional resources.	4,018	\$4,512.00	Yes
Purchase hot spots and service contract to provide connectivity for students who lack internet access.	10,192	\$14,165.85	Yes
Increase hours, Nutrition worker to prepare pick up and go lunches for students.	14,485	\$12,063.87	Yes
Increase hours, IT employee to provide technological support to staff.	16,100	\$10,277.20	Yes
Purchase additional school supplies for students. This enabled students to have supplies and materials required to take part in distance learning.	8,700	\$11,133.26	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District was awarded a grant for student devices; therefore, the District purchased laptops for staff in order to facilitate distance learning. The District was unable to hire the intervention teacher until late November.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Although teachers had access to the adopted curriculum through an online platform, connectivity posed a major challenge for most of our students. This was due to our families not being connected to internet services through a landline. In addition, many of our families homes are located in canyons where internet reception is spotty at best. In response, we quickly mobilized to purchase mobile hot spots to fin order to improve reception. The supplemental online programs purchased offered teachers the option of dividing their classes to facilitate small group instruction. Delivery of instruction and checking for understanding was very difficult due to students speaking over each other. On a positive note, our staff was fast to adjust to the online learning platform. Standards based lessons were planned and delivered both in synchronous and asynchronous modes. The challenge with synchronous instruction was being able to personalize the instruction due to screen size. To address this challenge, teachers delivered small group instruction during the afternoon. Our ELD Specialist was successful in providing our English Learners with additional support through consistent small group instruction. Our intervention teacher delivered effective lessons to unduplicated pupils during extended day time. In addition to the connectivity challenges, many of ours students also had difficulty adapting to the online instruction due to not having close proximity to their teacher. However, teachers made significant gains incorporating technology into their daily instruction. This was accomplished through a professional learning community model which provides teachers with the opportunity to share good instructional practices and conduct data review.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase software to enhance student engagement and help address their learning gaps particularly in the areas of English Language Arts, English Language Development and Mathematics.	12,500	\$6,751.73	Yes
Intervention Teacher to support English Learners, students with exceptional needs, foster youth and pupils experiencing homelessness. The teacher will also engage in parent outreach to ensure we are providing all the necessary resources for our students to succeed. The intervention teacher will also collaborate with Logrando Bienestar (Achieving Well-Being) in order to support the social emotional needs of students and parents.	77,500	\$114,731.56	Yes
Purchase supplies for STEM after school program.	5,000	\$1,638.86	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The teacher hired to provide intervention services also assisted with distance learning and is reported earlier in that section.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

During the pandemic teachers were able to track student engagement and progress through the various online programs purchased as well as templates provided by the Ventura County Office of Education. The scope and sequence for all subjects was greatly affected by the inconsistent internet signal. Lessons were interrupted almost daily as one or more students lost were disconnected by the weak internet signal. Although teachers made every effort to re-teach, the amount of interruptions were overwhelming. The success story for online learning was the addition of small group instruction which provided teachers with the ability to teach in a small group setting. Teachers were able to teach and review concepts to groups of five or less students. Our intervention teacher was able

to provide supplemental instruction to English Learners, low income students, foster youth. Our Resource teacher was able to reach out to our pupils with exceptional needs on a personal basis. As important, the intervention teacher was able to reach out to parents and schedule additional academic support after school hours. Four tutors were available to assist with homework support and subject area competency five days a week.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Logrando Bienestar (Achieving Well-Being) partnership did not develop due to COVID-19 restrictions. In-person support and meetings did not take place. Our part-time school psychologist provided social-emotional support throughout the 2020-2021 school year, this in an area of continued need.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and Family Engagement has been a highlight for Somis School during the 2020-2021 school year. Zoom enabled the site to reach parents on a consistent manner all year. Our partnership with Cal Lutheran University is an example of how parents were able to attend informational sessions on Access to higher education through zoom. In addition, multiple updates regarding the re-opening of our school were transmitted via zoom. Bilingual staff was able to keep our parents informed through personal phone calls and recorded messages. Office staff was able to communicate with parents whose children had multiple absences. As part of promoting and increasing parent engagement, hours of meetings varied during the afternoon. In addition, meetings were offered in English and Spanish. Toward the latter part of the year, parents suffered from meeting overload.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Somis School is one of the pillars of the Somis community. As such, we made sure our students and community members 18 years and younger had a got meal during this past year. In addition, we used our buses to deliver meals to the homes of our students. The program was a complete success, as per the many positive phone calls we received from parents. Cafeteria staff offered a variety of packed meals while also being available for lunch pick-up during extended hours.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	Purchased license for a professional development online program, all staff members have access.	2,400	\$2,596.34	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchased an additional 85 Chromebooks for students in Grades TK-2, Interactive Touchscreen	24,775	\$48,004.08	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchased 64 hot spots and service plans to allow our students to take part in the distance learning platform.	10,902	0	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Hired intervention teacher to work with English Learners, low income students and students experiencing learning loss.	77,500	0	Yes
Distance Learning Program (Continuity of Instruction)	Reassigned two hours from bus driving duties to Instructional Technology duties, current employee	16,100	0	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In lieu of Chromebooks, the District purchased interactive flat panels to facilitate learning in the classrooms while simultaneously providing instruction to students remotely. Other expenditures were reported in previous sections of the LCP.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Continuity of instruction will remain the top priority at Somis School. During the 2020-2021 school year our students suffered from interrupted learning due to an unreliable internet signal as well as a reduced in-person instruction. Moving forward we will need to offer our students additional learning opportunities through expanded learning. In addition, students will need access to ongoing social-emotional support. However, the importance of first instruction will continue to be front and center at Somis School. Data analysis will continue to guide our instruction. We can only accomplish this by allocating time to review data and share best practices. Staff meetings will be used to review student work using scoring protocols. This practice will allow teachers with the opportunity to share best practices. The work will be facilitated through a Professional Learning Community model. The parent engagement goal will also form part of the 2021-24 LCAP. Parents will continue to be key partners in the education of our students. This year has caused much hardship amongst our families, both financially and emotionally. Input from our families will be necessary in order to fully understand the effect of COVID-19 on our students. We want to leverage continuous support through a series of Parent Literacy and STEAM nights where students and parents will work side by side.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Incorporating real-time data will be at the core of how pupil learning loss will be assessed. We do not have the time to wait for summative assessments to measure student growth, the summative will compliment quarterly local assessments. Checking for understanding will be utilized to measure the effectiveness of our instruction. In turn, we will make any adjustments necessary to maximize our instructions and develop expanded learning opportunities for our students. Our expanded learning will need to include targeted instruction and reinforcement of subject matter taught during the instructional day. Ongoing conversations will take place between our intervention teacher and classroom teachers throughout the year. Our intervention and ELD specialist will work with unduplicated count students and English Learners during extended day opportunities. Reading Horizons and E-Spark will be used by teachers to track student progress. Students will also be able to track their academic growth through both programs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All in-person actions and services were negatively affected by COVID-19. For example, STEAM nights did not take place due to the social distance restrictions.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After a year of distance learning, it is very clear our students will need continued support to mitigate the learning loss experienced over the course of the past year due to the COVID-19 Pandemic. As a result of having to deliver instruction through distance learning for almost three quarters of the year, many academic gaps have developed amongst many of our students. The constant interruptions of instructions during the 2020-2021 school year caused by irregular internet signal negatively affected student learning. In addition, scope and sequence of instruction for the 2020-2021 school year was irregular due to teachers needing to adapt to the distance learning platform. Over the next three years our offering of extended day learning will need to be intentional and driven by first instruction. Teachers will need to have fluid communication with extended day personnel in order to make sure instruction is directly connected with work assigned during class time. English learners must continue to work on developing the English language as well as solidifying their literacy base. In order to accomplish this, our LCAP must support and reflect a small school where we know every child by name by personalizing their learning experience. As important, we will use data to drive standards based instruction through a problem solving process.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,190,773.00	1,198,022.81
	0.00	0.00
Restricted	55,458.00	744,788.20
Unrestricted	222,678.00	3,132.96
Unrestricted and Restricted State	777,809.00	0.00
Unrestricted, Supplemental/Concentration	134,828.00	450,101.65
	134,828.00	449,926.85

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,190,773.00	1,198,022.81
	1,168,523.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	393,103.13
2000-2999: Classified Personnel Salaries	0.00	127,797.55
3000-3999: Employee Benefits	0.00	168,243.60
4000-4999: Books And Supplies	22,250.00	49,500.00
5000-5999: Services And Other Operating Expenditures	0.00	180,270.24
5700-5799: Transfers Of Direct Costs	0.00	6,673.45
5800: Professional/Consulting Services And Operating Expenditures	0.00	59,860.15
5900: Communications	0.00	2,112.84
7000-7439: Other Outgo	0.00	210,461.85

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,190,773.00	1,198,022.81
		0.00	0.00
	Restricted	55,458.00	0.00
	Unrestricted	222,678.00	0.00
	Unrestricted and Restricted State	777,809.00	0.00
	Unrestricted, Supplemental/Concentration	112,578.00	0.00
1000-1999: Certificated Personnel Salaries	Restricted	0.00	170,496.35
1000-1999: Certificated Personnel Salaries	Unrestricted, Supplemental/Concentration	0.00	222,606.78
2000-2999: Classified Personnel Salaries	Restricted	0.00	23,094.36
2000-2999: Classified Personnel Salaries	Unrestricted, Supplemental/Concentration	0.00	104,703.19
3000-3999: Employee Benefits	Restricted	0.00	64,091.93
3000-3999: Employee Benefits	Unrestricted, Supplemental/Concentration	0.00	104,151.67
4000-4999: Books And Supplies	Restricted	0.00	40,890.12
4000-4999: Books And Supplies	Unrestricted	0.00	280.82
4000-4999: Books And Supplies	Unrestricted, Supplemental/Concentration	22,250.00	8,329.06
5000-5999: Services And Other Operating Expenditures	Restricted	0.00	180,270.24
5700-5799: Transfers Of Direct Costs	Unrestricted, Supplemental/Concentration	0.00	6,673.45
5800: Professional/Consulting Services And Operating Expenditures	Restricted	0.00	53,370.51
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	0.00	2,852.14
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted, Supplemental/Concentration	0.00	3,637.50
5900: Communications	Restricted	0.00	2,112.84
7000-7439: Other Outgo	Restricted	0.00	210,461.85

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,044,020.00	1,088,786.46
<b>Goal 2</b>	11,079.00	3,709.60
<b>Goal 3</b>	135,674.00	105,526.75

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$53,100.00	\$74,720.51
Distance Learning Program	\$163,864.00	\$152,511.63
Pupil Learning Loss	\$95,000.00	\$123,122.15
Additional Actions and Plan Requirements	\$131,677.00	\$50,600.42
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$443,641.00</b>	<b>\$400,954.71</b>

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
In-Person Instructional Offerings	\$53,100.00	\$74,720.51
Distance Learning Program	\$163,864.00	\$152,511.63
Pupil Learning Loss	\$95,000.00	\$123,122.15
Additional Actions and Plan Requirements	\$131,677.00	\$50,600.42
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$443,641.00</b>	<b>\$400,954.71</b>



## Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Somis Union School District	Dr. Jesus Vaca Superintendent/Principal	dr.vaca@staff.somisusd.org (805) 386-8258

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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

Somis is situated in an astonishingly beautiful coastal agricultural community with both staggering wealth and poverty. The campus sits on eight acres in the heart of Somis in Ventura County. It is a one-school district which serves 230 students in grades TK-8. Most students come from families with modest means (73.25% Unduplicated Pupil Percentage), many begin as English Learners (49%), and the majority is Hispanic (73%) White (23%) Other (4%). Seventy three percent our students qualify for free or reduced meals. We believe that the combination of a small school environment, high academic expectations, skilled and dedicated staff, and family involvement provides a unique place for children to thrive. Indeed, our mission at Somis School is to provide a world-class education that challenges our students to

use their minds to the fullest potential, and to be responsible stewards of the 21st century. We strive to exceed academic standards, act as a hub for the community, and nurture a learning environment where students are engaged, creative, and capable of rigorous thinking and doing. We strive to provide future engineers, botanists and innovators that will contribute to our local agricultural economy. This will be accomplished by introducing and exposing our students to engaging STEAM experiences that will ignite their curiosity, spur their creativity and develop a STEAM identity so they can participate in today's STEAM driven era of innovation. The Somis School community strives to live by our STARS principles: S-Start each day with a positive attitude; T-Take responsibilities for my actions; A-Always try, and then try again; R-Remember to use safe choices and S-Show respect for myself and others.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019-2020 LCAP and 2020-21 Learning Continuity Plan annual analysis, Somis celebrates that the goals and action in the LCAP have been aligned to enhancing Outcomes, Engagement for both parents and students and ensuring the Conditions of Learning are at the optimum level for Somis Stakeholders. Each of the Local indicators aligned to these efforts will show "met" upon the 2021 CA School Dashboard release this fall. Although COVID-19 resulted in modified in-person learning, Somis was successful through distance learning and the reopening process. The 2020 CA Dashboard was not working, our suspension rates were low and indicated blue status, which is the best performance level. Student Outcomes for the 2019 CA Dashboard indicated ELA, green status, the second highest performance level, and math, once again a blue performance level.

Although Chronic Absenteeism showed a yellow performance, mid range, Somis had a lower Chronic Absenteeism of 4% than the state average of 10%.

Through this analysis, Somis will continue with three broad goals aligned to student outcomes, engagement, and learning conditions in year one of the three-year 2021-2024 LCAP to build on the successes above.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As mentioned above, Chronic Absenteeism being below the state average is still a success, but we also recognize the increase of .6%. Through COVID-19, Chronic Absenteeism has been measured through distance learning and in-person instruction. In the fall, Somis recognizes the importance to ensure engagement, student outcomes, and the conditions of learning are addressed to ensure a positive and welcoming work environment for stakeholders.

In the first year of the three year 2021-2024 LCAP our goals and actions have been created to address the identified needs. Goal 1 addressed student outcomes, a new metric will be to create formative assessments for timely data that will ensure we make the necessary adjustments in order to personalize the learning experience based on student needs. Data will also be used to maximize the instruction for all students, coupled with support and intervention, when students need extra support or accelerated learning. Goal 2 - Empowering parents to be active members of the school community will start by providing them with access to multiple reporting tools such as school report card, google parent surveys and multiple STEAM/Literacy nights. In addition, parents will be encouraged to form part of advisory committees such as School Site Council, District English Learner Advisory Committee, Parent Faculty Organization. Goal 3 addressed increasing student engagement in the school environment by providing multiple entry points to their education as well as developing continuous social emotional support. Somis school will continue to offer music, Youth Cinema Project, organized sports, robotics, coding and hands on science activities will serve as entry points to increase student engagement.

Somis English Language progress performance indicates a need for continued dedication to ensuring incoming English Learners are promptly supported, make rapid progress meeting the English Language Development (ELD) Standards, and achieve reclassification within six years. Progress stalled this year: 58% made no progress from 2015-16 to 2016-17 and 8% went backwards and achieved negative movement from the prior year. We reviewed our practices and identified opportunities for growth. Over the next three years we will continue to focus on professional growth in the area of English Language Development. All staff meetings will include discussion around ELD assessments, best practices and looking at student work.

Dashboard is unavailable however, students continue to show growth in language arts and mathematics (2019 CAASPP). Although, we are still below standard and in the green zone.

During the 2020-21 school year most students experienced learning loss due to poor internet reception and/or had difficulty adjusting to the online platform. Input and participation from student groups included:

- HV, Distance learning was hard for many reasons. It was hard to focus, worked on schoolwork for no more than two hours. After a couple of months I got organized and started completing all my work.
- DS, I am a visual learner and could not adjust to distance learning. I live in a ranch and my internet connection was bad. From being an A and B student, I became an F student.
- GS, Was hard for me to focus, felt trapped in my house and had a lot of distractions. I could not sit through more than an hour, turned off my screen and left the room. Was happy to come back to school. Learning was easier since I could ask my teachers for help.

- IS, Hard to focus and strange not being able to interact with other students. Lessons were hard to follow, no one wanted to ask questions, did not want to stand out. Did not turn in assignments, not motivated.

First instruction with the support of a well coordinated extended day learning plan will help address and mitigate the learning loss that occurred during the 2020-2021 school year. Summer school and extended day learning opportunities will be offered to our students over the course of the next three years. In addition, we will continue to use high school tutors to mentor and provide academic support to our students.

Based upon 2019-20 annual update, attendance was just over 94%.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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

### Student Achievement

Somis School continues to focus on efforts to maximize student achievement. This means providing every student with access to a rigorous and personalized education. All instruction will be data driven, standards based and developed to meet the unique needs of our students. First instruction will be coupled with support and intervention to students who need extra help or acceleration. Offerings will include research-based targeted intervention classes and accelerated programs; online and in-person tutoring; Summer School; and other extended day learning opportunities. To compliment the supplemental offerings, we will also continue to offer Reading Horizons, a supplemental literacy program led by our intervention teacher and targeting English learners and students in need of reading support.

### Effective Parent Engagement

Somis School encourages all parents/guardians to actively take part in their children's education. This is accomplished through various

opportunities such as volunteering, mentoring, joining school committees and participating in school workshops. One of the key offerings over the next three years will be our innovative Family STEAM nights which will be offered quarterly. In addition, partnerships have been forged with multiple Ventura County agencies, California Lutheran University and local Community Colleges. These providers will continue to offer our parents/guardians the tools necessary to support their children with their education. Parents will also be encouraged to take part in School Site Council and/or the District English Learner Advisory Committee with the intent to create partners in the education of students in order to ensure students thrive academically.

#### Student Engagement in the School Environment

Based on student interviews and teacher observations, social-emotional support is an identified need. This has been triggered by the COVID-19 pandemic. To address this need, we have partnered with the Ventura County SELPA, they will provide counseling on a weekly basis. Students will also have access to various supplemental instructional programs as music, physical education, robotics, organized sports and coding. By providing the different access points for students, we will ensure that every student feels part of the Somis School.

Overall the intent of the three LCAP goals will be to support student learning through clear and measurable actions. Quarterly check points will also be needed to make adjustments as needed.

In developing the LCAP annually, Somis School measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement has been continuous since July of 2020. Somis groups include Parents, Students, Teachers, the Somis Teachers Association (STA) site Leads, classified staff, community members, the board of trustees and our Parent Advisory Committee (PAC) and District English Language Parent Advisory Committee (DELAC). The format included in-person opportunities, as well as hybrid and virtual models. Families home language took priority and on September 4, 2020 we offered a re-opening forum in English and Spanish for parents/guardians and community members. Each engagement opportunity involved opportunities for groups to provide input and participate. Discussion centered around the distance learning platform. Participants provided feedback on the challenges faced by students and shared the type of supplies needed in order to facilitate student learning at home. Zoom meetings provided parents and guardians with updated information throughout the Fall 2020 and Winter. The LCAP was presented to staff for input during the May 5, 2021 staff meeting. PAC stakeholder engagement forums started with a DELAC presentation on May 6, 2021. On May 10, 2021 an LCAP Stakeholder engagement forums were held in English and Spanish via Zoom. On May 13, 2021 an in-person LCAP Stakeholder engagement forum in English and Spanish was offered to compliment the previous Zoom meetings. In addition, an LCAP Survey was uploaded to our website with the intent to seek additional input from all stakeholders, the survey was open from April 30, 2021 - May 25, 2021. A public hearing was held during the June 8, 2021 board meeting to seek input from the school community and general public. There was no input provided to the Superintendent during the public hearing in regards to the LCAP goals or actions. No written responses were asked by committee members. The Board adopted the LCAP on June 11, 2021.

A summary of the feedback provided by specific stakeholder groups.

The development of the 2021-2024 LCAP was driven by school community group engagement in the discussions, surveys, and meetings. Three goals were determined for the first year of the new LCAP three-year template.

Input and participation from stakeholder groups included:

Student Achievement

- Offer differentiated instruction
- Maintain high academic standards
- Offer in-person tutoring
- Recognize the unique learning needs of students
- Provide extended day learning opportunities, expand ASES program
- Offer programs that focus on the needs of the student

#### Parent Engagement

- Extra support with IEP's
- Orientation for new families
- Continue with parent notifications

#### Student Engagement

- Promote academic success for all
- Offer morning/afterschool childcare
- Attend school five days a week
- Keep kids safe
- Maintain clean facilities

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

To address the recommendation to expand the afterschool program, twenty eight spaces will be opened for students needing extended day support in the area of reading and writing. To compliment this action, we will be purchasing twenty additional licenses for the Reading Horizon literacy development program. We will also hire two additional in-person tutors to increase student support. We will access Ventura County SELPA for additional support with IEP's through Operations Cabinet meetings, Inquiry and Implementation Network meetings, 1-1 meetings with VC SELPA personnel and Superintendents' Policy Council.

# Goals and Actions

## Goal

Goal #	Description
1	Increase student achievement. This broad goal addresses student outcomes by implementing state standards to increase pupil achievement, as measured by the metrics listed below. Students will be actively engaged to maintain a high attendance rate. Our student achievement goal is aligned to Student Outcomes (State Priority 4 - Pupil Achievement, Priority 8 - Other Pupil Outcomes, Priority 5 - Pupil Engagement )

An explanation of why the LEA has developed this goal.

Based on an analysis of the 2018-19 CAASPP ELA and mathematics assessment, overall the CA School Dashboard indicates a student performance level in green, the second highest level. According to the CA Dashboard equity report there are student groups who have identified needs in both mathematics and ELA. This broad goal will also include actions and services principally directed to increase or improve services for students with identified needs and targeted for our unduplicated student groups. In 2021-2022, local formative assessments will be developed and administered on a quarterly basis to gather data more frequently than the statewide assessments.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Overall	2018-2019 Districtwide:39% Standards Met or Above 21.4 points below level 3				Pending 2020-21 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*2019-20 COVID-19 assessment not administered				
CASSPP Math Overall	2018-2019 Districtwide 37% Standards Met or Above 29.2 points below level 3  *2019-20 COVID-19 assessment not administered				Pending 2020-21 results
English Learner Reclassification Rate	2018-2019  14 students – 21% reclassified 33.6 points above level 3  *2019-20 COVID-19 assessment not administered				Increase RFEP to 26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Maintain 97% attendance rate				Increase or maintain
Facilities in good repair (FIT)	CA Dashboard  Maintain in good repair				CA Dashboard  Maintain
Fully Credentialed Teachers and appropriately assigned	CA Dashboard  100% fully credentialed and appropriately assigned  Local Indicator Reflection				CA Dashboard  Maintain
Standards Aligned Instructional Materials for every student	CA Dashboard  2018-2019 Completed Local Indicator reflection (Met)				CA Dashboard  Completed Local Indicator reflection (Met)
Implementation of State Standards including how ELs will access the common	CA Dashboard  2018-2019				Completed Local Indicator reflection (Met)  Maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
core state standards and ELD standards	Completed Local Indicator reflection (Met) State Standards and ELD Standards Implemented				
Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, music, Engineering-Design & Fabrication)	CA Dashboard 2018-2019 Completed Local Indicator reflection (Met) Standards Implemented				CA Dashboard  Completed Local Indicator reflection (Met) Maintain
CAST - Science	CA Dashboard  *2019-20 COVID-19 assessment not administered Pending baseline data				CA Dashboard  Pending
ELPAC	*2019-20 COVID-19 assessment not administered				Pending

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pending baseline data 2020-21				
A-G, CTE, Advanced Placement, EAP (high school metrics)	N/A				NA
Service Learning Projects	Pending baseline data 2021-2022				pending

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Science, Technology, Engineering and Mathematics	<p>1.1 Purchase supplementary materials to support California State Standards instruction. NGSS Aligned</p> <p>Purchase materials to support science, technology, engineering and mathematics.</p> <p>Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.</p>	\$12,000.00	No
2	English Language Arts and Social Studies Content Areas	<p>1.2 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>	\$8,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Continue program and purchase materials and online resources to support investigations, performance tasks, and projects.		
<b>3</b>	Technology	1.3 Purchase technology devices to develop 1:1 ratio so all students have access to common core instruction and assessment. Laptops, tablets, desktops purchased to add to or replenish technology.	\$15,375.00	No
<b>4</b>	Professional Development	1.4 Continue to provide professional learning for educators on: California State Standards, NGSS, STEAM teaching and learning, ELD standards, project-based learning, integrating technology, and best instructional practices	\$24,688.00	No
<b>5</b>	Special Education Services	1.5 Special Education services will be provided by the district, or by the County Office of Education, or by another inter-district provider according to the Special Education Local Plan. Additional services may be provided by the SELPA, outside contractor or Non Public School or Agency.  Services provided according to each IEP.	\$509,253.00	No

Action #	Title	Description	Total Funds	Contributing
6	Staffing to support smaller class sizes	1.6 To the degree that it is economically feasible, provide single grade learning environments to limit the difficulties in multi-grade classrooms.	\$161,375.00	Yes
7	Student Achievement	1.7 Continue to assess and modify interim benchmarks to best meet the needs of the students and teachers in all grades.	\$0.00	No
8	Supplemental Support	1.8 Supplemental support in the area of reading and mathematics  Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students.  Purchase materials and services for intervention and acceleration	\$81,645.00	Yes
9	Intervention Services	1.09 Provide additional intervention and acceleration for: Low Income, English Learners, Foster Youth, Re-designated Fluent English Proficient Students.  Purchase materials and services for intervention and acceleration	\$216,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	After School Program		\$54,611.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Increase the effectiveness of parent engagement and participation to address state priority #3, Parent/Family Involvement. This broad goal addresses the Somis community by ensuring meaningful and active participation by families and parents.

An explanation of why the LEA has developed this goal.

Parent/Family participation is included in the triangulation of success - Parental Engagement, educators and community are key stakeholders to drive instruction and increase student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Family Attendance: School Site Council, DELAC, and PFO	CA Dashboard 2021-2021 pending participation results				CA Dashboard pending
Increase parent/family attendance at class and school level communication events.	CA Dashboard 2018-2019 Averaged 70% participation at class level 19% at school level				CA Dashboard Increase by 5%
Parent/family input in decision-making as	CA Dashboard				CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured survey results	2020-2021 pending survey results				pending
Parental/family participation in programs for unduplicated pupils as measured number of events attended	CA Dashboard 2020-2021 pending participation results				CA Dashboard pending

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Access to Technology	2.1 Provide access to technology and digital resources to promote parent understanding of educational program for: <ul style="list-style-type: none"> <li>• Parents of low income pupils</li> <li>• Parents of English learners</li> <li>• Guardians of foster youth</li> <li>• Parents of re-designated English proficient</li> <li>• Provide access during after school program hours</li> </ul>	\$6,600.00	Yes
2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	2.2 Hold learning events for families, students and educators. To promote family engagement in STEAM teaching and learning, the district will host four (4) STEAM Family Nights. To promote family engagement in daily school interactions and bridge language difference in the school community, the district will offer second	\$3,668.00	Yes

Action #	Title	Description	Total Funds	Contributing
		language learning opportunities for adults learning either English or Spanish. To promote effective strategies for raising creative, balanced and smart children and create a connected school community, the district will provide three (3) sessions in English and Spanish for families. The aim is to increase engagement in the home environment and build a positive relationship between home and school connectedness.		
<b>3</b>	Communication	2.3 Hold communication events for families and educators. To communicate with families about school programs and student progress, the district will create two-way communication channels between school and home that are effective and reliable. This will include surveys to collect input from community stakeholders, conferences, and stakeholder meetings. Provide childcare to support parent engagement.	\$500.00	No
<b>4</b>	Family Engagement and Exposure to Fine Arts	2.4 Hold engagement/audience events for families, students and educators. To cultivate community connectedness and awareness of student progress and accomplishment, the district will engage families through classroom and school-wide events and performances.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Communication	2.5 Utilize a variety of communication tools including, but not limited to, phone messages, text, newsletters, website, parent connect, assorted applications.	\$6,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Increase student engagement in the school environment. This broad goal will address state priorities #5 Pupil Engagement and #6 School Climate.

An explanation of why the LEA has developed this goal.

The purpose of this engagement goal is for students to learn the skills to become self-advocates for their learning. According to the most recent CA School Dashboard, Somis chronic absenteeism rate is at 4%, which falls in the mid-range yellow tier and our suspension rate is lower than the state and county levels, in the blue tier. This broad goal will also include actions and services principally directed to increase or improve services for students with identified needs and targeted for our unduplicated student groups.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	CA Dashboard  2019 CA Dashboard 4% chronically absent (yellow)				CA Dashboard  Decrease chronic absenteeism to green tier CA School Dashboard
Support students with counseling services to support good mental health.	Contract with Ventura County SELPA 2021-2022  Baseline data pending				pending SELPA data
Suspension	2019 CA Dashboard				CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0 % (blue)				maintain
Middle School Dropout Rate.	CALPADS/Local Data 0 % (none)				Local Data  maintain
Expulsion	CA Dashboard  Data Quest No expulsion				CA Dashboard  maintain

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Counseling Support	3.1 Counseling hours provide time for groups to address social emotional issues	\$76,713.00	Yes
2	Foster Support	3.2 Provide on-going training and education for Foster Youth Liaison	\$19,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Service Projects	3.3 Involve students in service learning projects.	\$3,000.00	Yes
4	Music and Fine Arts	3.4 Increase access to music/educational program	\$59,208.00	Yes
5	Expose Students to a Variety of Athletic Opportunities	3.5 Provide after school sports and athletic activities and competition events.	\$37,327.00	Yes
6	Enrichment Opportunities	3.6 Provide out-of-school enrichment opportunities aligned with California State Standards.	\$69,456.00	Yes
7	Childcare Opportunities	3.7 Partner with YMCA to make available onsite childcare morning/afternoon.  Recognize consistent student attendance.		No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.57%	\$455,268

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 - Actions 6, 8, 9 (Staffing to support smaller class sizes to increase engagement and provide supplemental services and interventions. Goal 2 - Actions 2,4 - Opportunities to enrich parent and family engagement including Science, Technology, Engineering, Art and Mathematics and fine arts events held for the school community groups. Goal 3 - Actions 1,2,3,4, 5, 6 - Counseling support system, Foster Youth & Homelessness Liaisons, Service Projects to build community and strengthen academic needs, Music and Fine Arts, and enrichment activities to promote physical fitness and health lifestyles.

In order to address the interrupted learning due to Covid-19 and the analysis of the data actions and services are principally directed to increase or improve services for our Foster Youth (0%), English Learners (32.7%), and Low-Income students (71.5%) based on the 2020 CA Dashboard.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

English learners, foster youth and low-income students will benefit from the purchase of supplemental materials that will be used for intervention and accelerated instruction. This will take place through first instruction and extended day learning activities. Social emotional support from the SELPA will benefit the three groups by preparing them to effectively cope with the challenges as a result of COVID-19. These services will allow students with limited means to have access to social-emotional support through counseling. As important, English learners, low-income students and foster youth will be provided with one to one devices that will allow them to connect to online lessons.

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$618,242.00	\$593,630.00		\$154,259.00	\$1,366,131.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$849,830.00	\$516,301.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Science, Technology, Engineering and Mathematics	\$8,000.00	\$4,000.00			\$12,000.00
1	2	All	English Language Arts and Social Studies Content Areas		\$8,100.00			\$8,100.00
1	3	All	Technology	\$15,375.00				\$15,375.00
1	4	All	Professional Development		\$7,519.00		\$17,169.00	\$24,688.00
1	5	Students with Disabilities	Special Education Services		\$429,343.00		\$79,910.00	\$509,253.00
1	6	English Learners Foster Youth Low Income	Staffing to support smaller class sizes	\$161,375.00				\$161,375.00
1	7	All	Student Achievement					\$0.00
1	8	English Learners Foster Youth Low Income	Supplemental Support	\$597.00	\$81,048.00			\$81,645.00
1	9	English Learners Foster Youth Low Income	Intervention Services	\$158,943.00			\$57,180.00	\$216,123.00
1	10	All	After School Program		\$54,611.00			\$54,611.00
2	1	English Learners Foster Youth Low Income	Access to Technology	\$6,600.00				\$6,600.00
2	2	English Learners Foster Youth Low Income	Family Engagement in Science, Technology, Engineering, Art and Mathematics	\$3,668.00				\$3,668.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Communication		\$500.00			\$500.00
2	4	English Learners Foster Youth Low Income	Family Engagement and Exposure to Fine Arts	\$1,000.00				\$1,000.00
2	5	All	Communication		\$6,000.00			\$6,000.00
3	1	English Learners Foster Youth Low Income	Counseling Support	\$76,713.00				\$76,713.00
3	2	Foster Youth	Foster Support	\$19,489.00				\$19,489.00
3	3	English Learners Foster Youth Low Income	Service Projects	\$3,000.00				\$3,000.00
3	4	English Learners Foster Youth Low Income	Music and Fine Arts	\$59,208.00				\$59,208.00
3	5	English Learners Foster Youth Low Income	Expose Students to a Variety of Athletic Opportunities	\$34,818.00	\$2,509.00			\$37,327.00
3	6	English Learners Foster Youth Low Income	Enrichment Opportunities	\$69,456.00				\$69,456.00
3	7	All	Childcare Opportunities					

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$594,867.00	\$735,604.00
<b>LEA-wide Total:</b>	\$594,867.00	\$735,604.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Staffing to support smaller class sizes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$161,375.00	\$161,375.00
1	8	Supplemental Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$597.00	\$81,645.00
1	9	Intervention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,943.00	\$216,123.00
2	1	Access to Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,600.00	\$6,600.00
2	2	Family Engagement in Science, Technology, Engineering, Art and Mathematics	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,668.00	\$3,668.00
2	4	Family Engagement and Exposure to Fine Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	1	Counseling Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$76,713.00	\$76,713.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	2	Foster Support	LEA-wide	Foster Youth	All Schools	\$19,489.00	\$19,489.00
3	3	Service Projects	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	4	Music and Fine Arts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$59,208.00	\$59,208.00
3	5	Expose Students to a Variety of Athletic Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,818.00	\$37,327.00
3	6	Enrichment Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,456.00	\$69,456.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.