

**Introduction:**

**LEA:** Vista Del Mar Union Elementary School District **Contact (Name, Title, Email, Phone Number):** Scott Turnbull, Superintendent/Principal, sturnbull@vistadelmarunion.com, (805) 686-1880 **LCAP Year:** 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Two groups at Vista Del Mar have been consistently consulted throughout the 2015-16 LCAP development process this year. Those two groups are Vista's School Site Council and Vista's School Board. Our School Board was consulted on January 14 (as an Information Item), February 11 (as part of Superintendent's Report), &amp; May 13 as part of a special LCAP Public Hearing. We called the public hearing "Vista's Roadmap for Success." Vista's School Site Council was consulted at their meetings on February 18, March 18, April 22, and May 20. Vista's student body was consulted &amp; challenged to meet new goals for increasing attendance rate and decreasing tardies. Their incentive for meeting these challenges is a beach trip. Our school only has 10 teachers so having 3 teachers on School Site Council serves as an effective way to get staff input. Both employee groups are represented by CTA due to the small nature of our school and staff. Both the board and site council have been engaged with the LCAP predominantly at three clear levels; LCAP Goals, LCAP Metrics, &amp; LCAP Funding. We have found that by breaking the LCAP into these three areas we simplify the process of gathering and acting on input from all stakeholders. LCAP Metrics have been shared on a regular basis with all stakeholders. For example, Vista's goals for attendance and tardies have been posted around the school for the entire year. Regular updates on these goals have been made in monthly newsletters and announcements at events such as our student award assemblies. Our LCAP Public Hearing held in conjunction with our regular May 13, 2015 Board Meeting had the highest parent and community attendance participation of any board meeting in three years. It was a highly productive meeting in which much public input was gathered. Student input into school goals is an ongoing process at Vista. Our ASB meets regularly to discuss ways to improve the school environment. Teachers often have their students write letters to the principal and initiate programs to improve their school. Our parent group, the Vista Volunteers also proved instrumental in providing input on LCAP, especially in the area of after school programs and enrichment activities.</p>	<p>Input from all indicated stakeholders was instrumental in building this LCAP. The most clear input came from the May 13 LCAP Public Hearing. Ensuring that Vista maintain low student:teacher ratios while at the same time curtailing deficit spending was the clear and direct message from the input on that evening. The most direct impact from this meeting was a board resolution (Board Resolution # 2015-10) on Cost-Saving Measures to be enacted in 2015-16 if approved by the board. Vista's School Site Council has grown tremendously as a group this year. They have found their voice and provided very clear input regarding the LCAP. For example, when asked about sending a follow-up LCAP survey home this year the group adamantly responded that the data from the 2013-14 LCAP Survey should still guide our school district, that we should "stay the course." They did not want another survey sent home. The group desired that student enrichment opportunities continue to be a focus along with maintaining low student:teacher ratios without combination classes. This year's School Site Council delved deeply into the struggle that our school faces between services and budgets. One particular area that has been heavily discussed is our school's preschool program. Vista's current preschool program is rather unique in that it is three days per week (MWF), taught by a fully credentialed (multiple subject) teacher, and free-of-charge to parents. While nobody in the community necessarily wants to charge for preschool, School Site Council was engaged enough to use our LCAP goals as a way to filter decisions. LCAP Goals, especially goal # 8 (small classes, no combos), have forced School Site Council and Vista's Board of Trustees to make difficult decisions in cutting spending on preschool, after school transportation, &amp; staffing. LCAP goals have provided clarity to Site Council Members and the Board of Trustees as they make the toughest of school decisions. Student input has had impact on our LCAP and school operations. Our TK/K Class wrote letters to the principal urging that the use of plastic utensils be replaced with metal ones so that our school doesn't contribute unnecessary waste to landfills. The letter-writing campaign proved successful and that class has also added a composting program that sees food waste from our lunch program go directly to improving the soil in our school garden. All of these efforts directly (and positively) impact our LCAP goal on student wellness. Vista's ASB has planned many spirit days that positively contribute to improving our attendance rate, one of the LCAP metrics we focused on most this year.</p>

**Annual Update:**

There were no unforeseen (major) changes to the 2014-15 LCAP and goals therein. Regular reporting out on the progress of 2014-15 goals and metrics was shared with all involved groups (most specifically Board and School Site Council). The 2014-15 LCAP did prove invaluable in terms of serving School Site Council in making recommendations to the School Board in regards to prioritization of funds. This year, our school district and the local bargaining unit negotiated a 10% raise across the board to be enacted over the next three years. This raise, in conjunction with increased costs to the district for STRS and PERS were taken into consideration as the Vista community monitored the 2014-15 LCAP. School Site Council members did feel strongly that another survey was not necessary and may feel redundant so plans for a LCAP Post-Survey were scrapped. Their input was clear that what we are doing is serving the student population at large as well as unduplicated students.

**Annual Update:**

"Stay the course." That was the message heard loud and clear from Vista's School Board and School Site Council. Due to increased costs to the district in salary and retirement benefits, two very difficult but crucially important decisions were made. First, the School Board approved the elimination of the Librarian / Tech Position effective at the end of the 2014-15 School Year. It was underscored that services to students cannot be diminished in the area of Library and Technology so plans are being developed to maintain regular functions with the help of staff and the Vista Volunteers (our parent group). The Vista Volunteers were also instrumental in providing ongoing input on the quantity and quality of our after school enrichment offerings. Instead of the summative input initially proposed (post survey), the Vista Volunteers engaged in formative input throughout the year by meeting with the director of the Buellton Recreation Department to help guide their offerings at Vista. This was unplanned but extremely meaningful to the Vista Volunteers specifically and parents in general.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

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

GOAL 1:	Refine the quality of extra-curricular and enrichment opportunities that help make school a positive experience for children.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <u>X</u> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Identified Need :	Vista needs more and better Extra-Curricular Offerings as defined by 6 responses of "Disagree" on 2014 Parent Survey.		
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: All Students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	The extra-curricular and enrichment activities that students participate in will be more engaging as measured by ongoing parent input from ASB, Vista Volunteers, Vista Foundation, School Site Council, and the Board of Trustees. Additionally, the school attendance rate will increase to 96% as students connected to extra-curricular activities are known to have higher rates of attendance.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Consult regularly with ASB, Vista Volunteers, Vista Foundation, School Site Council & the Board of Trustees to collect real-time, formative input on the quality of Vista After School Enrichment (VASE) Program offerings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no financial impact to the school budget.
Collaborate with the Buellton Recreation Department staff to bring enrichment opportunities to Vista such as Cooking, Gymnastics, NatureTrak (hiking), Cricket, and more to the VASE Program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No financial impact to school budget as Buellton Rec opportunities are set up as "pass-through" programs paid for by parents of students enrolled in each class.
Initiate a VASE Chess Club.	LEA-Wide	<input checked="" type="checkbox"/> All OR:	There is no financial impact to the school budget as donations for chess materials will be sought from Vista Volunteers, the

<p>Initiate a VASE Robotics Club.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Vista Foundation, and the community at large. A donation of Lego Robotics startup materials is being coordinated with the Raytheon Company. The programs will either be coordinated by a current Vista Staff Member or a member of the community who pass Live Scan Fingerprinting. Salary for coordination of both programs will paid for by charging a small fee to participation.</p>
<p>Continue to offer the VASE Drama Club and VASE Interscholastic Sports Volleyball &amp; Basketball.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>There is no financial impact to the school budget related to the VASE Drama Club as program coordinators are paid for their time through \$50 participation fees per student.</p> <hr/> <p>Athletic Director &amp; Coaching 1000-1999: Certificated Personnel Salaries LCFF Base \$3,000</p> <hr/> <p>Coaching 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000</p> <hr/> <p>Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,000</p>
<p>Offer scholarships to VASE Opportunities to students identified as low income.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>In addition to scholarships offered by the Vista Volunteers and the Vista Foundation, some scholarships for low-income students will be funded from the school budget. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p>
<p>Explore avenues to increase the use of coding integrated into instruction. Coding will be in the exploratory and learning phase at Vista in 2015-16.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Research and Consultation 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,000</p> <hr/> <p>Materials or online programs 4000-4999: Books And Supplies LCFF Base \$1,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: The extra-curricular and enrichment activities that students participate in will be more engaging as measured ongoing parent input from ASB, Vista Volunteers, Vista Foundation, School Site Council, and the Board of Trustees. Additionally, the school attendance rate will increase to 96.25% as students connected to extra-curricular activities are known to have higher rates of attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Consult regularly with ASB, Vista Volunteers, Vista Foundation, School Site Council & the Board of Trustees to collect real-time, formative input on the quality of Vista After School Enrichment (VASE) Program offerings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no financial impact to the school budget.
Collaborate with the Buellton Recreation Department staff to bring enrichment opportunities to Vista such as Cooking, Gymnastics, NatureTrak (hiking), Cricket, and more to the VASE Program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No financial impact to school budget as Buellton Rec opportunities are set up as "pass-through" programs paid for by parents of students enrolled in each class.
Continue VASE Chess and Robotics Offerings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no projected financial impact to the school budget.
Continue VASE Drama and Sports offerings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Athletic Director & Coaching 1000-1999: Certificated Personnel Salaries LCFF Base \$3,000 Coaching 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transportation 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,000 Offer scholarships to VASE Opportunities to students identified as low income. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000
Refine VASE Coding beyond just the exploratory and learning phase.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing 1000-1999: Certificated Personnel Salaries LCFF Base \$1,000 Materials or 4000-4999: Books And Supplies LCFF Base \$500
Continue to offer scholarships to VASE Opportunities to students identified as low income.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	In addition to scholarships offered by the Vista Volunteers and the Vista Foundation, some scholarships for low-income students will be funded from the school budget. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	The extra-curricular and enrichment activities that students participate in will be more engaging as measured ongoing parent input from ASB, Vista Volunteers, Vista Foundation, School Site Council, and the Board of Trustees. Additionally, the school attendance rate will increase to 96.5% as students connected to extra-curricular activities are known to have higher rates of attendance.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Consult regularly with ASB, Vista Volunteers, Vista Foundation, School Site Council & the Board of Trustees to collect real-time, formative input on the quality of Vista After School Enrichment (VASE) Program offerings.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	There is no projected financial impact to the school budget.

<p>Collaborate with the Buellton Recreation Department staff to bring enrichment opportunities to Vista such as Cooking, Gymnastics, NatureTrak (hiking), Cricket, and more to the VASE Program.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>No financial impact to school budget as Buellton Rec opportunities are set up as "pass-through" programs paid for by parents of students enrolled in each class.</p>
<p>Maintain VASE Chess Club, Robotics Club, Coding Club, Drama Club, and Sports.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000  <hr/> Materials 4000-4999: Books And Supplies LCFF Base \$2,000</p>
<p>Continue to offer scholarships to VASE Opportunities to students identified as low income.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>In addition to scholarships offered by the Vista Volunteers and the Vista Foundation, some scholarships for low-income students will be funded from the school budget. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Improve Vista's Response to Intervention (Rtl) Program.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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**Identified Need :** There is not currently not a strong enough Rtl Program as identified by 8 responses of "Disagree" on 2014 Parent Survey, teacher classroom assessments, and grades.

**Goal Applies to:** Schools: LEA-Wide  
 Applicable Pupil Subgroups: Low income pupils, English Learners, Rtl Tier 2, 3, & 4

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Vista's Rtl Program will be regularly evaluated and calibrated during our weekly Vista Professional Learning Community (VPLC). Input will be regularly sought from School Site Council and Vista Volunteers. Vista's scores on a pre/post universal screener will reflect reasonable improvement. Baseline SBAC scores will improve by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build Rtl opportunities into Vista's Master Schedule with particular focus on students identified as Tier 2 & 3 Rtl as measured by a universal screener, classroom assessments, grades, and SBAC scores where appropriate. Any English Learner student in middle school grades not yet reclassified will be automatically considered Tier 3 Rtl. Any former EL student who has been reclassified but is not progressing academically will also fall into Tier 3 Rtl. During the school day, Rtl services will include in-class interventions, the Read Naturally Program, and individual tutoring. Special consideration for inclusion in the program will be given to those students identified as low-income so that their needs can be addressed during the regular school day to offset the need for these families to have to provide after school transportation.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Tier 2 &amp; 3 Rtl</u>	There will be no financial impact to the school budget as Vista's Collective Bargaining Agreement stipulates that every teacher (K-8) will have 4 prep periods per week. Thus, once per week most teachers can teach a period of Rtl. While this is not the most convenient Rtl schedule, Vista cannot afford a teacher on assignment type position to coordinate Rtl so we must maximize every available opportunity.
Implement a Universal Screener and administer to all students in grades K-3 for early identification and students previously identified as Rtl Tier 2 & 3 students in grades 4 - 8.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	Printing of Open Source Materials such as DIBELS. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Rtl 2 &amp; 3</u>	Training of identified staff on Universal Screener. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000
Incorporate students in Rtl levels 2,3, & 4 into After School Homework Academy as appropriate by grade and individual student needs.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Rtl level 2, 3, &amp; 4</u>	Tuition for unduplicated students for the After School Homework Academy will be paid via scholarship. Scholarship funds will be generated by a combination of the school budget as well as donations from the Vista Volunteers or Vista Foundation. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Vista's Rtl Program will be regularly evaluated and calibrated during our weekly Vista Professional Learning Community (VPLC). Input will be regularly sought from School Site Council and Vista Volunteers. Vista's scores on a pre/post universal screener will reflect reasonable improvement. Baseline SBAC scores will improve by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rtl support will continued to be built into the master schedule.  Continue administering universal screener.  Continue providing scholarships into Homework Academy for low income pupils.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Rtl Tier 2 &amp; 3</u>	Scholarships for Low Income Pupils 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Vista's Rtl Program will be regularly evaluated and calibrated during our weekly Vista Professional Learning Community (VPLC). Input will be regularly sought from School Site Council and Vista Volunteers. Vista's scores on a pre/post universal screener will reflect reasonable improvement. Baseline SBAC scores will improve by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rtl support will continued to be built into the master schedule.	LEA-Wide	<input type="checkbox"/> All OR:	Scholarships for Low Income Pupils 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000

<p>Continue administering universal screener.</p> <p>Continue providing scholarships into Homework Academy for low income pupils.</p>		<p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Rtl Levels 2,3, &amp; 4</u></p>	
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 3:	Improve quantity and quality of opportunities for parents and community members to learn about the State Standards ensuring all communication opportunities (newsletters, website, mobile app, Back to School Night, board meetings, etc...) include California State Standards information.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Vista parents need to know more about the Implementation of State Standards as identified by higher percentage of "agree" than "strongly agree" responses on the 2014 parent survey.		
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: Low-income, English Learners, and RFEPs.	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	The communication and opportunities for discussion for parents regarding California State Standards will be more engaging. Students will benefit by better support at home as measured by regular communication with Vista Volunteers & School Site Council.		
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A large majority of Vista's families have access to electronic communication. In 2015-16 information will be collected so that those families that want information only electronically (e-mail for example) will no longer receive wasteful hard copies of newsletters and flyers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Providing this service to the majority of families will not have an impact on the school budget due to the fact that most communication will be done electronically.
Some of Vista's low-income families still lack electronic communication at home. For those families, hard copies will be sent home with students and/or by U.S. Mail. Home visits to ensure clear communication with hard-to-reach families will be used as necessary. All important communication will be translated for parents of English Learners and RFEPs.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage for Low-Income Families 5900: Communications Supplemental and Concentration \$500  Home Visits for Low-Income or EL/RFEP Families 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes: The communication and opportunities for discussion for parents regarding California State Standards will be more engaging. Students will benefit by better support at home as measured by regular communication with Vista Volunteers & School Site Council.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue regular communication to parents about state standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Providing this service to the majority of families will not have an impact on the school budget due to the fact that most communication will be done electronically.
Continue to reach out to low-income families via U.S. Mail, phone calls, and home visits as necessary.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage for Low-Income Families 5900: Communications Supplemental and Concentration \$500 Home Visits for Low-Income or EL/RFEP Families 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes: The communication and opportunities for discussion for parents regarding California State Standards will be more engaging. Students will benefit by better support at home as measured by regular communication with Vista Volunteers & School Site Council.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue regular communication to parents about state standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Providing this service to the majority of families will not have an impact on the school budget due to the fact that most communication will be done electronically.

		_ Other Subgroups: (Specify)	
Continue to reach out to low-income families via U.S. Mail, phone calls, and home visits as necessary.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Postage for Low-Income Families 5900: Communications Supplemental and Concentration \$500 <hr/> Home Visits for Low-Income or EL/RFEP Families 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Refine the quality of programs, services, and opportunities that promote student health and wellness.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Currently there are not enough programs that promote student health and wellness (Other Student Outcomes) as identified by 3 responses of "Disagree" and a higher number of "Agree" vs. "Strongly Agree" responses on the 2014 LCAP Survey.		
Goal Applies to:	Schools: LEA-Wide		
	Applicable Pupil Subgroups:	All Students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	The health and wellness programs that students participate in will be more engaging and will continue to produce a low incidence of chronic absenteeism and suspension/expulsion rate. Vista 's attendance rate will reach 96% in 2015-16. Additionally, Vista will administer the California Healthy Kids Survey (CHKS) in 2015-16 in order to have more data to analyze in this area.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide an annual anti-bully assembly to entire student body and continue to provide information about student wellness in home communication.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assembly 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000
Work closely with School Support Staff such as School Psychologist, Nurse, Resource Teacher, Resource Aide, Speech Pathologist and other staff as needed from the Santa Ynez Valley Special Education Consortium. By working closely with this team a variety of student health & wellness need will be addressed including early identification of student needs, counseling services, referrals, communication with family doctors as necessary and more. Necessary personnel will support Vista's Rtl and SST processes.	LEA-Wide	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl Levels 2, 3, & 4	Other Outgo 7000 LCFF Base \$5,000
Restart efforts to implement a "home-grown" peer counselor / conflict resolution program.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	There will be no financial impact to the school budget for this service. The program will be developed by in-house staff.

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	The health and wellness programs that students participate in will be more engaging and will continue to produce a low incidence of chronic absenteeism and suspension/expulsion rate. Vista 's attendance rate will reach 96.25% in 2016-17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue providing anti-bullying assemblies, strong school support team, and peer-counseling program / conflict resolution.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000  Other Outgo 7000 LCFF Base \$5,000
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	The health and wellness programs that students participate in will be more engaging and will continue to produce a low incidence of chronic absenteeism and suspension/expulsion rate. Vista 's attendance rate will reach 96.5% in 2017-18.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue providing anti-bullying assemblies, strong school support team, and peer-counseling program / conflict resolution.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assemblies 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,000  Other Outgo 7000 LCFF Base \$5,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Implement the highest priorities identified in the comprehensive Facilities Master Plan including Prop 39 Funds.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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**Identified Need :** The prioritized needs identified in the Facilities Master Plan.

**Goal Applies to:** Schools: LEA-Wide  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Students will be able to learn in an a physical environment that is more modern, safe, pride-inducing, and network accessible as measured by completion of prioritized projects in Facilities Master Plan. The school facility will remain in good repair as measured by Quarterly Williams Reports.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Repair areas of deteriorated walkway rand other high-priority projects as identified in Facilities Master Plan. We are collaborating with the engineering firm Johnson Controls, Inc. (JCI) on our Facilities Master Plan and prioritized projects.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Facilities Projects and Maintenance identified in Master Plan - to come form Deferred Maintenance so as not to go against any 2015-16 revenues 5800: Professional/Consulting Services And Operating Expenditures Locally Defined / Deferred Maintenance \$75,000
Get "shovel-ready" for planned solar energy project. We are collaborating with JCI on this project.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Revenue sources for this solar energy project are being generated outside of our "regular" revenue sources. We have secured a 0% loan from the California Energy Commission and are using our Prop 39 Funds on this project as well. The Solar Project will generate approximately 80% savings on the district's energy bills. 5800: Professional/Consulting Services And Operating Expenditures Locally Defined / Deferred Maintenance \$300,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Students will be able to learn in an a physical environment that is more modern, safe, pride-inducing, and network accessible as measured by completion of prioritized projects in Facilities Master Plan. The school facility will remain in good repair.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to follow prioritized needs as identified in the Facilities Master Plan.</p> <p>Continue on the Solar Energy Project.</p> <p>Ensure all available state funding for facilities modernization are captured and optimized.</p> <p>Evaluate possibility of centralized HVAC system.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Facilities Projects and Maintenance identified in Master Plan - to come form Deferred Maintenance so as not to go against any 2016-17 revenues Revenue sources for this solar energy project are being generated outside of our "regular" revenue sources. We have secured a 0% loan from the California Energy Commission and are using our Prop 39 Funds on this project as well. The Solar Project will generate approximately 80% savings on the district's energy bills. 5800 Locally Defined / Deferred Maintenance \$300,000</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Students will be able to learn in an a physical environment that is more modern, safe, pride-inducing, and network accessible as measured by completion of prioritized projects in Facilities Master Plan. The school facility will remain in good repair.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to follow prioritized needs as identified in the Facilities Master Plan.</p> <p>Continue on the Solar Energy Project.</p> <p>Ensure all available state funding for facilities modernization are captured and optimized.</p> <p>Don't lose sight of eventually bringin air-conditioning into our classrooms for better learning conditions.</p>	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Facilities Projects and Maintenance identified in Master Plan - to come form Deferred Maintenance so as not to go against any 2017-18 revenues Revenue sources for this solar energy project are being generated outside of our "regular" revenue sources. We have secured a 0% loan from the California Energy Commission and are using our Prop 39 Funds on this project as well. The Solar Project will generate approximately 80% savings on the district's energy bills. 5800 Locally Defined / Deferred Maintenance \$300,000</p>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 6:</b>	Refine Vista's plan that ensures streamlined implementation of State Standards including professional development, materials, assessments, and teacher collaboration time so that all students achieve at or above grade level in ELA and Math and English Learners are reclassified within five-six years of being instructed at Vista.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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<b>Identified Need :</b>	Like most districts, Vista is in the infancy stage of implementing California State Standards (henceforth to be referred to simply as California State Standards)
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<b>Goal Applies to:</b>	Schools: LEA-Wide
	Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	As a result of improved implementation of state standards SBAC scores will increase by 5%, all (100%) English Learners will be reclassified by middle school.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide professional development on State Standards to teachers by collaborating and pooling funds with other small districts in the Santa Ynez Valley. Adopt standards-based materials only when teachers have piloted and approved them. With more and more open source materials available to teachers we must continue to strengthen our access to internet, both hard-wired and wi-fi. We must also write a plan to begin replacing machines that are running Windows XP as SBAC specs are only projecting one more year of compatibility with the secure browser.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Common Core Standards Implementation Funds \$20,000 Professional Development 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation \$20,000 Other Operating Expenditures 5000-5999 LCFF Base \$10,000 Capital Outlay 6000-6999 LCFF Base \$10,000
Move beyond the knowledge phase of implementing the new ELD standards that are aligned to the ELA/Literacy Standards.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development on implementing new ELD standards. 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$10,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	As a result of improved implementation of state standards SBAC scores will increase by 5%, all (100%) English Learners will be reclassified by middle school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide professional development on State Standards to teachers by collaborating and pooling funds with other small districts in the Santa Ynez Valley. Adopt standards-LCFF Based materials only when teachers have piloted and approved them.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Common Core Standards Implementation Funds \$20,000 <hr/> Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Students will receive instruction thoroughly aligned to California State Standards. 100% of English Learners will be reclassified by middle school. Specific goals related to SBAC will be developed by School Site Council and Vista Professional Learning Community once LCFF Baseline data is analyzed including an overall improvement of 5%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to refine implementation of State Standards.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials 4000-4999: Common Core Standards Implementation Funds \$20,000 <hr/> Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

<b>GOAL 7:</b>	100% of Teachers will be properly credentialed, all conditions of the Williams Act will be met, and all students will have access to necessary instructional material.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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**Identified Need :** Vista must continue to be compliant in maintaining proper conditions for learning as measured by CTC Annual Review of Credentials, Williams Act Review, and Board Instructional Material Resolution.

**Goal Applies to:** Schools: LEA-Wide  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Students will continue to have proper conditions for learning. 100% of Vista Teachers will continue to be appropriately assigned and credentialed. 100% of students will continue to have access to standards-aligned instructional materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain all aspects of Williams Act including highly qualified teachers.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintaining necessary instructional material 4000-4999: Books And Supplies LCFF Base \$5,000 Maintain properly credentialed teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$750,000 Maintain staff to keep proper conditions of learning 2000-2999: Classified Personnel Salaries LCFF Base \$350,000 Maintain benefits for all employees 3000-3999: Employee Benefits LCFF Base \$400,000 Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures LCFF Base \$100,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Students will continue to have proper conditions for learning. 100% of Vista Teachers will continue to be appropriately assigned and credentialed. 100% of students will continue to have access to standards-aligned instructional materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain all components of the Williams Act.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain necessary instructional material. 4000-4999: Books And Supplies LCFF Base \$5,000 Maintain properly credentialed teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$750,000 Maintain staff to keep proper conditions for learning 2000-2999: Classified Personnel Salaries LCFF Base \$350,000 Maintain benefits for all employees 3000-3999: Employee Benefits LCFF Base \$400,000 Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures LCFF Base \$100,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Students will continue to have proper conditions for learning. 100% of Vista Teachers will continue to be appropriately assigned and credentialed. 100% of students will continue to have access to standards-aligned instructional materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain all components of the Williams Act.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintaining instructional materials 4000-4999: Books And Supplies LCFF Base \$5,000 Maintain HQ Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$750,000 Maintain Support Staff 2000-2999: Classified Personnel Salaries LCFF Base \$350,000 Maintain Employee Benefits 3000-3999: Employee Benefits LCFF Base \$400,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Vista will continue to have a maximum class size of 17 and will have no combination classes.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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**Identified Need :** The Vista Board, Staff, and Community believe that small class sizes and a lack of combination classes are essential for necessary differentiation of instruction so that students from disadvantaged backgrounds (Low Income Pupils and English Learners) can close the achievement gap.

**Goal Applies to:** Schools: LEA-Wide  
 Applicable Pupil Subgroups: Low Income Pupils, English Learners, RFEPs, and Rtl Tiers 2-4

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** Small class sizes will continue to produce desirable rates of student achievement on statewide assessments, reclassification of all English Learners by middle school, a low incidence of chronic absenteeism and suspensions/expulsions, and high rates of student attendance.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invest more than is required by state in certificated staffing to provide smaller class sizes and more individualized and small group instruction for students from disadvantaged backgrounds.	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl Tier 2, 3, & 4	1000-1999: Certificated Personnel Salaries LCFF Base \$80,000  1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$20,000

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** The Vista Board, Staff, and Community believe that small class sizes and a lack of combination classes are essential for necessary differentiation of instruction, small group support, and individual student assistance. All stakeholders also believe that small class size leads to a higher rate of student engagement (i.e. no student is "lost in the cracks.")

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Invest more than is required by state in certificated staffing to provide smaller class sizes and more	LEA-Wide	_ All OR:	1000-1999: Certificated Personnel Salaries LCFF Base \$80,000

<p>individualized and small group instruction for students from disadvantaged backgrounds.</p>		<p><input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups: (Specify)  <u>Rtl Tier 2, 3, &amp; 4</u></p>	<p>1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$20,000</p>
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>The Vista Board, Staff, and Community believe that small class sizes and a lack of combination classes are essential for necessary differentiation of instruction, small group support, and individual student assistance. All stakeholders also believe that small class size leads to a higher rate of student engagement (i.e. no student is "lost in the cracks.")</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Invest more than is required by state in certificated staffing to provide smaller class sizes and more individualized and small group instruction for students from disadvantaged backgrounds.</p>	<p>LEA-Wide</p>	<p><u>All</u>  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base \$80,000   1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$20,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

## Annual Update

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

### Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Improve quantity and quality of extra-curricular events and programs that help make school a positive experience for children.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA-Wide Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Students will have a wider range of extra-curricular activities to participate in as measured by Pre/Post Survey (parent input & decision making).	Actual Annual Measurable Outcomes:	Students did have a wider range of extra-curricular activities to participate in as measured by ongoing feedback from stakeholder groups such as Vista Volunteers, School Site Council, and the Board of Trustees. It was a strong recommendation from our School Site Council to scratch plans for another (post) survey. Their feeling was that it was important to honor the first survey, stay the course, and not give the impression that we will be making major changes to what was explained as a three-year plan. The ongoing feedback in real time actually proved to be a much more nimble way to monitor the effectiveness of this goal.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Restart the Vista After School Enrichment (VASE) Program offering students opportunities to engage in the 3 A's (Arts, Athletics, and Academics).	Budgeted Expenditures Contracting with outside organizations that can bring the enrichment activities to our students. 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000	Vista collaborated with the Buellton Recreation Department to bring in a wide range of VASE enrichment activities including gymnastics, cooking, and hiking with naturalists. Additionally, the Vista Drama Club was started up with startup funding coming from the school budget as per the LCAP. The Drama Club is now self-sustaining. The district contracted with South Coast Karate to bring in expert karate lessons during physical education time. The Vista Volunteers were regularly	Estimated Actual Annual Expenditures Startup funds for the Drama Club and contract with South Coast Karate. 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$6,000

		consulted to gain valuable input on the offerings.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide	
Scope of Service	LEA-Wide						
Scope of Service	LEA-Wide						
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Ensure inclusion of Low-Income Students & English Learners in Vista After School Enrichment (VASE) Program.	Contracting with outside organizations for enrichment activities. 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1600	Low-income Students and English Learners were involved in VASE.	1000-1999 Certificated Supplemental and Concentration \$2,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-Wide</td> </tr> </table>	Scope of Service	LEA-Wide		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			
Scope of Service	LEA-Wide						
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The main change was that our School Site Council strongly recommended against another survey. Therefore, instead of a post-survey regular input was gained at meetings of the Vista Volunteers and School Site Council. This input proved to be very timely in a "formative-assessment" (vs. summative assessment) type of way. We were able to adjust some of our offerings due to this real time feedback.						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Improve quantity and quality of intervention and enrichment programs at Vista de Las Cruces School.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: LEA-Wide	
	Applicable Pupil Subgroups:	Low income pupils, English Learners, Rtl Tier 2, 3, & 4

Expected Annual Measurable Outcomes:	Students with identified learning needs will have more opportunities outside the regular school day and will receive extra support and intervention. Students will also have more opportunities for enrichment activities outside the classroom as measured by Pre/Post Survey (parent input & decision making).	Actual Annual Measurable Outcomes:	Students in need of extra support and intervention did have more opportunities to participate in as measured by ongoing feedback from stakeholder groups such as the Vista Professional Learning Community, Vista Volunteers, School Site Council, and the Board of Trustees. It was a strong recommendation from our School Site Council to scratch plans for another (post) survey. Their feeling was that it was important to honor the first survey, stay the course, and not give the impression that we will be making major changes to what was explained as a three-year plan. The ongoing feedback in real time actually proved to be a much more nimble way to monitor the effectiveness of this goal.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Reconfigure sections of Library and Tech Lab Schedule to include intervention during the school day. Have identified Staff to attend high-quality Response To Intervention Workshop or Training. This will serve as an opportunity to evaluate the quality of what was put in place the previous year and identify plans for improvement. Reconfigure Vista After School Homework Club to include targeted intervention for identified	<p>Use of Renaissance Learning suite for assessment and learning suite 4000-4999: Books And Supplies LCFF Base \$7,500</p> <p>Research computer-LCFF Based intervention programs to use during After School Program 4000-4999: Books And Supplies LCFF Base \$5,000</p> <p>Staffing 1000-1999: Certificated Personnel Salaries LCFF Base \$5,000</p>	Programs (Renaissance Learning & Read Naturally) were purchased and identified staff were trained.	<p>Renaissance 4000-4999: Books And Supplies LCFF Base \$5,000</p> <p>Read Naturally 4000-4999: Books And Supplies Supplemental &amp; Concentration \$5,000</p> <p>Intervention Staffing 1000-1999: Certificated Personnel Salaries Supplemental &amp; Concentration \$5,000</p>

students and provide appropriate staffing.		Staffing 2000-2999: Classified Personnel Salaries LCFF Base \$5,000		
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure inclusion of Low-Income Students and English Learners in intervention and enrichment programs.		Intervention Software 4000-4999: Books And Supplies LCFF Base \$1,000 Staffing 1000-1999: Certificated Personnel Salaries LCFF Base \$1000 Staffing 2000-2999: Classified Personnel Salaries LCFF Base \$1,000	Read Naturally was implemented with a focus on English Learners and Low-Income Students.	Intervention Software 4000-4999: Books And Supplies Supplemental and Concentration \$1,000 Staffing 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1000 Staffing 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,000
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There were three major changes to this goal. First, upon strong recommendation from our School Site Council the plans for a post survey were ditched in an effort to "stay the course" as well as collect more formative feedback in real time from stakeholder groups. Secondly, the "enrichment" part of this goal will henceforth be folded into goal # 1 as it is more logical to have "extra-curricular" & "enrichment" grouped together in a single goal. This goal will henceforth be referred to as the RtI goal as that really is the focus for these services and planned expenditures.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Improve quantity and quality of opportunities for parents and community members to learn about the California State Standards by ensuring all communication opportunities (newsletters, website, mobile app, Back to School Night, board meetings, etc...) include California State Standards information.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-Wide  Applicable Pupil Subgroups: Low-income, English Learners, and RFEPs.	
Expected Annual Measurable Outcomes:	Parents and community members will have more communication and opportunities for discussion on the California State Standards as measured by Pre/Post Survey (parent input & decision making).	Actual Annual Measurable Outcomes:	Parents and community members did have increased opportunities for understanding and discussing CCSS (to be known here on out simply as California State Standards) as measured by ongoing feedback from stakeholder groups such as Vista Volunteers, School Site Council, and the Board of Trustees. It was a strong recommendation from our School Site Council to scratch plans for another (post) survey. Their feeling was that it was important to honor the first survey, stay the course, and not give the impression that we will be making major changes to what was explained as a three-year plan. The ongoing feedback in real time actually proved to be a much more nimble way to monitor the effectiveness of this goal.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Include California State Standards Information in every Principal's Newsletter. Ensure that any district digital presence includes regular California State Standards updates and information. Include California State Standards Information at all Public and Parent events	Paper and postage 5900: Communications LCFF Base \$750	As planned - included California State Standards Information in every Principal's Newsletter. Ensured that any district digital presence includes regular California State Standards updates and information. Included California State Standards Information at all Public and Parent events	Paper & Postage 5900: Communications LCFF Base \$1,000
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)									
Ensure parents of Low-Income Students and English Learners are included in California State Standards Communication.	Paper, postage and translation. 5900: Communications Supplemental and Concentration \$100	Parents of Low-Income and ELs were included.	Paper, postage and translation. 5900: Communications Supplemental and Concentration \$100								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;">                     _ All                      -----                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	LEA-Wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;">                     _ All                      -----                      OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	LEA-Wide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	LEA-Wide										
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	LEA-Wide										
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The goal went as planned with the only exception being that feedback was collected at appropriate meetings rather than sending out another survey (this was based on strong input from the School Site Council).										

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Improve the quantity and quality of programs, services, and opportunities that promote student health and wellness.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <u>X</u> 7 _ 8 <u>X</u>  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-Wide  Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Students will be engaged in more programs that support them in becoming well-rounded citizens including health and wellness programs including ones that provide motivation for on-time attendance, positive behavior, and school spirit. Vista will continue to have a low incidence of suspensions and expulsions (there were zero suspensions and expulsions in 2013-14). Additionally, this goal will result in a higher daily attendance rate. In 2013-14 Vista's attendance rate was 95.5%. The goal for 2014-15 will be 95.75%. Vista students will continue to be monitored so that there is a low incidence of chronic absenteeism (zero students had 10 or more absences in 2014-15).	Actual Annual Measurable Outcomes:	Students were more engaged in programs that supported them in becoming well-rounded citizens including health & wellness programs targeting on-time attendance, positive behavior, and a low incidence of suspensions and expulsions. Through 167 days of school our attendance rate is at 95.82% and thus exceeding our goal. In addition, we have cut our tardies by approximately 50% when compared to last year. Vista was again has had no suspensions or expulsions. Through 167 days of school no Vista student has more than seven absences.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
Provide two school-wide Anti-Bully Assemblies including cyberbullying. Schedule Weekly SST Meetings. Evaluate 8th Grade Health & Wellness Class. Work with District Support Personnel (district-assigned nurse, psychologist, etc...) to ensure Vista Students' needs are met on an individual basis. Evaluate and begin implementation of student peer counselor program. Ensure that every student who is not at grade level be in the SST Process with identified	Budgeted Expenditures Research best reviewed presenters 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$3,500	Instead of a school-wide assembly on anti-bullying the opportunity to participate in "Rachel's Challenge" unexpectedly presented itself and Vista could not pass up this chance. Vista participated with other districts in the Santa Ynez Valley in this very well-known program connected with lessons learned from the Columbine massacre. All SSTs requested by teachers and parents were held in an effort to support general students who needed extra help in academics or other areas. We	Estimated Actual Annual Expenditures Rachel's Challenge 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$1,000
	In order to make sure every student who needs any type of support is receiving well-rounded services and support. 1000-1999: Certificated Personnel Salaries LCFF Base \$1,000		
	Possibly new/updated curriculum 4000-4999: Books And Supplies LCFF Base \$1,500		

<p>interventions and assessment of progress</p>		<p>were not able to get a peer counseling program off the ground.</p>	
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Ensure that Low-Income Students and English Learners are included in peer counselor program and for SSTs as necessary.</p>	<p>Support student social engagement of identified groups. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1000</p>	<p>Plans for peer counselor program were postponed. Unduplicated students were a focus point in SSTs.</p>	<p>Certificated Personnel Salaries Supplemental and Concentration \$1000</p>
<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   LEA-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal underwent some changes when "Rachel's Challenge" became an opportunity for Vista. Plans for a Peer Counseling program were postponed until 2015-16.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Develop and implement a comprehensive and long-term Facilities Master Plan including maximizing Prop 39 Funds.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools:	LEA-Wide  Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Students will be able to learn in an a physical environment that is more modern, safe, pride-inducing, and network accessible as measured by completion of prioritized projects in Facilities Master Plan. The school facility will remain in good repair.	Actual Annual Measurable Outcomes:	The school facility remains in good repair. The crumbling asphalt on the playground and parking lot has been resurfaced and we are not in possession of a well-vetted Facilities Master Plan produced in collaboration with Johnson Controls, Inc. (JCI).
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Dependent on Facilities Master Plan and list of priorities. We will follow priorities outlined in Master Plan. Resurface Asphalt on the parking lot and playground as approved by board.	Contract with consultant with expertise in area of building management and efficiency. 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$19,500	Contracted with JCI for Facilities Master Plan.  Planned Solar Project (Prop 39) not yet under way.	Facilities Master Plan 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$19,500
	Contract with consultant with expertise in best use of Prop 39 funds. 5000-5999: Services And Other Operating Expenditures Other \$39,000 (Prop 39 Funds)	We did not obtain Facilities Master Plan in time enough to start on any other facility priorities besides resurfacing the asphalt.	Agreement with Midco for asphalt resurfacing 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$150,000
	Begin work on prioritized list. 5000-5999: Services And Other Operating Expenditures LCFF Base \$100,000	Asphalt in parking lot and playground did get resurfaced by Midco.	
	Agreement with Midco for asphalt resurfacing. 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$140,000		

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There were no major changes to this goal. It's just running a little behind schedule overall.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Develop and implement a plan that ensures streamlined implementation of State Standards including professional development, materials, assessments, and teacher collaboration time so that all students achieve at or above grade level in ELA and Math and English Learners are reclassified within five-six years of being instructed at Vista.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Goal Applies to:	Schools: LEA-Wide		
	Applicable Pupil Subgroups:	All Students	

Expected Annual Measurable Outcomes:	Students will receive instruction thoroughly aligned to California State Standards. Accomplishment of this goal will lead to high achievement on all statewide assessments. For example, English Learners will continue to benefit from a thoroughly aligned curriculum. This will be measured by CELDT Results and Reclassification Rates. In 2014-15, there was only one long-term English Learner who had not qualified for reclassification yet. Vista will continue to strive to have all English Learners reclassified by middle school. Like all schools in California, Vista is transitioning from the California Standards Test (CST) to the SMARTER Balanced Assessment Consortium (SBAC). The last accountability measure data the district/school has is from 2012-13 when Vista recorded its highest score in history on the Academic Performance Index (API) by reaching 911. Obviously, the bar has been set high at Vista in the area of pupil achievement. In 2013-14, Vista participated in the SBAC Field Test. 2014-15 SBAC Results will serve as a LCFF Baseline for performance indicators. Form this LCFF Baseline data specific pupil achievement goals will be set for future years.	Actual Annual Measurable Outcomes:	The measurable outcomes for this goal were met. All English Learners in grades 4 and above qualified for reclassification. All students in grades 3 - 8 were administered SBAC and we await LCFF Baseline data from which to analyze and use to help drive instruction. AMAO data will also be used upon release.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase state adopted textbooks first in Math and then in ELA.	Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000	Professional Development & Teacher Collaboration Time  New Standards-LCFF Based materials	Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000
	Materials 4000-4999: Books And Supplies LCFF Base \$20,000		Materials - mostly printing of Engage NY 5000-5999: Services And Other

	<p>Teacher collaboration time 1000-1999: Certificated Personnel Salaries LCFF Base \$2,000</p> <p>Student Information System linked directly to a student Data and Assessment System 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p> <p>Improve wireless network. 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000</p>	<p>Student Information System providing timely student data</p> <p>Improve wireless network for full access for students and teachers to all open source materials</p>	<p>Operating Expenditures LCFF Base \$5,000</p> <p>Illuminate Student Information and Data System 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000</p> <p>Improve wireless network, work and materials guided by LiMotta IT collaboration 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000</p>								
<table border="1"> <tr> <td data-bbox="96 496 243 574">Scope of Service</td> <td data-bbox="243 496 569 574">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="96 574 569 883"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>			<table border="1"> <tr> <td data-bbox="1031 496 1178 574">Scope of Service</td> <td data-bbox="1178 496 1514 574">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 574 1514 883"> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
Scope of Service	LEA-Wide										
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
Scope of Service	LEA-Wide										
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>											
<p>Ensure that:</p> <ul style="list-style-type: none"> <li>Professional Development Time is dedicated to needs of English Learners and Low-Income Students.</li> <li>Low-Income Students and English Learners have access to quality computing devices.</li> <li>Student Information System is used to drill down to data sets showing achievement programs of Low-Income Students &amp; English Learners.</li> </ul>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental &amp; Concentration \$3,500</p> <p>Access to Technology Other \$3,500 (Deferred Maintenance)</p> <p>Data Analysis 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration \$3,500</p>	<p>Professional Development time was dedicated to needs of unduplicated students. Illuminate (SIS) was used to monitor progress of unduplicated students and those students also had access to proper computing devices.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental &amp; Concentration \$3,500</p> <p>Access to Technology Other \$3,500 (Deferred Maintenance)</p> <p>Data Analysis 5000-5999: Services And Other Operating Expenditures Supplemental &amp; Concentration \$3,500</p>								
<table border="1"> <tr> <td data-bbox="96 1318 243 1396">Scope of Service</td> <td data-bbox="243 1318 569 1396">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="96 1396 569 1489"> <p><input type="checkbox"/> All</p> <p>OR:</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p>			<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>					
Scope of Service	LEA-Wide										
<p><input type="checkbox"/> All</p> <p>OR:</p>											

<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There were no major changes to this goal.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	100% of Teachers will be properly credentialed, all conditions of the Williams Act will be met, and all students will have access to necessary instructional material.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: LEA-Wide  Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	Students will continue to have proper conditions for learning. 100% of Vista Teachers will be appropriately assigned and credentialed. 100% of students will continue to have access to standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	All aspects of this goal's measurable outcomes were met. 2014-15 was actually Vista's turn in the county's rotation of assessing our teacher credentialing. It did come to the district's attention that one teacher that should have a CLAD credential did not and steps have been taken to ameliorate that situation. All students have continued to have access to standards-aligned materials.
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Maintain all aspects of Williams Act including highly qualified teachers.	Maintain necessary instructional material. 4000-4999: Books And Supplies LCFF Base \$15,000	Maintained necessary instructional materials.	Instructional Materials 4000-4999: Books And Supplies LCFF Base \$20,000
	Salary of properly credentialed teachers. 1000-1999: Certificated Personnel Salaries LCFF Base \$696,000	Maintained necessary highly-qualified teaching staff.	Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Base \$596,000
	Salary of staff to maintain conditions of learning 2000-2999: Classified Personnel Salaries LCFF Base \$391,000	Maintained necessary classified staff to sustain proper conditions of learning.	Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF Base \$400,000
	Cost of benefits for employees 3000-3999: Employee Benefits LCFF Base 461,000	Maintained staff benefits in order to sustain proper staffing for conditions of learning.	Employee Benefits 3000-3999: Employee Benefits LCFF Base \$400,000
	Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures LCFF Base \$100,000	Maintained basic operation of facility and instructional program.	Basic Operations 5000-5999: Services And Other Operating Expenditures LCFF Base \$100,000

Scope of Service	LEA-Wide		Scope of Service	LEA-Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$6500	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Professional Development 1000-1999: Certificated Personnel Salaries LCFF Base \$6500
Ensure Low-Income Students and English Learners have access to necessary instructional materials and properly credentialed teachers.			Low-Income Students and English Learners had access to necessary instructional material and properly credentialed teachers.		
Scope of Service	LEA-Wide		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The only change to this goal was simply to make clear that approximately \$20,000 of small class size funding is being contributed from the Supplemental & Concentration Grant.			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Vista will continue to have a maximum class size of 17 and will have no combination classes.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-Wide			
	Applicable Pupil Subgroups:		All Students	
Expected Annual Measurable Outcomes:	Small class sizes will continue to produce desirable rates of student achievement on statewide assessments, reclassification of all English Learners by middle school, a low incidence of chronic absenteeism and suspensions/expulsions, and high rates of student attendance.		Actual Annual Measurable Outcomes:	The district was able to maintain small class sizes (17 or under) with no combination classes.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to fund Goal 7 expenditures LCFF Based on smaller class sizes and ensure that Low-Income Students and English Learners are in small classes (no larger than 17 students).		1000-1999: Certificated Personnel Salaries Base \$6500	Vista continued to fund Goal 7 expenditures LCFF Based on small class sizes.  1000-1999: Certificated Personnel Salaries LCFF Base \$80,000 1000-1999: Certificated Personnel Salaries Supplemental & Concentration \$20,000	
Scope of Service	LEA-Wide		Scope of Service	LEA-Wide
_ All				
OR:				
<input checked="" type="checkbox"/> Low Income pupils				
<input checked="" type="checkbox"/> English Learners				
_ Foster Youth				
<input checked="" type="checkbox"/> Redesignated fluent English proficient				
_ Other Subgroups: (Specify)				
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The only change to this goal was the way the funds were tracked. Instead of tying the money necessary to maintain small class sizes and no combination classes to the previous goal (7), it was instead linked to this goal.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$24,360</u>
With its Supplemental & Concentration grant allotment of \$24,360 the district is supporting unduplicated students as follows:	
<ul style="list-style-type: none"> <li>✓ Scholarships for Low-Income Students to participate in Enrichment Opportunities: \$2,000</li> <li>✓ Scholarships for English Learners and Low-Income Students to participate in After School RtI Opportunities: \$1,000</li> <li>✓ Postage and Home Visits for Parents of Low-Income Students and English Learners who need extra support with school Engagement: \$1,000</li> <li>✓ Universal Screener to ensure students from disadvantaged backgrounds have learning gaps properly identified: \$1,000</li> <li>✓ Contribute to maintaining small class sizes so that unduplicated students receive small group and individualized instruction, scaffolding, and support: \$19,360</li> </ul>	

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

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

5.94	%
<p>Vista Del Mar is a small district that prides itself on ensuring that no student “falls through the cracks” academically or socially. Establishing a maximum class size of 17 students in all grades is one of the ways the district does this. There are also many opportunities for enrichment and intervention at the school. Our proportionality percentage is met by removing barriers for unduplicated students and their families so they may participate in engaging school activities. Being small allows us to confidentially target our 44 unduplicated students and monitor their progress and ensure they are engaged in school activities and achieving academic success.</p>	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).