

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:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Stakeholder groups at Vista Del Mar have been consistently consulted throughout the school year for LCAP monitoring and development. Those groups are Vista's School Site Council, Vista's School Board, and Vista's Teachers. LCAP has been a standing board information and discussion item at each regular board meeting and on each School Site Council Meeting. Periodically, LCAP was an agenda item at our Teacher Meetings we call our Vista Professional Learning Community (VPLC). At Board Meetings and School Site Council Meetings the typical procedure included focusing on two of our eight current goals and sharing progress and asking for input for future iterations of LCAP. Our most focused input came at the meeting we call the "LCAP Roadmap." That meeting was held on April 13, 2016. We include a public hearing focused solely on LCAP as part of the board meeting. We promote the meeting months in advance and ask for everyone who wants input in the direction of the school to come out. It was our second annual LCAP Roadmap Meeting and was once again the most highly attended board meeting of the year.</p> <p>The following dates are ones in which the Board Meeting Agenda included an information and discussion item on LCAP:</p> <ul style="list-style-type: none"> • August 12, 2015 • September 9, 2015 • October 14, 2015 • November 18, 2015 • December 9, 2015 • January 13, 2016 • February 10, 2016 • February 18, 2016 • March 9, 2016 • April 13, 2016 • May 11, 2016 <p>The following dates are ones in which the School Site Council Agenda included an item on LCAP:</p> <ul style="list-style-type: none"> • October 21, 2015 • November 18, 2015 	<p>We greatly improved the consistency of our LCAP involvement process. The impact is that the entire community has a much better understanding of our LCAP. Rather than necessitating a high quantity of revision, the feedback we got was either focused on very specific change or on staying the course. Given our budget situation, it is not surprising that much of the conversation around LCAP focused on maintaining our program while reducing expenditures.</p> <p>One specific change that the involvement process produced this year was our first "LCAP Family Math Time." This event was a direct outgrowth of an LCAP discussion started in School Site Council. Teachers and students presented classroom activities with the purpose of helping parents understand current instructional practices in math. The event was very well-received by the parent community.</p> <p>Another specific change that the involvement process produced this year was a significant revision to Vista's LCAP Goal # 8. Vista is basic aid district being negatively impacted by the cost of oil in general, and the Refugio Oil Spill specifically. Due to these negative financial forces, the district can no longer maintain the same small class sizes with a guarantee of no combination classes. While this is a tough pill to swallow, the positive is that the entire community understands the rationale due to ongoing communication throughout the year. The decision to not replace a vacated teaching position for 2016-17, for example, came straight from the staff. This is the type selfless sacrifice that will allow Vista to thrive in the face of adversity.</p>

<ul style="list-style-type: none"> • January 20, 2016 • February 17, 2016 • March 16, 2016 • May 18, 2016 <p>The following dates are ones in which the Vista Professional Learning Community (Teachers) Agenda included an item on LCAP:</p> <ul style="list-style-type: none"> • August 14, 2015 • February 25, 2016 • March 3, 2016 • March 17, 2016 • March 24, 2016 <p>Input from Student Council was also sought at their first meeting of the year, specifically on the enrichment offerings. This input was more informal in nature.</p>	
<p>Annual Update:</p> <p>While the 8 goals of Vista's original LCAP have remained constant, the resourcefulness necessary to meet those goals has become increasingly complex. The expected cuts in district revenues are constantly on each group's mind as we plan for the future. Due to Vista's high-rate of dependence on oil prices and processing, the tax revenues that allow for the district's basic-aid status are volatile. This has never been more true as is currently due to the declining price of oil in general, and the Refugio oil spill that took place one year ago. The district is working hard to maintain its 8 LCAP goals while simultaneously planning to ensure its very existence 10-15 years in the future. All this while grappling with a facility that is starting to age and will require significant investment in the near future. Still, Vista stays the course of its core belief which is that the real power of education lies not in specific programs but rather putting great teachers together with small classes.</p>	<p>Annual Update:</p> <p>All stakeholder input and analysis has led to serious discussions not only about LCAP goals but how to chart the course for Vista's existence looking 10-15 years down the road. To put it simply, the board is having to take a hard look at every program that is not required by the state of California. We are required to provide Kindergarten through 8th grade education. We are required to bring clean water to the school and maintain our waste water plant. We are required to provide student transportation. We are required to pay for special education services to students with identified learning disabilities. We are required to pay our employees a fair wage and provide benefits. We are required to provide books, supplies, computer access, etc... to students. Then, of course, there's all the day-day-day supplies of running a school like electricity, toilet paper, cleaning supplies, etc... Quite simply, the cost of all of these things is going up and our revenues are not going up. Yes, the district has reserves but those reserves cannot keep getting tapped into without threatening the long-term fiscal sustainability of this amazing little school district. Thus, the board has had to make some incredibly hard decisions. Last year we had to eliminate our librarian/tech specialist and we are all picking up</p>

those duties among existing staff. This year, a key member of the maintenance staff retired. We did not fill the position and are all trying to fill in as best we can. We've asked the community to contribute some of the student supplies like pencils, paper, etc...

Now we have the additional fear of what the impact of last year's Refugio Oil Spill (not to mention the price of oil in general) may do to our revenues. There were reports in the media by an independent economist estimating we may stand to lose half of our property tax revenues. The Superintendent/Principal has met with the staff of the County Auditor-Controller and while they were incredibly helpful in helping us understand the impact of oil in general to our school district, they were not able to give us any firm numbers.

Our board is trying to provide a soft landing for teachers and staff and even if we get bad news regarding revenues they are willing to dip into reserves to maintain the K-8 program as is in 2016-17. After that, depending on the severity of the revenue losses, more significant changes may be required. We may have to cut our overall program in half. Vista will not be the same. Again, this is part of the reason that the board is having to consider all programs.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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
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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

LCAP Year 1: 2016-17

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	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	There is no projected financial impact to the school budget.

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Athletic Director & Coaching 1000-1999: Certificated Personnel Salaries Base \$3,000 Coaching 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000 Transportation 5800: Professional/Consulting Services And Operating Expenditures 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 Base \$1,000 Materials or 4000-4999: Books And Supplies Base \$1,000

LCAP Year 2: 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 (or be maintained at) 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	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 Base \$5,000 Materials 4000-4999: Books And Supplies Base \$2,000</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>Staffing 1000-1999: Certificated Personnel Salaries Base \$2,000</p>

LCAP Year 3: 2018-19

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 (or be maintained at) 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	Budgeted Expenditures
<p>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</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Staffing 1000-1999: Certificated Personnel Salaries Base \$5,000 Materials 4000-4999: Books And Supplies Base \$2,000</p>

<p>including Buellton Recreation Pass-Through Opportunities, Drama, Coding, Chess, Robotics, Sports, etc...</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>Staffing 1000-1999: Certificated Personnel Salaries Base \$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 _ 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: 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. SBAC scores will improve by 5% from previous year.

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 (STAR, Renaissance Learning) Continue providing scholarships into Homework Academy for low income pupils. Continue offering small class sizes without combination classes in primary grades K-2 for early intervention and in-class Level 2 Intervention via differentiated instruction.	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>Rtl Tier 2 & 3</u>	Scholarships for Low Income Pupils 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000

LCAP Year 2: 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. SBAC scores will improve by 5% from previous year.

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	_ All OR:	Scholarships for Low Income Pupils 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000

<p>Continue administering universal screener (STAR, Renaissance Learning)</p> <p>Continue providing scholarships into Homework Academy for low income pupils.</p> <p>Continue offering small class sizes without combination classes in primary grades K-2 for early intervention and in-class Level 2 Intervention via differentiated instruction.</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, & 4</u></p>	
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>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. SBAC scores will improve by 5% from previous year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Rtl support will continued to be built into the master schedule.</p> <p>Continue administering universal screener (STAR, Renaissance Learning)</p> <p>Continue providing scholarships into Homework Academy for low income pupils.</p> <p>Continue offering small class sizes without combination classes in primary grades K-2 for early intervention and in-class Level 2 Intervention via differentiated instruction.</p>	<p>LEA-Wide</p>	<p><u>All</u></p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input 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, & 4</u></p>	<p>Scholarships for Low Income Pupils 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>

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 State Standards and all important school matters by ensuring all communication opportunities (newsletters, website, Parent Square, Back to School Night, board meetings, etc...).	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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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.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: The communication and opportunities for discussion for parents regarding 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. A survey regarding Parent Square implementation will be administered to gauge parent satisfaction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to discern which families ("Outreach Families") still need paper copies of school communication sent home and continue to educate parents about State Standards in every imaginable form of communication.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
Implement Parent Square for improved home:school communication.	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)	Implementation of Online Software Program 5000-5999: Services And Other Operating Expenditures Base \$1,200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: The communication and opportunities for discussion for parents regarding 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 to discern which families ("Outreach Families") still need paper copies of school communication sent home and continue to educate parents about State Standards in every imaginable form of communication.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000
Continue use of Parent Square for improved home:school communication.	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)	Online Software Program 5000-5999: Services And Other Operating Expenditures Base \$999

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: The communication and opportunities for discussion for parents regarding 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 to discern which families ("Outreach Families") still need paper copies of school communication sent home and continue to educate parents about State Standards in every imaginable form of communication.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Postage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

Continue use of Parent Square for improved home:school communication.	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)	Online Software Program 5000-5999: Services And Other Operating Expenditures Base \$999

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
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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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: The health and wellness programs that students participate in will be more engaging and help maintain a low incidence of chronic absenteeism and suspension/expulsion rate. Vista's attendance rate will reach 96% in 2016-17.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue providing anti-bullying assemblies and strong school support team. Design and implement peer-counseling 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)	Assemblies 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: The health and wellness programs that students participate in will be more engaging and help maintain a low incidence of chronic absenteeism and suspension/expulsion rate. Vista's attendance rate will reach 96.25% 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.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Assemblies 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	The health and wellness programs that students participate in will be more engaging and help maintain 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.	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)	Assemblies 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000

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: 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
Repair areas of deteriorated walkway and 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 on prioritized projects. Implement Solar Energy 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)	Facilities Projects and Maintenance identified in Master Plan to be funded by a combination of Deferred Maintenance, Special Reserve, and/or Low-Interest Loans so as not to go against any 2016-17 revenues 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$650,000

LCAP Year 2: 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
Continue to follow prioritized needs as identified in the Facilities Master Plan. Ensure all available state funding for facilities modernization are captured and optimized.	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	Facility Project Estimates 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$250,000

<p>Don't lose sight of eventually bringing air-conditioning into our classrooms for better learning conditions.</p>		<p>English proficient _ Other Subgroups: (Specify)</p>	
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to follow prioritized needs as identified in the Facilities Master Plan.</p> <p>Ensure all available state funding for facilities modernization are captured and optimized.</p> <p>Don't lose sight of eventually bringing air-conditioning into our classrooms for better learning conditions. Savings from solar energy, combined with having the highest priority facility items completed, will lend itself to classroom air-conditioning being a possibility.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Facility Project Estimates 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$250,000</p>

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

GOAL 6:	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 after five to six years of effective instruction.	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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Identified Need : Like most districts, Vista continues to refine its implementation of state standards.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Students will receive instruction thoroughly aligned to 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 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 the implementation of all state standards including Professional Development. This year's focus will be ELA Materials Adoption.		<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)	General Implementation of State Standards 4000-4999: Books And Supplies Base \$20,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Students will receive instruction thoroughly aligned to 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 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 the implementation of all state standards including Professional Development.	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	Overall implementation of State Standards 4000-4999: Books And Supplies Base \$20,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Students will receive instruction thoroughly aligned to 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 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 the implementation of all state standards including Professional Development.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Overall implementation of State Standards 4000-4999: Books And Supplies Base \$20,000 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$20,000

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

GOAL 7:	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: 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.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain necessary instructional material. 4000-4999: Books And Supplies Base \$50,000 Maintain properly credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$834,000 Maintain staff to keep proper conditions for learning 2000-2999: Classified Personnel Salaries Base \$227,000 Maintain benefits for all employees 3000-3999: Employee Benefits Base \$400,000 Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures Base \$250,000

LCAP Year 2: 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	X All OR: _ Low Income pupils	Maintaining instructional materials 4000-4999: Books And Supplies Base \$50,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain HQ Teachers 1000-1999: Certificated Personnel Salaries Base \$834,000 Maintain Support Staff 2000-2999: Classified Personnel Salaries Base \$3227,000 Maintain Employee Benefits 3000-3999: Employee Benefits Base \$400,000 Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures Base \$250,000
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LCAP Year 3: 2018-19

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.
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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: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintaining instructional materials 4000-4999: Books And Supplies Base \$50,000 Maintain HQ Teachers 1000-1999: Certificated Personnel Salaries Base \$834,000 Maintain Support Staff 2000-2999: Classified Personnel Salaries Base \$227,000 Maintain Employee Benefits 3000-3999: Employee Benefits Base \$400,000 Maintain basic operation of facility and instructional program 5000-5999: Services And Other Operating Expenditures Base \$250,000

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

GOAL 8:	Vista will maintain small class sizes with an average class size of 15 students.	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 are the key to allowing their highly-qualified teachers to make greatest possible impact on students.

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

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: The Vista Board, Staff, and Community believe that small class sizes 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
Continue to fund Goal # 7 expenditures based on smaller than normal class size. It is a strong belief of the Vista board, community, and staff (all stakeholders) that the best place to invest is in small classes and that this investment especially is helpful to low-income students, ELs, RFEPs, and Rtl Tier 2, 3, & 4 students due to the fact that more small group and individualized instruction is available to them on a daily basis.	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	Maintain existing staff to support small class size. Funding figures can be found in the budgeted expenditures for Goal # 7. This goal is broken out separately to acknowledge that the Vista Board and Community have consciously decided to spend a majority of discretionary revenues on keeping a very low student to teacher ratio. We therefore spend a high percentage of our revenues on certificated salaries and benefits. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,580

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: The Vista Board, Staff, and Community believe that small class sizes 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
Continue to fund Goal # 7 expenditures based on smaller than normal class size. It is a strong belief of the Vista board, community, and staff (all stakeholders) that the best place to invest is in small classes and that this investment especially is helpful to low-income students,	LEA-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth	Maintain existing staff to support small class size. Funding figures can be found in the budgeted expenditures for Goal # 7. This goal is broken out separately to acknowledge that the Vista Board and Community have consciously decided to spend a majority of discretionary revenues on keeping a very

<p>ELs, RFEPs, and Rtl Tier 2, 3, & 4 students due to the fact that more small group and individualized instruction is available to them on a daily basis.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>low student to teacher ratio. We therefore spend a high percentage of our revenues on certificated salaries and benefits... 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$35,000</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>The Vista Board, Staff, and Community believe that small class sizes 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>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to fund Goal # 7 expenditures based on smaller than normal class size. It is a strong belief of the Vista board, community, and staff (all stakeholders) that the best place to invest is in small classes and that this investment especially is helpful to low-income students, ELs, RFEPs, and Rtl Tier 2, 3, & 4 students due to the fact that more small group and individualized instruction is available to them on a daily basis.</p>	<p>LEA-Wide</p>	<p><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 Tier 2, 3, & 4</u></p>	<p>Maintain existing staff to support small class size. Funding figures can be found in the budgeted expenditures for Goal # 7. This goal is broken out separately to acknowledge that the Vista Board and Community have consciously decided to spend a majority of discretionary revenues on keeping a very low student to teacher ratio. We therefore spend a high percentage of our revenues on certificated salaries and benefits. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,000</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) 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:	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 <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:	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% as students connected to extra-curricular activities are known to have higher rates of attendance.	Actual Annual Measurable Outcomes:	While the extra-curricular and enrichment opportunities continue to grow and be offered, the target of 96% was not reached. In fact, attendance dipped to 94.27%.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	There is no financial impact to the school budget.	All groups were consulted with regarding VASE offerings.	There is no financial impact to the school budget.
Scope of Service	LEA-Wide	Scope of Service	LEA-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
_ Low Income pupils		_ Low Income pupils	
_ English Learners		_ English Learners	
_ Foster Youth		_ Foster Youth	
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient	
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	

<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>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>We did continue our collaboration with Buellton Rec. NatureTrak, Cricket, and other sports continue to be the most popular offerings.</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>Scope of Service LEA-Wide</p> <hr/> <p>X 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>Scope of Service LEA-Wide</p> <hr/> <p>X 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>Initiate a VASE Chess Club. Initiate a VASE Robotics Club.</p>	<p>There is no financial impact to the school budget as donations for chess materials will be sought from Vista Volunteers, the 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 be paid for by charging a small fee to participation.</p>	<p>Implemented "Club CCR" (Chess, Coding, and Robotics). We started small, averaging 5-10 students. The biggest challenge was "competition" for participation as many other activities were taking place including girls' basketball. We need to consider changing the time of year in the future.</p>	<p>No cost - class was coordinated and led by Superintendent/Principal.</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p>X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

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Continue to offer the VASE Drama Club and VASE Interscholastic Sports Volleyball & Basketball.	<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> <p>Athletic Director & Coaching 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Coaching 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p> <p>Transportation 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>	These opportunities did continue.	<p>Athletic Director and Coaching 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>Coaching 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000</p> <p>Transportation 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p>				
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Offer scholarships to VASE Opportunities to students identified as low income.	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	No scholarship funds were necessary due to Foundation and Volunteer group.	No scholarships were necessary so there was no fiscal impact.				

Scope of Service LEA-Wide		Scope of Service LEA-Wide	
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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.	Research and Consultation 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 Materials or online programs 4000-4999: Books And Supplies Base \$1,000	Implemented "Club CCR" (Chess, Coding, and Robotics).	No costs to district as class coordinated and led by Superintendent/Principal.
Scope of Service LEA-Wide		Scope of Service LEA-Wide	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has experienced very little change since its inception in Vista's original LCAP. Continued refinement and monitoring is what's necessary at this point.		

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 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 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: Low income pupils, English Learners, Rtl Tier 2, 3, & 4		
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%.	Actual Annual Measurable Outcomes:	Results from Renaissance Place STAR Assessments are being used to document student growth and identified points in the year such as parent conferences as well as identifying students for SSTs. STAR Assessments need to be administered more consistently in 2016-17 to be used as data benchmarks. 2016-17 SBAC scores have not been received at the time of this LCAP writing to compare to baseline scores.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
Budgeted Expenditures				Estimated Actual Annual 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	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. The Superintendent/Principal will also support the Rtl program working around their schedule of meetings and obligations at no extra cost to the school budget.	The Rtl opportunities built in to the master scheduled did grow and succeed. Students were identified at the beginning of the year on a tiered chart with staff and teachers developed Rtl strategies and used programs such as "Front Row" (middle school math). Read Naturally was not used.		No Financial Impact

<p>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.</p>											
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<p>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.</p>	<p>Printing of Open Source Materials such as DIBELS. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>Training of identified staff on Universal Screener. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>	<p>We did not use Dibels or any new screener. Instead, Renaissance Place's STAR Assessments continued and will continue to be used.</p>	<p>No specific cost as Renaissance Place assessments built into software suite.</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl 2 & 3</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl 2 & 3</p>			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-Wide</td> </tr> <tr> <td colspan="2"> <p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl 2 & 3</p> </td> </tr> </table>	Scope of Service	LEA-Wide	<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <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 checked="" type="checkbox"/> Other Subgroups: (Specify) Rtl 2 & 3</p>		
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<p>Incorporate students in Rtl levels 2, 3, & 4 into After School Homework Academy as appropriate by grade and</p>	<p>Tuition for unduplicated students for the After School Homework</p>	<p>Homework Academy was in place and was offered regularly as support for students needing intervention. We spent</p>	<p>Funds were used although the scholarship process needs to be</p>								

<p>individual student needs.</p>	<p>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</p>	<p>more than anticipated due to more students needing the program than anticipated and also ongoing challenges in collecting fees from parents. The system for tracking payments needs to be revised and improved in 2016-17.</p>	<p>improved so that students are identified as scholarship students as opposed to funds covering parents simply not keeping up with program payments. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,100</p>								
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<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>Declining revenues in the district mean Vista must continue to provide intervention within the classroom setting. There are simply not funds allocated to a separate Intervention Teacher on Assignment type position. Additionally, Vista is reducing the teaching staff by one position (attrition - not filling a vacated position). This "tightens up" the master schedule to a point where there are far fewer "extra prep periods" in which teachers can pull students for Rtl.</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.

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Original GOAL 3 from prior year LCAP:	Improve quantity and quality of opportunities for parents and community members to learn about the State Standards by ensuring all communication opportunities (newsletters, website, mobile app, Back to School Night, board meetings, etc...) include information on state standards.	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:	The communication and opportunities for discussion for parents regarding Common Core 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.	Actual Annual Measurable Outcomes:	Vista Volunteer representatives, specifically, have indicated there is a need for improved home:school communication.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	No fiscal impact so there are no budgeted expenditures.	Implemented as planned.	No fiscal impact
Scope of Service	LEA-Wide	Scope of Service	
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<p>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.</p>	<p>Postage for low-income families 5900: Communications Supplemental and Concentration \$500</p>	<p>Implemented as planned though no home visits were deemed necessary.</p>	<p>Postage for Low-Income families 5900: Communications Supplemental and Concentration \$375</p>												
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<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>The goal has been morphed to include home:school communication more inclusively (as opposed to communication on standards only). In 2016-17 the district will implement Parent Square as a response to the Vista Volunteers desire for improved communication strategies. The mobile app will be discontinued.</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.

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Original GOAL 4 from prior year LCAP:	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	
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: All Students	
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.	Actual Annual Measurable Outcomes:	Vista's attendance rate will not reach 96% and has actually declined to 94.27%. There continues to be low incidence of chronic absenteeism and suspensions/expulsions.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide an annual anti-bully assembly to entire student body and continue to provide information about student wellness in home communication.	Assembly 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000	NED Anti-Bully Assembly provided.	NED Assembly was free so costs not necessary.
Scope of Service	LEA-Wide	Scope of Service	
<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)	
Work closely with School Support Staff such as School Psychologist, Nurse, Resource Teacher, Resource Aide, Speech Pathologist and other staff as	Funding for itinerant services for School Psychologist, Nurse, and Consortium Services are already built into the overall staffing budget	Implemented as planned.	Funding for itinerant services for School Psychologist, Nurse, and Consortium Services are already built into the overall staffing budget for the

<p>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 RtI and SST processes.</p>	<p>for the school. Therefore, no additional impact to the school budget will be incurred by this action.</p>		<p>school. Therefore, no additional impact to the school budget will be incurred by this action.</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) RtI Levels 2, 3, & 4</p>		<p>Scope of Service</p> <hr/> <p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) RtI Levels 2, 3, & 4</p>	
<p>Restart efforts to implement a "home-grown" peer counselor program.</p>	<p>There will be no financial impact to the school budget for this service. The program will be developed by in-house staff.</p>	<p>Program not implemented, goal moved to 2016-17.</p>	<p>No associated costs</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</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>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Peer Counseling needs to be implemented in 2016-17. Other than that, the goal has remained the same.
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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:	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	
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 facility continues to provide a physical environment this safe and induces pride. Some necessary projects have been delayed but there are plans to move forward on them.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual 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 on prioritized projects. Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Facilities Projects and Maintenance identified in Master Plan - to come from Deferred Maintenance so as not to go against any 2015-16 revenues 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000	Walkway project not started yet but the plan is to do the project this summer. Scope of Service: LEA-Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No expenditures yet.

<p>Get "shovel-ready" for planned solar energy project. We are collaborating with JCI on this project.</p>	<p>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. 5800: Professional/Consulting Services And Operating Expenditures Base \$300,000</p>	<p>Walkway project not started yet but the plan is to do the project this summer.</p>	<p>No expenditures yet.</p>								
<table border="1"> <tr> <td data-bbox="86 446 235 527">Scope of Service</td> <td data-bbox="235 446 562 527">LEA-Wide</td> </tr> <tr> <td colspan="2" data-bbox="86 527 562 836"> <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> </td> </tr> </table>	Scope of Service	LEA-Wide	<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>			<table border="1"> <tr> <td data-bbox="1031 446 1180 527">Scope of Service</td> <td data-bbox="1180 446 1520 527"></td> </tr> <tr> <td colspan="2" data-bbox="1031 527 1520 836"> <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> </td> </tr> </table>	Scope of Service		<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>		
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<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 has remained essentially the same. Project timelines have been delayed but the delays have not negatively impacted the district yet. The board and community face challenging decisions over the course of the next 5 years as the facility is approaching 25 years old. Funding decisions on keeping the facility in good shape will include whether to borrow at low-interest rates or pull from the special reserve funds. The state bond measure, if it is in on the November ballot, will be crucial for Vista.</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.

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Original GOAL 6 from prior year LCAP:	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	
Goal Applies to:	Schools: LEA-Wide	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Students will receive instruction thoroughly aligned to 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 baseline data is analyzed including an overall improvement of 5%.	Actual Annual Measurable Outcomes:	English Learner goal met as currently all previous ELs in grades 5 & higher have been reclassified. We don't have 2016-17 SBAC data yet to determine success on that metric.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual 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 begin replacing machines that are running Windows XP as SBAC specs are only projecting one more year of compatibility with the secure browser.	Materials 4000-4999: Books And Supplies Base \$30,000	We did indeed continue our work with the other small districts in the Santa Ynez Valley. The district officially adopted CPM for Middle School Math and did a thorough pilot for GoMath in K-5. The wireless network was improved through our work with LiMotta IT. We did not yet purchase the new computers and that will need to be done in 2016-17.	Materials 4000-4999: Books And Supplies Common Core Standards Implementation Funds \$22,000
	Professional Development 1000-1999: Certificated Personnel Salaries Base \$20,000		Professional Development 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$26,000
	Improve wireless network. 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000		Improved wireless network. 5800: Professional/Consulting Services And Operating Expenditures Base \$7,000
	Increase student access to quality computing devices. 6000-6999: Capital Outlay Base \$10,000		
Scope of Service	LEA-Wide	Scope of Service	
X All		X 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)		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)													
Move beyond the knowledge phase of implementing the new ELD standards that are aligned to the ELA/Literacy Standards.	Professional Development on implementing new ELD standards. 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$10,000	This plan was not implemented and will be done as part of the ELA/ELD adoption process in 2016-17.	Plan not implemented this year.												
<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;"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> 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) </td> </tr> </table>	Scope of Service	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)			<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;"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" style="padding: 2px;"> 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) </td> </tr> </table>	Scope of Service	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)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal has remained mostly intact. The focus for 2016-17 will be ELA Adoptions.														

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.

<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?	This goal has remained consistent with the original.		

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:	All expected annual measurable outcomes were met for this goal except we experienced a dip in attendance rate.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to fund Goal # 7 expenditures based on smaller than normal class sizes with no combination classes. It is a strong belief of the Vista board, community, and staff (all stakeholders) that the best place to invest is in small classes without combination classes and that this investment especially is helpful to low-income students, ELs, RFEPs, and Rtl Tier 2, 3, & 4 students due to the fact that more small group and individualized instruction is available to them on a daily basis.		Maintain existing staff to support small class size without combination classes. Funding figures can be found in the budgeted expenditures for Goal # 7. This goal is broken out separately to acknowledge that the Vista Board and Community have consciously decided to spend a majority of discretionary revenues on keeping a very low student to teacher ratio. We therefore spend a high percentage of our revenues on certificated salaries and benefits. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000	This goal was implemented as planned. Budgeted number should have been \$19,360 based on supplemental and concentration funds. Cost of maintaining small class sizes beyond typical costs associated with certificated salaries. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,360	
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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Rtl Tier 2, 3, & 4</u>		<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 Tier 2, 3, & 4</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to ongoing budget uncertainties Vista will now need to implement combination classes to reduce expenditures. The district will still maintain an average class size of 15 or under.		

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>\$34,580</u>
With its Supplemental & Concentration grant allotment of \$28,551 the district is supporting unduplicated students as follows:	
<ul style="list-style-type: none"> • Scholarships for Low-Income Students to participate in Enrichment Opportunities: \$2,000 • Scholarships for English Learners and Low-Income Students to participate in After School Rtl Opportunities: \$1,000 • Postage and Home Visits for Parents of Low-Income Students and English Learners who need extra support with school Engagement: \$1,000 • Universal Screener to ensure students from disadvantaged backgrounds have learning gaps properly identified: \$1,000 • Contribute to maintaining small class sizes so that unduplicated students receive small group and individualized instruction, scaffolding, and support: \$29,580. 	

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.

7.6	%
<p>Vista Del Mar is a small district that prides itself on ensuring that no student “falls through the cracks” academically or socially. Establishing an average class size of no more than 15 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 57 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).