

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:****LEA: Vista Real Charter High School****Contact Name, Title: Corrine Manley, Principal****Email: cmanley@vrchs.org****Phone Number: (805) 486-5449****LCAP Year: 2014-2015*****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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Created a LCAP/LCFF Stakeholder Survey on 2/24/14 and made it available electronically via a QR Code, a website link, and also in paper form. The survey is available in both English and Spanish.</p> <p>Staff Meeting held on 3/3/14 to discuss the LCFF and LCAP. Distributed Stakeholder Survey to staff.</p> <p>Began distributing LCAP Stakeholder Survey to students on 3/3/14.</p> <p>Mailed out information regarding the LCFF and LCAP, along with invitations to LCFF/LCAP informational meetings and Stakeholder Surveys (in both English and Spanish) to every parent/guardian/student household on 3/8/14.</p> <p>Parent Advisory Committee Meeting (ELAC is incorporated) held on Tuesday, 3/11/14 to introduce the LCFF and LCAP. Invited parents to a more in-depth meeting for the following week (3/20/14). Also distributed Stakeholder Surveys.</p>	<p>Parents and students noted they would like more opportunity for more social engagement/interaction (social events). <i>State Priorities 5, 6</i></p> <p>Parents and students noted they would like better recognition for students who are doing well (prizes, rewards, etc.). <i>State Priorities 5, 6</i></p> <p>Parents noted we should add a list of possible enrichment activities that students/parents can participate in (independently) to go along with each credit of homework (museums to visit, botanical gardens, etc.). <i>State Priorities 2, 3, 4, 5</i></p> <p>Parents showed interest about the idea of requiring parent-teacher conferences every semester. <i>State Priority 3</i></p> <p>Parents noted they would like more frequent communication from teachers. <i>State Priority 3</i></p> <p>Parents and students noted they would like more/different course options. <i>State Priorities 2, 4, 5, 7</i></p>

Involvement Process	Impact on LCAP
<p>Spoke to the Vista Real Board about the LCFF and LCAP on 3/13/14 and distributed the Stakeholder Survey.</p> <p>Held LCFF/LCAP informational meetings in Oxnard, Ventura, and Santa Paula on 3/20/14, with options for stakeholders to come at 9:00 am, 12:00 pm, and 5:30 pm (where pizza was served). Information regarding the LCFF, the Eight State Priorities, and the LCAP were distributed and reviewed. Stakeholders had the opportunity to provide feedback and ask questions. Stakeholders were informed of follow-up meetings to be held the following week on 3/27/14 and were also provided the email addresses of the administrators if they wanted to provide additional direct input.</p> <p>Follow-up LCFF/LCAP Stakeholder meetings were held on 3/27/14 in Oxnard, Santa Paula, and Ventura, with options to attend at 9:00 am, 12:00 pm, and 5:30 pm.</p>	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
Need: Improve student retention Metrics: Transient drop rates	Goal 1: Increase student retention rates	All	All		Transient drop rates will decrease 2%.			Goal 1: State Priorities 5, 6, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
Need: Increase overall student credit completion rate Metrics: Credit completion rate	Goal 2: Increase credit completion	All	All		Average credit completion rates will increase 2%.			Goal 2: State Priorities 1, 2, 4, 5, 6, 7
Need: Improved computer and technology skills Metrics: Successful completion of an online course and/or a course on computer skills	Goal 3: Students will attain basic computer use skills	All	All		The percentage of students completing an online course will increase 3%.			Goal 3: State Priorities 2, 4, 5, 6, 7
Need: Improved college and career readiness Metrics: Successful	Goal 4: Students will gain college and career readiness	All	All		The percentage of students completing a CTE course will increase			Goal 4: State Priorities 2, 4, 5, 6, 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014 - 15	Year 2: 2015- 16	Year 3: 2016- 17	
completion of a CTE course					3%.			
Need: Improved stakeholder involvement Metrics: Number of stakeholders attending events/meetings	Goal 5: Increase stakeholder involvement	All	All		Stakeholder attendance/ participation in school events increase 2%.			Goal 5: State Priorities 3, 4, 5, 6

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase student retention rates	5, 6, 8	<p>1) Child Welfare and Attendance Technician: CWAT meets with parents and students who are experiencing attendance problems.</p> <p>2) School Counselors: Counselors available to students who need additional support academically, social/emotionally, etc.</p> <p>3) Parent Project The program is</p>	LEA-wide		<p>1) Child Welfare and Attendance Technician: (1) CWAT at the cost of \$36,000 (B2, B3).(1) CWAT Clerk at the cost of \$15,000 (B2, B3)</p> <p>2) School Counselors: (2) counselors at the cost of \$70,000, (B1, B3)</p> <p>3) Parent Project: Program materials and instructor at the</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>offered free-of-charge to parents who would like strategies and guidance on how to best support their children at home.</p> <p>4) Small group “lunch bunch” meetings: Meetings are held monthly on various student-driven topics where an expert in the field speaks and lunch is provided to students.</p> <p>5) Tutoring services: Tutoring is provided free of charge to all students during school hours.</p>			<p>cost of \$1,000 (B5)</p> <p>4) Small group “lunch bunch” meetings: Food and various experts at the cost of \$5,000 (B5)</p> <p>5) Tutoring services: Tutors at the cost of \$35,000 (B2, B3)</p> <p>6) Transportation assistance: Bus passes/tokens at the cost of \$20,000 (B4)</p> <p>7) Snacks provided: Snacks at the cost of</p>		

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>6) Transportation assistance: Bus passes and tokens are provided to students in need of transportation to and from school.</p> <p>7) Snacks provided: Snacks are available to students daily.</p> <p>8) Professional Development on Intervention strategies: Staff receives PD on various strategies to help students succeed in the program.</p> <p>9) Student Recognition Program: "Credit Crushers" program in place to reward</p>			<p>\$5000.00 (B4)</p> <p>8) Professional Development on Intervention strategies: PD at the cost of \$1,000 (B5)</p> <p>9) Student Recognition Program: Incentives at the cost of \$2,500 (B4)</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		students who meet or exceed their credit goal.					
Goal 2: Increase credit completion	1, 2, 4, 5, 6, 7	<p>1) Academic Plans: Students receive personalized Academic Plans to reflect progress as well as reflect plans for future coursework and graduation goals.</p> <p>2) Parent-Teacher conferences: Conferences are held every semester.</p> <p>3) Student Study Team (SST) meetings: SSTs are held for students who are not progressing at an acceptable rate.</p> <p>4) Professional</p>	LEA-wide		<p>1) Academic Plans: Teacher salaries at the cost of \$2,400,000 (B1, B3)</p> <p>2) Parent-Teacher conferences: Teacher salaries at the cost of \$20,000 (B1 ,B3)</p> <p>3) Student Study Team (SST) meetings: Lead teacher stipends at the cost of \$50,000 (B3, B1)</p> <p>4) Professional Development</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Development for staff: PD is held annually to keep teachers up to date on current education practices, pedagogy and content.</p> <p>5) Common Core State Standards-aligned curriculum: CCSS curriculum is being developed and implemented.</p> <p>6) School Counselors: Counselors available to students who need additional support academically, social/emotionally, etc.</p>			<p>for staff: PD at the cost of \$1,000 (B5)</p> <p>5) Common Core State Standards-aligned curriculum: Curriculum and Instruction Specialists at the cost of \$68,900 (B1, B3), Teachers on Special Assignment at the cost of \$68,900 (B1, B3), books and materials at the cost of \$102,500 (B4)</p> <p>6) School Counselors: (2) counselors at the cost of \$70,000 (B1,</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>7) Tutoring services: Tutoring is provided free of charge to all students during school hours.</p> <p>8) Read 180 program: Read 180 is required for students who are assessed as needing additional support in reading.</p> <p>9) Success Now Math intervention class: Success Now Math class is required for students who are assessed as needing additional support in Math.</p> <p>10) Student Recognition Program: "Credit Crushers" program</p>			<p>B3)</p> <p>7) Tutoring services: Tutors at the cost of \$35,000 (B2, B3)</p> <p>8) Read 180 program: Read 180 materials at the cost of \$20,000 (B4), Read 180 Teacher at the cost of \$20,000 (B1, B3)</p> <p>9) Success Now Math intervention class: Success Now Math teacher at the cost of \$68,900 (B1, B3)</p> <p>10) Student</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		in place to reward students who meet or exceed their credit goal.			Recognition Program: Incentives at the cost of \$2,500 (B4)		
Goal 3: Students will attain basic computer use skills	2, 4, 5, 6, 7	1) Students take computer courses and blended learning courses: Students are enrolled in computer skills courses upon enrollment and offered opportunities to complete courses in a blended online learning format. 2) Digital devices are provided 3) Online resources: Online resources are embedded in curriculum.	LEA-wide		1) Students take computer courses and blended learning courses: Blended online learning course licenses at the cost of \$10,000 (B4, B5).(1)Blended online learning teacher at the cost of \$20,000 (B1, B3) 2) Digital devices are provided: Digital devices at the cost of \$60,000 (B4)		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>4) Online diagnostic assessments: Students are assessed using online diagnostic assessments.</p> <p>5) Technology available on site: Computers, printers, Internet, and other technology is available on site for all students to access free of charge.</p>			<p>3) Online resources: Curriculum at the cost of \$10,000 (B4, B5)</p> <p>4) Online diagnostic assessments: Online assessment program at the cost of \$20,000 (B4, B5)</p> <p>5) Technology available on site: Computers, printers, programs, Internet, at the cost of \$160,000 (B4, B5)</p>		
Goal 4: Students	2, 4, 5, 6, 7	1) School Counselors:	LEA-wide		1) School Counselors: (2)		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
will gain college and career readiness		<p>Students receive career and college counseling from a school counselor.</p> <p>2) CTE courses: CTE courses are available to students.</p> <p>3) ROP: ROP courses are available through Ventura County Office of Education.</p> <p>4) Partnership with the Boys & Girls Club: Allows for all B&G Club resources, including College and Career Tech resources to be available to students at no cost to them.</p>			<p>counselors at the cost of \$5,000 (B1, B3)</p> <p>2) CTE courses: (1) CTE teacher at the cost of \$68,900 (B1, B3), CTE course curriculum and materials at the cost of \$5,000 (B4)</p> <p>3) ROP: Lead teacher stipends at the cost of \$20,000 (B1, B3)</p> <p>4) Partnership with the Boys & Girls Club: B&G Club membership costs for each student at</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$15,000 (B4), use of the B&G Club facilities at the cost of \$25,000 (B5)		
Goal 5: Increase stakeholder involvement	3, 4, 5, 6	<p>1) Parent Project: The program is offered free-of-charge to parents who would like strategies and guidance on how to best support their children at home.</p> <p>2) Open House / Family Nights: Held annually for all parents, students and community members.</p> <p>3) Parent-Teacher conferences: Conferences are</p>	LEA-wide		<p>1) Parent Project: Program materials and instructor at the cost of \$5,000 (B5)</p> <p>2) Open House / Family Nights: Promotion of events and food and incentives at the cost of \$6,000 (B5)</p> <p>3) Parent-Teacher conferences: Teacher salaries at the cost of \$20,000 (B1,</p>		

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>held every semester</p> <p>4) Partnership with the Boys & Girls Club: Allows for all B&G Club resources to be available to students at no cost to them.</p> <p>5) Parent Advisory Committee: A PAC meets quarterly.</p> <p>6) Student Advisory Committee: A SAC meets at least quarterly.</p> <p>7) Newsletters: Newsletters are mailed home every semester.</p>			<p>B3)</p> <p>4) Partnership with the Boys & Girls Club: B&G Club membership costs for each student at \$15,000 (B4), use of the B&G Club facilities at the cost of \$25,000 (B5)</p> <p>5) Parent Advisory Committee: Promotion of meetings and food at the cost of \$3,000 (B5)</p> <p>6) Student Advisory Committee: Promotion of meetings and food at the cost</p>		

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1: Increase student retention rates	5, 6, 8	Low Income & Foster Youth: 1) Snacks are provided to students at school. 2) School supplies are provided to students who are in need. 3) Counseling and Community resources are provided to students needing support. 4) Bus passes are provided to students lacking	LEA-wide		Low income & Foster Youth: 1) Snacks at the cost of \$3,000 (B4) 2) School supplies at the cost of \$20,000 (B4) 3) (2) School Counselors at the cost of \$26,000 (B1, B3) 4) Bus passes at the cost of \$15,000 (B4)		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>transportation.</p> <p>5) Personal hygiene kits are provided to students if needed.</p> <p>EL & RFEP: 1) Tutors and teachers are trained in specific strategies to help ELs succeed in the program.</p> <p>2) Standards-aligned ELD program for students who are assessed as EL.</p>			<p>5) Hygiene kits at the cost of \$5,000 (B4)</p> <p>EL & RFEP: 1) Staff PD in ELD and strategies to support English Learners at the cost of \$1,000 (B5)</p> <p>2) ELD program curriculum and materials at the cost of \$20,000 (B4), ELD Teacher at the cost of \$384,000 (B1, B2 ,B3)</p>		
Goal 2:	1, 2, 4, 5, 6, 7	Low Income &	LEA-wide		Low Income &		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Increase credit completion		<p>Foster Youth: 1) School supplies are provided to students who are in need. 2) Counseling resources are provided to students needing support.</p> <p>EL & RFEP: 1) Tutors and teachers are trained in specific strategies to help ELs succeed in the program. 2) Standards-aligned ELD program for students who are assessed as EL where credit completion is monitored.</p>			<p>Foster Youth: 1) School supplies at the cost of \$20,000 (B4) 2) (2) School Counselors at the cost of \$26,000 (B1, B3)</p> <p>EL & RFEP: 1) Staff PD in ELD and strategies to support English Learners at the cost of \$1,000 (B5) 2) ELD program curriculum and materials at the cost of \$20,000 (B4), ELD Teacher at the cost of \$194,000 (B1,</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
					B2, B3)		
Goal 3: Students will attain basic computer use skills	2, 4, 5, 6, 7	Low Income & Foster Youth: 1) Digital devices, computers, and Internet access are provided free of charge to students. EL & RFEP: 1) Tutors and teachers are trained in specific strategies to help ELs succeed in the program.	LEA-wide		Low Income & Foster Youth: 1) Technology resources provided at the cost of \$30,000 (B4, B5) EL & RFEP: 1) Staff PD in ELD and strategies to support English Learners at the cost of \$1,000 (B5)		
Goal 4: Students will gain college and career readiness	2,4 5, 6, 7	Low Income & Foster Youth: 1) Counseling resources are provided to students needing support.	LEA-wide		Low Income & Foster Youth: 1) (2) School Counselors at the cost of \$19,000 (B1, B3)		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		<p>EL & RFEP: 1) Tutors and teachers are trained in specific strategies to help ELs succeed in the program.</p>			<p>EL & RFEP: 1) Staff PD in ELD and strategies to support English Learners at the cost of \$1,000 (B5)</p>		
<p>Goal 5: Increase stakeholder involvement</p>	3, 4, 5, 6	<p>Low income & Foster Youth: 1) Bus passes provided to families if needed to attend events 2) Counseling and Community resources are provided to students needing support.</p> <p>EL & RFEP: 1) Written and verbal communication home and on site</p>	LEA-wide		<p>Low income: 1) Bus passes at the cost of \$15,000 (B4) 2) (2) School Counselors at the cost of \$19,000 (B1, B3)</p> <p>EL & RFEP: 1) Document translation at the cost of</p>		

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Using the FCMAT LCFF calculator, Vista Real Charter High School has calculated it will receive \$817,677 in Supplemental and Concentration funding under the Local Control Funding Formula. The details of these expenditures are itemized in section 3B of this plan. It includes additional counseling, mentoring, tutoring, and technology upgrades to serve our at-risk and mobile population.

- D. 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). 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). 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.

Vista Real Charter High School has calculated it will receive \$817,677 in Supplemental and Concentration funding under the Local Control Funding Formula.

Their proportional percentage has been calculated at 9.51% and they have demonstrated they have met the proportional percentage by spending all supplemental and concentration funds allocated, on services for the unduplicated student population as outlined in Section 3B.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.