

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
ICEF VISTA ELEMENTARY ACADEMY (K-5)	Kristen Buczek, Principal	kbuczek@icefps.org 323.298.6400

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

ICEF Vista Elementary Academy (IVEA) was established in Fall 2008 as a direct-funded charter school and currently serves 348 students in grades TK-5 with a rigorous standards-aligned curriculum. Our student demographics include: 11% Students with Disabilities; 50% English Language Learners (ELL); and 98% who qualify for free/reduced lunch of which, 97% are Hispanic, 1% African-American, 1% White, and 1% 2+ Races.

IVEA implements a workshop model for all core courses. This year, students have engaged in Readers and Writer’s workshop, along with Guided Reading groups to increase their literacy proficiency. The Targeted Group Structure model was used primarily in math to provide differentiation through small group instruction and online programming.

MISSION & VISION

ICEF Vista Elementary Academy’s Mission and Vision:

- To prepare student to attend and to compete academically at the best colleges and universities in the nation.
- To expand the choices those parents have for a first-rate educational opportunity within the public school system.

- To achieve the mission by discovering and by developing each students' gift and talents
- ICEF Vista is a transformative environment where STUDENTS become SCHOLARS.

LCAP Highlights

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

ICEF Vista Elementary Academy is deeply committed to continue with the same goals, but hold everyone at the school accountable for analyzing student data and using the data to drive instruction. Our LCAP goals are as follows:

- **GOAL #1:** Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.
- **GOAL #2:** Develop a comprehensive, coherently focused, schoolwide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).
- **GOAL #3:** Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

Review of Performance

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

Greatest Progress

ICEF Vista Elementary Academy is proud of the progress for the Suspension Rate designated “green” on the CA Dashboard. There has been an intensive focus on PBIS and other initiatives to improve schoolwide culture. In an effort to avoid excessive out of seat time for students exhibiting behavioral challenges (due to out of school suspension), the Director will consider the following alternatives to suspension in isolation or in conjunction with one or more other options.

- **Coordinated Behavior Plans for Any Student:** Creation of structured, coordinated behavior plan specific to the student and based on the assessment of the quantity and purpose of the target behavior to reduce. The plan will focus on increasing desirable behavior and replacing inappropriate behavior.
- **Behavior Monitoring:** Utilization of strategies to monitor behavior and academic progress including but not limited to utilization of ClassDojo behavior management system, self-charting of behaviors, color-clip chart record keeping, sticker or other incentive charts, maintenance of a behavior journal, and teacher behavior logs.
- **Detention:** Detention is offered out of school twice a week for both the elementary and middle school. Detentions are given after in class responses to behavior have been made. Parents and guardians are notified at least twenty-four hours in advance. During detention, students work on missing or current assignments or a behavior reflection depending on the reason for the detention.
- **Appropriate In-School Alternatives:** In school alternative in which academic tutoring, instruction related to the student’s behavior such as social skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.
- **Parent Supervision in School:** Parents brainstorm with school to determine appropriate behavior supports, possibly have the parent follow and supervise the student all day.
- **Problem Solving/Contracting:** Use negotiation/problem solving approaches to assist students to identify alternatives. Develop a contract, which includes reinforcers for success and consequences for continuing problems.
- **Referral to Counseling:** Students are referred for counseling services by the request of the student, family, teacher, or other staff member based on student need.

In addition, IVEA earned a designation of “Met” for all **local indicators**.

- Basics
- Implementation of Academic Standards

- Parent Engagement
- Local Climate Survey

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The following are a list of the State Indicators for which, ICEF Vista Elementary Academy, has earned an “orange” performance level for “all students.”

- English Learner Progress Indicator: the focus has also been to increase academic discourse (use of SDAIE strategies, systems of facilitating dialogue in the classroom.
- Mathematics: This year our school adopted SWUN Math curriculum and our entire instructional staff has received extensive professional development and coaching from SWUN Math Implementation Coaches, on the newly adopted standards-aligned curriculum, and the use of effective pedagogical strategies to improve student learning.

This year, our school has shifted its focus on improving Tier 1 instruction, which addresses meeting the needs of all students including English Learners and Socio-economically Disadvantaged subgroups. Our teachers have received professional development both on curriculum adoption and pedagogical strategies including coaching and feedback. Both the Principal and Assistant Principal conduct bi-weekly classroom/teacher observations, and each teacher has a feedback notebook (or it may take place via an in-person conversation) that takes place bi-weekly. Our teachers are evaluated annually: 1 formal, several informal during the year.

Chronic Absenteeism rates: in an effort to decrease chronic absenteeism rates, our school has issued letters to households, met with parents and discussed this issue and impact on student learning during parent engagement meetings. The Leadership Team reviews attendance reports on a weekly basis; and messages are sent to households via Class Dojo. We will implement home visits in the 2018-19 school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

There are no identified performance gaps.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See “greatest needs” – strategies that will be implemented for 2018-19 school year.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 4,483,315
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,801,014

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 3,521,983

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5: -12 DFL3

-15.6 points DFL3 – Outcome Not Met

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5: -25 DFL3

-36.2 point DFL3 - Outcome Not Met

Increase attendance rates by .5% annually: 94.5%

2016-17: 95% - Outcome Met

Decrease Chronic Absenteeism rates: (1% decline annually): 8.6%

2016-17: 11.9% - Outcome Not Met

Expected

Actual



ICEF VISTA EA			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	361	43	11.9%
HISPANIC	351	41	11.7%
ELL	183	22	12.0%
SOC. ECON DISADV	352	42	11.9%
SPED	39	8	20.5%

% of students access broad course of study: Art, Computer/Keyboarding & Physical Education:

2017-18: 100% - Outcome Met

Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT

2016-17: 0%

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Vista Elementary will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 13 Classroom Teachers that are appropriately credentialed and assigned. 3 Enrichment Instructors: <ul style="list-style-type: none"> Music Art Technology 11 Instructional Aides: to provide academic support for students. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Vista Elementary employed the following staff to support the school's educational program the goals, actions and services outlined in this LCAP. IVEA is situated on different 2sites. Staffing includes:</p> <ol style="list-style-type: none"> 13 classroom teachers that are appropriately assigned and credentialed. In addition, all teachers are CLAD certified. A total of 3 Enrichment instructors were employed to provide all students in grades TK-5 with access to the following enrichment courses: Art, Keyboarding & PE. A total of 12 instructional aides were hired to provide academic support including but not limited to small group instruction, one-on-one and learning centers. For grades K-2: 1 instructional aide was placed per 	<p>\$2,221,820</p> <ol style="list-style-type: none"> LCFF Base (\$1,070,387) LCFF S&C (\$107,367) LCFF Base (\$362,240) LCFF Base (\$405,324) Special Ed AB602 (\$163,408) LCFF Base (\$113,094) <ol style="list-style-type: none"> 1110 2100 2100 1200, 1300 2200, 2400, 2900 1110, 2100, 1200 	<p>\$</p> <ol style="list-style-type: none"> LCFF Base (\$1,006,167) LCFF S&C (\$89,310) LCFF S&C (\$400,647), Title III (\$17,891) LCFF Base (\$405,324), LCFF S&C (\$251,252), Title I (\$8,181) LCFF Base (\$41,600), LCFF S&C (\$131,875) Special Ed (\$256,036), LCFF S&C (\$120,229) <ol style="list-style-type: none"> 1000, 3000 1000, 2000, 3000 2000, 3000 1000, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>school wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Language Literacy Specialist • School Counselor <p>5. Classified staff:</p> <ul style="list-style-type: none"> • Community Resource Coordinator • Student Information Coordinator is in charge of CALPADS, attendance and chronic absenteeism reports. • Janitorial Staff: 2 <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 2 Instructional Assistants • 1 Psychologist (50%) • Speech Pathologist (contracted) • Occupational Therapist (contracted) 	<p>classroom; 3-5: 1 per grade level. One instructional aide provided EL support and another provided reading support for our struggling students/readers.</p> <p>4. The school's Leadership Team is comprised of the following:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Language Literacy Specialist • School Counselor <p>5. The following classified staff:</p> <ul style="list-style-type: none"> • Community Resource Coordinator who is bilingual • Student Information Coordinator is in charge of CALPADS, attendance and chronic absenteeism reports. • Janitorial Staff: 1 • Campus Aide for supervision • Instructional Assistants (4) • Instructional Assistants (classroom); 8 <p>6. Our school's SPED team includes:</p> <ul style="list-style-type: none"> • 1 RSP Teachers • 2 Interventionist • 1 Psychologist 		<p>5. 2000, 3000</p> <p>6. 1000, 2000, 3000, 5000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Speech Pathologist (contracted)
- Occupational Therapist (contracted)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. ICEF Vista Elementary Academy staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> ● NWEA MAP ELA & Math: 3 times/year ● Benchmark Assessment System - (BAS by Fountas and Pinnell) <p>2. In addition, ICEF Vista Elementary Charter Academy students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> ● CAASPP ELA & Math: Grades 3-5 ● CELDT: Initial only ● ELPAC: ELL students only ● CA Science Test (CAST): Grade 5 ● Physical Fitness Test (PFT): Grade 5 	<p><u>ASSESSMENTS</u></p> <p>1. ICEF Vista Elementary Academy administers various types of assessments throughout the year to inform instruction, measure program efficacy, and teacher effectiveness. They include:</p> <ul style="list-style-type: none"> ● NWEA MAP ELA & Math: 3 times/year ● Benchmark Assessment System - (BAS by Fountas and Pinnell): 3 times/year ● Interim Assessment Blocks (IAB): 2 times/year <p>2. ICEF Vista Elementary Charter Academy students participated in the following state mandated assessments:</p> <ul style="list-style-type: none"> ● CAASPP ELA & Math: Grades 3-5 ● CELDT: Initial only ● ELPAC: ELL students only ● CA Science Test (CAST): Grade 5 ● Physical Fitness Test (PFT): Grade 5 	<p>\$6,866</p> <p>1. LCFF S&C (\$2,200)</p> <p>2. LCFF S&C (\$4,666)</p> <p>4310</p>	<p>\$5,347</p> <p>LCFF S&C</p> <p>4000, 5000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>ICEF Vista Elementary Charter Academy will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <ol style="list-style-type: none"> 1. Students are first assessed: Pre-SST Meetings - Provides an opportunity for teachers to bring up their struggling students in a “think-tank” atmosphere to receive ideas from peers on how to address student needs. Pre-SST meetings are held every 3 weeks. During these meetings, lead teachers, at least 1 administrator, school counselor and school psychologist serve as a sounding board for any teacher that has identified a student in need of intensive intervention. The team, 	<p><u>ACADEMIC INTERVENTIONS</u></p> <p>ICEF Vista Elementary Academy has aligned academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students have been assessed for intervention and describe the types of intervention strategies that have been implemented during classroom instruction.</p> <ol style="list-style-type: none"> 1. Students are first assessed: Using RTI Model check-ins, every 4-6 weeks meetings with teachers. The Pre-SST Meetings were eliminated after the first quarter because they were ineffective. 2. Provide list of academic intervention strategies and/or programs. <ul style="list-style-type: none"> • Workshop Model (Readers, Writers Workshop) - This address both whole group’s needs as well as differentiating the needs of small groups of individuals. The 	<p>\$16,666</p> <ol style="list-style-type: none"> 1. LCFF Base (See Goal 1, Action 1) 2. LCFF S&C(\$4,666) 3. LCFF S&C (\$12,000) <ol style="list-style-type: none"> 1. 1110, 1200, 1300 2. 4310 3. 1175 	<p>\$14,362</p> <p>LCFF S&C</p> <p>4000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>including the classroom teacher, discusses possible interventions and an action plan is implemented. The teacher implements the action plan and documents outcomes. The teacher then returns to the next Pre-SST session to report outcomes.</p> <ul style="list-style-type: none"> • Student Success Team (SST) - The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. <p>2. Provide list of academic intervention strategies and/or programs.</p> <ul style="list-style-type: none"> • Workshop Model (Readers, Writers Workshop) - This address both whole group's needs as well as differentiating the needs of small groups of individuals. The teacher delivers a mini-lesson and students are then dismissed to work on their reading or writing. Teacher then confers with individual students to develop 	<p>teacher delivers a mini-lesson and students are then dismissed to work on their reading or writing. Teacher then confers with individual students to develop goals and provide guidance in individual student struggles.</p> <ul style="list-style-type: none"> • Guided Reading - This provides differentiated teaching that supports in developing reading proficiency. Teachers administer the Benchmark Assessment System (BAS). Teachers then develop 10-15 minute mini-lessons to deliver to small homogeneous groups to move their literacy forward. All other students are working in stations or Daily 5 in literacy development. • Leveled Literacy Intervention (Fountas and Pinnell) - Provides a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. The top 3 struggling readers in grades 3-5 will meet daily with our Literacy Specialist. 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>goals and provide guidance in individual student struggles.</p> <ul style="list-style-type: none"> • Guided Reading - This provides differentiated teaching that supports in developing reading proficiency. Teachers administer the Benchmark Assessment System (BAS). Teachers then develop 10-15 minute mini-lessons to deliver to small homogeneous groups to move their literacy forward. All other students are working in stations or Daily 5 in literacy development. • Leveled Literacy Intervention (Fountas and Pinnell) - Provides a powerful, short-term intervention that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. The top 3 struggling readers in grades 3-5 will meet daily with our Literacy Specialist. • Small Group Instruction - Through Targeted Group Structures, teachers use formative data to create instructional groups. As students progress through the stations, instruction within the 	<ul style="list-style-type: none"> • Small Group Instruction - Through Targeted Group Structures, teachers use formative data to create instructional groups. As students progress through the stations, instruction within the small group is tailored to the needs of that group of students. • English Learner 1-1/Small-Group Support - Provides additional remediation to students who need additional support attaining English proficiency <p>3. Provide after-school academic intervention/support.</p> <ul style="list-style-type: none"> • Before/After-School Tutoring - Students are provided targeted help twice per week, based on their academic needs. 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>small group is tailored to the needs of that group of students.</p> <ul style="list-style-type: none">• English Learner 1-1/Small-Group Support - Provides additional remediation to students who need additional support attaining English proficiency <p>3. Provide after-school academic intervention/support.</p> <ul style="list-style-type: none">• After-School Tutoring - Students are provided targeted help based on their academic needs.			
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school counselor will provide social-emotional counseling for students.</p>	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>The DIS Counselor provides Social-emotional counseling to SPED and General Education students. In addition, IVEA has partnered with Counseling Program Los Angeles (CPLA) who provides counseling interns.</p>	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1200</p>	<p>See Goal 1, Action 1</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> Provide field (learning) trips to the following museums. <ul style="list-style-type: none"> CA Science Center LA Zoo Aquarium of the Pacific Getty Getty Villa LCACMA UCLA Natural History Museum 826LA Riley’s Farm AstroCamp San Juan Capistrano Mission Provide students with leadership opportunities through <ul style="list-style-type: none"> Student Council Reading Buddies Math Field Day Spelling Bee Participation 	<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school has implemented the following:</p> <ol style="list-style-type: none"> Field (learning) trips aligned to the content standards: <ul style="list-style-type: none"> CA Science Center LA Zoo Aquarium of the Pacific Getty Getty Villa Natural History Museum 826LA Riley’s Farm AstroCamp Underwood Farms Provide students with leadership opportunities through <ul style="list-style-type: none"> Student Council: Grades 3-5: Host schoolwide events: Valentine’s Day; Morning assembly, Trait of the Month Reading Buddies – upper grade students read to lower grade students 	<p>\$30,000</p> <ol style="list-style-type: none"> LCFF S&C (\$5,000) No Cost LCFF S&C (\$25,000) No cost <ol style="list-style-type: none"> 5812 N/A 5851 N/A 	<p>\$30,832</p> <p>LCFF S&C</p> <p>1000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Offer after-school clubs and organizations.</p> <ul style="list-style-type: none"> • Photography Club • Arts Club • Choir • Soaring Eagles (Reading Club) • Drama Club • Environmental club • STEAM Club <p>4. Students will participate in Student led Service Projects.</p>	<ul style="list-style-type: none"> • Math Field Day • Spelling Bee Participation <p>3. Offer after-school clubs and organizations.</p> <ul style="list-style-type: none"> • Choir • Soaring Eagles (Reading Club) • Environmental club • STEAM Club • Multicultural Club <p>4. Students participate in Student initiated Service Projects.</p>		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: Art, Computer/Keyboarding, and PE.</p>	<p><u>COURSE ACCESS:</u> ICEF Vista Elementary Academy provides all students with access to the following courses beyond core courses:</p> <ul style="list-style-type: none"> • Art • Computer/Keyboarding • Physical Education 	<p>\$99,172</p> <p>LCFF S&C</p> <p>1110, 2100</p>	<p>See Goal 1, Action 1</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services for Goal #1 were implemented with fidelity. The use and implementation of academic and social-emotional interventions were based on assessment findings, SST, and meetings with families/parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our school predominantly serves a high at-risk student population, therefore knowing a student's strengths and learning gaps is essential and critical in order for our teachers to differentiate instruction from day one. Our teachers have effectively implemented NWEA MAP assessments in reading, language and mathematics, which provides valuable data on what each student knows and informs what they're ready to learn next. The mid and end of year MAP Assessment results reveals how much growth each student has made during the school year (over time) and also provides a "projected proficiency," to inform instruction. As a result of our student's needs, and high percentage of unduplicated students, our school provides academic, social-emotional and behavioral supports during and after school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference can be found in:

- Action 1: additional staff were added than projected, therefore estimated actual exceeded budgeted expenditures.
- Action 6: The staff salaries for course access were identified in Goal 1, Action 1.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1, Action 1 will be modified to disaggregate a school's base program funded under LCFF Base Funds; and staffing principally directed towards unduplicated students funded with LCFF S&C Funds. The AMO for Chronic Absenteeism will need to be revised based on the 2016-17 chronic absenteeism rates.

Goal 2

Develop a comprehensive, coherently focused, school wide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

% of students that will have access to standards-aligned instructional materials: 100%

100% - Outcome Met

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

ELA	3
ELD	2
MATH	3
NGSS	2
HISTORY	2

% of teachers who are appropriately credentialed and assigned: 100%

100% - Outcome Met

Increase percentage of EL who progress in English Proficiency as

2017-18: 55% - Outcome Met

Expected

Actual

measured by CELDT/ELPAC: 10%	
Increase English Learner reclassification rate: 15%	2016-17: 18% - Outcome Met

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> Professional Learning Community Lucy Calkins Reader’s Workshop 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year has been on the following topics:</p> <ul style="list-style-type: none"> Lucy Calkins Reader’s and Writer’s Workshop Analyzing & understanding 	<p>\$49,130</p> <p>LCFF S&C</p> <p>1. 5850</p> <p>2. 5850</p> <p>3. 5200</p> <p>4. 5860</p>	<p>\$42,842</p> <p>LCFF S&C</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • SWUN Math • Analyzing & understanding NWEA MAP assessment <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer PD: 2 weeks • 4 Non-instructional Days during the school year: Data Days • 1 formalized PD/month • 2 PLC per month • 1 ICEF-wide PD per month <p>3. Members of our teaching staff and/or Leadership team will attend educational conferences to improve their practice.</p> <p>4. Administer teacher survey to gather input and feedback on professional development, teacher support and needs.</p>	<p>NWEA MAP assessment</p> <ul style="list-style-type: none"> • NGSS unit Lesson planning and instructional strategies • SWUN Math Lesson Design • Close Reading • Mandated Reporting • NGSS Standards & Resources • Understanding shifts in Common Core Math • iReady: Using data to drive instruction • Analyzing SBAC: Claims & targets • Implementing Formative Assessments in ELA & Math • PBIS <p>2. Professional development for all teachers took place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer Institute: 2 weeks • 4 Non-instructional Days during the school year - Data Days • Weekly PD during the school year <p>3. Our staff did not attend conferences this year.</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

4. Teacher surveys were administered to gather input and feedback on PD, support and needs.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

ELD PROGRAM

ICEF Vista Elementary Charter Academy will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

ELD PROGRAM

ICEF Vista Elementary Academy reviewed and revised its EL Master Plan to align with the CDE's recent reclassification guidance; a shift from CELDT to implementation of the ELPAC; ELD Standards, curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, and targeted ELD designated and integrated instruction. Teachers provide EL with guided reading at least 3 times/week. The school's EL Assistant (Credentialed teachers) administered the CELDT, and ELPAC assessment. Throughout the year, the principal and teachers review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from

See Goal 1, Action 1

LCFF Base

1300

See Goal 1, Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

assessments and student work to ensure academic growth in ELA and math. EL students receive 40 minutes of designated ELD instruction 4 times per week. Integrated ELD takes place across all disciplines.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

CURRICULUM

Every student has access to standards-aligned curriculum. ICEF Vista Elementary Charter Academy will purchase the following additional curriculum and/or supplemental instructional materials:

- SWUN Math
- Writer’s Workshop Units of Study
- iReady (subscription)
- Math IXL (subscription)

CURRICULUM

Every student has access to standards-aligned curriculum. ICEF Vista Elementary Academy has purchased the following additional curriculum and/or supplemental instructional materials:

- SWUN Math
- iReady (subscription)
- Math IXL (subscription)
- Supplies for Writer’s Workshop Consumables

\$8,000

LCFF S&C

4310

\$7,418

LCFF S&C

4000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will purchase/lease the following:</p> <ol style="list-style-type: none"> 1. Purchase the following technology devices/supplies: LCD projector bulbs; 3 Document Readers; and 3 LCD projectors. 2. The Principal will develop an annual technology needs assessment based on feedback from staff. 	<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school has implement the following:</p> <ol style="list-style-type: none"> 1. Purchased replacement Chromebooks and iPads 2. The Instructional Specialist along with the IT specialist will develop an annual needs assessment for future purchases and upgrades. 3. ICEF Central Office provides tech support for: computer maintenance, Internet trouble shooting, setting up hardware and software for classroom use. 	<p>\$10,000</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$4,000) 2. LCFF Base (See Goal 1, Action 1) <ol style="list-style-type: none"> 1. 4400 2. 1300 	<p>\$21,521</p> <p>LCFF S&C (\$4,179), LCFF Base (\$17,342)</p> <p>2000, 3000, 4000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services outlined in Goal #2 were completed with fidelity.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This year was the initial year of SWUN Math implementation and our teachers received ongoing robust professional development, coaching, observation and feedback. Mid year, the ELD Instructional Block was changed to provide EL students with designated ELD for 40 minutes, 4 times per week, which resulted in a smaller EL student to teacher ratio. Currently, our school is working towards revising its EL Master Plan using ELPAC results, findings from other assessments, and feedback from teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences occurred with:

- Action 1: As a result of our robust professional development, estimated actuals exceeded budgeted expenditures.
- Action 3: Our school purchased replacement Chromebooks for the upcoming school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results). Modifications to the chronic absenteeism rate will also be made as a result of the 2016-17 chronic absenteeism rates.

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measureable Outcomes

Expected

Actual

Parent involvement including unduplicated students and Students with Disabilities) through input in decision-making via SSC, ELAC & PTC: Met

Outcome Met

Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Met

Outcome Met

Maintain suspension rates <1%:

Expected

Actual

	2016-17 SUSPENSION RATE					
	ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP
	SCHOOLWIDE	361	1	1	0.3%	100.0%
	HISPANIC	351	1	1	0.3%	100.0%
	ELL	*	*	*	*	*
	SOC. ECON DISADV	*	*	*	*	*
	SPED	*	*	*	*	*
	2016-17: Suspension Rate: 0.3% Outcome Met					
Maintain expulsion rates: <1%	2016-17 Expulsion Rate: 0% - Outcome Met					
Facilities Inspection Tool (FIT) Score: Good or Better	2018 FIT Score: Good – Outcome Met					
Increase parent participation rate on parent survey:	2017-18: 77% 233 parents (Baseline)					
Increase student participation rate on student survey:	2017-18: 100% Grades 3-5 (Baseline)					

Note: Some of the “Actual” Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Vista Elementary Charter Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. The Principal will develop a supervision schedule that includes supervision of students before/during and after-school. 3. ICEF Vista Elementary Charter Academy will continue to implement the Cloud9 character education program that integrates literacy as the vehicle for teaching character strengths. A series of books are used in both schools and homes. Character and reading assessments, individual 	<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Vista Elementary Charter Academy has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ol style="list-style-type: none"> 1. The Leadership Team annually reviews and revises the Comprehensive School Safety Plan. The school’s entire staff received training on the School Safety Plan; Crisis Prevention Institute Training, Safe Schools; and HR Mandated Reporter. Monthly drills have taken place including active shooter, and lock-down. Emergency supplies were purchased for classrooms. 2. The supervision schedule was developed and monitored by the Principal, and School Office Manager, to ensure adult supervision, before, during and after school. IVEA has a campus aide that provides supervision throughout the day. 	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1200, 1300</p>	<p>See Goal 1, Action 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>application rubrics and wide-ranging activities and materials are included.</p> <p>4. Assemblies will take place Monthly to recognize students for the following: Scholar of the Month based on Cloud 9 character trait.</p> <p>5. All students will attend assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet safety, etc.</p> <p>6. All students will be members of an “Eagle Family” comprised of a few students from each grade level. This family will come together monthly to engage in community building (to be led by 8th graders) and service activities. Students will remain with their “Eagle Family” for the duration of their time as students at IVES.</p>	<p>3. ICEF Vista Elementary Charter Academy has implemented Cloud 9 Character Education Curriculum but mid-year decided to develop its own because Cloud 9 was not engaging for students, therefore ineffective.</p> <p>4. Assemblies took place monthly to recognize students for the following: exuding positive character traits/behavior, perfect attendance, and “most improved.”</p> <p>5. All students attended bi-monthly assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet safety, schoolwide expectations.</p> <p>6. All students are members of the “Eagle family” (school mascot).</p> <p>7. Our school hosted the following schoolwide student competitions:</p> <ul style="list-style-type: none"> • Math Night • Science Fair • Spelling Bee Contest: Annual • Mathletes 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> • Math Field Day (annual): ICEF-wide competition • Black History Month – Holiday Program <p>8. In order to address and improve chronic absenteeism rates, our school issued letters to household, meetings with parents of chronically absent students and identify/provide resources to improve student attendance rates.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At ICEF Vista Elementary Charter Academy, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Proud Eagles Parent Group 	<p><u>PARENT INPUT IN DECISION-MAKING</u> At ICEF Vista Elementary Charter Academy, parent input in decision-making took place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC): 3-4 times/year • English Language Advisory Committee (ELAC): 3-4 times/year • Proud Eagles Parent Group 	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1300</p>	<p>No additional cost to school</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> ICEF Vista Elementary Charter Academy provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. The Community Relations Coordinator (CRC) will facilitate parent meetings, school wide events and communicate with parents. This staff position is split 50/50 with the Middle School. 2. Parent Informational Meetings (PIM) (workshops) will focus on the following topics as requested by parents: <ul style="list-style-type: none"> • Monthly Family Reading Nights • How to support my child academically • Positive Discipline • Understanding CAASPP results • Financial Assistance • Internet Safety and Monitoring • Bullying 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> ICEF Vista Elementary Charter Academy provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. The Community Relations Coordinator (CRC) facilitate parent meetings, school wide events and communicate with parents, and serves as a translator. This staff position is split 50/50 with the Middle School. 2. Parent Informational Meetings (PIM) and/or workshops this year were grade level meetings <ul style="list-style-type: none"> • Monthly Family Reading Nights • How to support my child academically • Positive Discipline • Understanding CAASPP results • Financial Assistance: Latino Resource Center • Internet Safety and Monitoring 	<p>\$16,125</p> <p>LCFF S&C</p> <ol style="list-style-type: none"> 1. 2900 2. 1175, 4390 3. 5860 	<p>\$3,750</p> <p>LCFF S&C</p> <p>2000, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Administer an annual parent survey.</p> <p>4. CRC will ensure school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<ul style="list-style-type: none"> • Bullying • Immigration supports: Know your rights workshop • Parent English classes • Parent Technology Classes (Digital Literacy) <p>3. An annual parent survey was administered.</p> <p>4. The school’s website and social media has been maintained and kept up-to-date by the CRC, which serves as an essential tool to communicate with parents.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 	<p><u>FACILITIES</u> ICEF Vista Elementary Charter Academy has implemented the following to ensure a safe, and well-maintained school facility sites; and appropriate classroom space to implement the school’s program::</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for one school site. 2. HVAC was installed this school year. 3. A Facility Inspection (FIT) report was completed. FIT report score: Good 4. Our school subscribes and utilizes Raptor Visitor Management Software; and Go Guardian, Chromebook Management Solutions that keep students safer online and making teaching easier. 	<p>\$256,964</p> <ol style="list-style-type: none"> 1. LCFF Base (\$123,214)/SB-740 (\$125,250) 2. LCFF S&C (\$7,500) 3. LCFF S&C (1,000) <p>1. 5610 2. 5630 3. 5850</p>	<p>\$194,186</p> <ol style="list-style-type: none"> 1. LCFF Base (\$66,270)/SB-740 (\$125,250) 4. LCFF S&C (\$2,666) <p>5000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All 4 actions/services were implemented with fidelity and feedback from stakeholders has served to make modifications to the 2018-19 LCAP actions/services.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This year, the principal continued its focus to develop positive relationships with parents, staff and students. Numerous meetings took place with parents on the LCAP, CA Dashboard with a focus on student academic performance and chronic absenteeism rates/attendance rates. There was a strong focus and emphasis developing a cohesive and engaging Character Development Program. As a result of the current climate on immigration, our school hosted numerous workshops that focused on social-emotional, and behavioral issues, led by the school counselor and/or Principal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference with parent engagement since estimated actuals were less than budgeted.
Action 4 facility leasing costs were less than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minor changes will be made to the actions/services based on stakeholder input, and findings from assessment data (student results).

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ICEF Vista Elementary Academy has consulted throughout the school year with the following stakeholders on the Annual Review and the LCAP Analysis that include the following:

- School Site Council Committee: 9/21/17, 10/19/17, 12/7/17, 1/18/18, 3/1/18, 4/26/18
- ELAC Committee: 9/21/17, 10/19/17, 12/7/17, 1/18/18, 3/1/18, 4/26/18
- Parent Organization Meetings (Proud Eagles): 9/7/17, 9/29/17, 10/13/18, 10/27/18, 11/10/18, 12/1/18, 1/12/18, 1/26/18, 3/9/18, 3/30/18, 4/13/18
- Staff meetings: Monthly staff meeting during the school year
- Leadership: meets weekly with the Principal and Assistant Principal
- Monthly ICEF Board meetings

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The following feedback was provided during meetings with:

- Parents would like to have more intervention provided at the school to increase student achievement; additional leadership opportunities for students; and additional workshops for parents.
- Students stated they didn't like the vended meals for the breakfast and lunch program; and would like to see additional electives offered.
- Staff/teachers stated they would like additional planning time built into the school day, and differentiated professional development.

At the end of this school year, our staff will be participating in an exercise for teachers the last month of school (June) to examine each aspect of our program (data, culture, curriculum, professional development) and will assess the strengths and needs of each. This will guide our professional development planning for the upcoming school year.

The following is the feedback provided by staff and/or teachers during staff meetings...

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Identified Need:

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5:	-15.6 DFL3 (Spring 2017)	-12 DFL3	-2 DFL3	+5 DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5:	-36.2 DFL3 (Spring 2017)	-25 DFL3	-20 DFL3	+5 DFL3
Increase attendance rates by .5% annually	95%	94.5%	95%	>95%
Decrease Chronic Absenteeism rates: (1% decline annually)	11.9%	11%	10%	9%
% of students access broad course of study: Art, Computer/Keyboarding & Physical Education	100%	100%	100%	100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	0%	2%	4%	6%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROGRAM

ICEF Vista Elementary will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 13 Classroom Teachers that are appropriately credentialed and assigned.
2. 3 Enrichment Instructors:
 - Music
 - Art
 - Technology
3. 11 Instructional Aides: to provide academic support for students.
4. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure school wide policies and procedures are adhered to:
 - Principal
 - Assistant Principal
 - Language Literacy Specialist
 - School Counselor
5. Classified staff:
 - Community Resource Coordinator

ICEF Vista Elementary Academy (TK-5) will employ **13 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Student Information Coordinator is in charge of CALPADS, attendance and chronic absenteeism reports.
 - Janitorial Staff: 2
6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
- 2 RSP Teachers
 - 2 Instructional Assistants
 - 1 Psychologist (50%)
 - Speech Pathologist (contracted)
 - Occupational Therapist (contracted)



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,221,820	\$1,100,341	\$1,144,354
Source	1. LCFF Base (\$1,070,387) 2. LCFF S&C (\$107,367) 3. LCFF Base (\$362,240) 4. LCFF Base (\$405,324) 5. Special Ed AB602 (\$163,408) 6. LCFF Base (\$113,094)	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	1. 1110 2. 2100 3. 2100 4. 1200, 1300 5. 2200, 2400, 2900 6. 1110, 2100, 1200	1000, 3000	1000, 3000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

ASSESSMENTS

1. ICEF Vista Elementary Academy staff will implement multiple types of assessments in order to monitor each student's:

2018-19 Actions/Services

ASSESSMENTS

ICEF Vista Elementary Academy staff will continue to implement multiple types of assessments, in order to monitor each

2019-20 Actions/Services

2017-18 Actions/Services

academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP ELA & Math: 3 times/year
- Benchmark Assessment System - (BAS by Fountas and Pinnell)

2. In addition, ICEF Vista Elementary Charter Academy students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-5
- CELDT: Initial only

2018-19 Actions/Services

student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- Fastbridge ELA & Math: 3 times/year
- Benchmark Assessment System (BAS) Fountas & Pinnell - 3 times/year
- Swun Math Trimester Benchmarks - 3 times/year

In addition, IVEA will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-5
- CA Science Test: Grade 5
- Physical Fitness Test: Grade 5

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,866	\$8,000	\$8,000
Source	1. LCFF S&C (\$2,200) 2. LCFF S&C (\$4,666)	LCFF Base	LCFF Base
Budget Reference	4310	4000	4000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

ICEF Vista Elementary Academy will align academic interventions to core instruction;

STAFFING, SUPPLEMENTAL

CURRICULUM, & PROGRAMS TO

and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. Students are first assessed: Pre-SST Meetings - Provides an opportunity for teachers to bring up their struggling students in a “think-tank” atmosphere to receive ideas from peers on how to address student needs. Pre-SST meetings are held every 3 weeks. During these meetings, lead teachers, at least 1 administrator, school counselor and school psychologist serve as a sounding board for any teacher that has identified a student in need of intensive intervention. The team, including the classroom teacher, discusses possible interventions and an action plan is implemented. The teacher implements the action plan and documents outcomes. The teacher then returns to the next Pre-SST session to report outcomes.
 - Student Success Team (SST) - The Student Success Team (SST) is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student

PROVIDE ACADEMIC INTERVENTIONS:

ICEF Vista Elementary Academy will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps. In order to strengthen our academic intervention program,

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by the Principal, Assistant Principal and Teacher Leaders. The **Literacy Specialist** primarily focuses on low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies. Our teachers also provide after-school tutoring for students who struggle academically.

In order to support our struggling unduplicated students, our **(11) Instructional Assistants** will provide academic support in the classroom during the instructional day across both school sites and during the intervention block of 40 minutes, 4 days/week.

Our school will also purchase and

potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.

2. Provide list of academic intervention strategies and/or programs.
 - Workshop Model (Readers, Writers Workshop) - This address both whole group's needs as well as differentiating the needs of small groups of individuals. The teacher delivers a mini-lesson and students are then dismissed to work on their reading or writing. Teacher then confers with individual students to develop goals and provide guidance in individual student struggles.
 - Guided Reading - This provides differentiated teaching that supports in developing reading proficiency. Teachers administer the Benchmark Assessment System (BAS). Teachers then develop 10-15 minute mini-lessons to deliver to small homogeneous groups to move their literacy forward. All other students are working in stations or Daily 5 in literacy development.
 - Leveled Literacy Intervention (Fountas and Pinnell) - Provides a powerful, short-term intervention that

implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:

- **iReady web-based (subscription)**
- **Reading A-Z (subscription)**
- **RAZ Kids (subscription)**
- **IXL Math**

In order to address our unduplicated students who struggle academically and prevent the summer slide our school will offer **Summer School** that will focus on targeted and differentiated **reading and math intervention**.

IVEA will continue its partnerships with: Loyola Marymount University (LMU): **Lions for Learning** Work-study program, that provides **tutors** for our students during the instructional day.

IVEA offers an **after-school academic and social enrichment program** in partnership with YPI.

provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. The top 3 struggling readers in grades 3-5 will meet daily with our Literacy Specialist.

- Small Group Instruction - Through Targeted Group Structures, teachers use formative data to create instructional groups. As students progress through the stations, instruction within the small group is tailored to the needs of that group of students.
- English Learner 1-1/Small-Group Support - Provides additional remediation to students who need additional support attaining English proficiency

3. Provide after-school academic intervention/support.

- After-School Tutoring - Students are provided targeted help based on their academic needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,666	\$621,162	\$640,667
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF S&C(\$4,666) 3. LCFF S&C (\$12,000)	Title I (\$74,880) LCFF S&C (\$433,782) ASES (\$112,500)	Title I (\$77,875) LCFF S&C (\$450,292) ASES (\$112,500)
Budget Reference	1. 1110, 1200, 1300 2. 4310 3. 1175	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school counselor will

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL

2017-18 Actions/Services

provide social-emotional counseling for students.

2018-19 Actions/Services

SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services principally directed towards our unduplicated students.

IVEA has implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the **Assistant Principal of Culture**, who closely monitors chronic absenteeism rates and meets with families; **School Counselor** who provides social-emotional and behavioral counseling for our students.

Our school staff uses **Class Dojo** to document student behavior, and encourage students for a skill or value. For students it gives them a voice, they can showcase their learning through digital portfolios, and it is used to engage parents and build a positive school community. Our school also provides incentives/rewards for students who exemplify positive behavior.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	IVEA will continue its partnerships with: Venice Family Clinic – provides medical services for our students and their families.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$206,905	\$215,025
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1200	1000, 3000, 5000	1000, 3000, 5000

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant

STAFFING, STRATEGIES, PROGRAMS &

2017-18 Actions/Services

learning experiences outside of the classroom, our school will host and/or provide the following:

1. Provide field (learning) trips to the following museums.
 - CA Science Center
 - LA Zoo
 - Aquarium of the Pacific
 - Getty
 - Getty Villa
 - LCACMA
 - UCLA
 - Natural History Museum
 - 826LA
 - Riley's Farm
 - AstroCamp
 - San Juan Capistrano Mission
2. Provide students with leadership opportunities through
 - Student Council
 - Reading Buddies
 - Math Field Day
 - Spelling Bee Participation
3. Offer after-school clubs and organizations.
 - Photography Club
 - Arts Club
 - Choir

2018-19 Actions/Services

ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

- Field trips aligned to the content standards such as CA Science Center, Pumpkin Patch, Northgate, Children's Museum, Fire Station, Eco Station, & Pacific Asian Museum
- Visits to Colleges & Universities: LMU, UCLA
- Math Field Day Competition
- Art Competition
- Continued partnership with Getty Museum and LACMA to incorporate the arts in classroom instruction. This partnership provides professional development for the Art teacher and field trips to Getty.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ul style="list-style-type: none"> • Soaring Eagles (Reading Club) • Drama Club • Environmental club • STEAM Club <p>4. Students will participate in Student led Service Projects.</p>		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$12,000	\$12,000
Source	<ol style="list-style-type: none"> 1. LCFF S&C (\$5,000) 2. No Cost 3. LCFF S&C (\$25,000) 4. No cost 	LCFF S&C	LCFF S&C
Budget Reference	<ol style="list-style-type: none"> 1. 5812 2. N/A 3. 5851 4. N/A 	5000	5000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

2017-18 Actions/Services

broad course of study in various disciplines, which include: Art, Dance, Computer/Keyboarding, and PE.

2018-19 Actions/Services

broad course of study in various disciplines, which include: Art, Music, Computer/Keyboarding, and PE.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$99,172	\$113,687	\$117,275
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1110, 2100	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

SPED Team: to provide instructional and social emotional

2017-18 Actions/Services

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2018-19 Actions/Services

<p>supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 1 RSP Teachers • 3 Intervention Specialist • Psychologist • Contracted services: Speech Pathologist, Occupational Therapist, DIS Counselor

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$308,206	\$318,394
Source		Special Ed (\$260,112) LCFF S&C (\$48,094)	Special Ed (\$264,571) LCFF S&C (\$53,823)
Budget Reference		1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Develop a comprehensive, coherently focused, school wide Professional Development Plan that includes standards-aligned content and performance standards (CCSS ELA/ELD/Math & NGSS), academic rigor and research-based pedagogical strategies in order to provide high quality instruction that meets the diverse learning needs (ELL, SPED, SED) of our students, and close the achievement gap, in order to ensure students are College and Career Ready (CCR).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: 1

Identified Need:

There is a need to develop a comprehensive Professional Development plan that will result in improved instructional strategies across all classrooms in order to improve student outcomes and close the achievement gap.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	17%	55%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.			
Increase English Learner reclassification rate:	10%	18%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.			
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	3	ELA	3	ELA	4
		ELD	2	ELD	3	ELD	3
		MATH	3	MATH	3	MATH	4
		NGSS	2	NGSS	3	NGSS	3
		HISTORY	2	HISTORY	2	HISTORY	3

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a high quality rigorous standards-aligned

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

ICEF Inglewood Vista Academy provides all teachers with evidence based professional

2019-20 Actions/Services

2017-18 Actions/Services

instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Professional Learning Community
 - Lucy Calkins Reader's Workshop
 - SWUN Math
 - Analyzing & understanding NWEA MAP assessment
2. Professional development for all teachers will take place during the academic year, as follows:
 - P Summer PD: 2 weeks
 - 4 Non-instructional Days during the school year: Data Days
 - 1 formalized PD/month
 - 2 PLC per month
 - 1 ICEF-wide PD per month
 3. Members of our teaching staff and/or Leadership team will attend educational conferences to improve their practice.
 4. Administer teacher survey to gather input and feedback on professional development, teacher support and needs.

2018-19 Actions/Services

development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students.

- SWUN Math (SWUN Consultant)
- Lucy Calkins Reader's Workshop (Consultant)
- Guided Reading
- How to work with challenging behaviors series (Consultant)
- Differentiation
- Using data to guide instruction
- Academic Discourse
- Checking for Understanding
- PBIS
- Classroom Management Strategies
- Teacher Effectiveness Framework (TEF): ICEF-wide focus

Professional development for all teachers will take place during the academic year, as follows:

- Summer PD: 2 week institute
- 3 Non-instructional Days: Focus - Data Days
- Weekly Wednesday PD: during the academic school year

Additionally, our instructional and

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	leadership staff will have opportunities to engage in professional learning via off-site workshops and/or conference.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,130	\$37,590	\$37,590
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1. 5850 2. 5850 3. 5200 4. 5860	5000	5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELD PROGRAM

ICEF Vista Elementary Charter Academy will review and revise its EL Master Plan to align

ELD PROGRAM

ICEF Vista Elementary Academy will review and revise its EL Master Plan to align with

2017-18 Actions/Services

with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

2018-19 Actions/Services

recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will continue to utilize EL Achieve curriculum for implementation. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$1,000	\$1,000
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1300	4000	4000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. ICEF Vista Elementary Charter Academy will purchase the

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. ICEF Vista Elementary

2019-20 Actions/Services

2017-18 Actions/Services

following additional curriculum and/or supplemental instructional materials:

- SWUN Math
- Writer’s Workshop Units of Study
- iReady (subscription)
- Math IXL (subscription)

2018-19 Actions/Services

Academy plans to purchase the following curriculum which includes but is not limited to:

- SWUN Math
- Readers/Writers Units of Study
- Science Curriculum

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$20,000	\$20,000
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4310	4000	4000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will

TECHNOLOGY

IVEA has successfully implemented a 1:1 student to device ratio, and teachers utilize

2017-18 Actions/Services

purchase/lease the following:

1. Purchase the following technology devices/supplies: LCD projector bulbs; 3 Document Readers; and 3 LCD projectors.
2. The Principal will develop an annual technology needs assessment based on feedback from staff.

2018-19 Actions/Services

Google Apps for Education (GAFE). Annually, the Principal & IT conducts a needs assessment based on staff and student needs. Annual, purchases for technology include but are not limited to: replacement Chromebooks and any other IT equipment as needed.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	1. LCFF S&C (\$4,000) 2. LCFF Base (See Goal 1, Action 1)	LCFF S&C	LCFF S&C
Budget Reference	1. 4400 2. 1300	4000	4000

Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Identified Need:

There is a need to improve parent engagement and participation schoolwide including strategies parents can use at home to support their child academically and social-emotionally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement including unduplicated students and Students with Disabilities through input in decision-making via SSC, ELAC & Proud Eagles Parent Group.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.	Met	Met	Met	Met
Maintain suspension rates <2%:	0.3%	1.45%	<2%	<2%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Facilities Inspection Tool (FIT) Score: Good or Better	Good	Good	Good	Good
Increase parent participation rate on parent survey:	Baseline	77% (233 parents)	78%	80%
Maintain student participation rate on student survey:>90%	Baseline	100% Grades 3-5	>90%	>90%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

SCHOOL CLIMATE & SAFETY

ICEF Vista Elementary Charter Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. ICEF Vista Elementary Charter Academy will continue to implement the Cloud9 character education program that integrates literacy as the vehicle for teaching character strengths. A series of books are used in both schools and homes. Character and reading assessments, individual application rubrics and wide-ranging activities and materials are included.
4. Assemblies will take place Monthly to recognize students for the following: Scholar of the Month based on Cloud 9

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

ICEF Vista Elementary Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule that includes supervision of students’ before/during and after-school by school staff and **Campus Aide**.
- Monthly and End of Year Award Assembly
- Implement **Second Step Character Education Program (SEL Curriculum)**
- Administer **student and staff survey** to measure student engagement, school climate and safety.

2017-18 Actions/Services

- character trait.
5. All students will attend assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet safety, etc.
 6. All students will be members of an “Eagle Family” comprised of a few students from each grade level. This family will come together monthly to engage in community building (to be led by 8th graders) and service activities. Students will remain with their “Eagle Family” for the duration of their time as students at IVES.

2018-19 Actions/Services

In order to provide students with a safe learning environment, our school has implemented a Structured Yard Play that includes materials and equipment for student use.

IVEA will continue to subscribe and utilize **Raptor** Visitor Management Software; and **Go Guardian**, Chromebook Management Solutions that keep students safer online and makes teaching easier.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$36,296	\$37,593
Source	LCFF Base	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference	1200, 1300	2000, 3000, 5000	2000, 3000, 5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth and/or Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING
At ICEF Vista Elementary Charter Academy, parent input in decision-making will take

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING
At ICEF Vista Elementary Charter Academy, parent input in decision-making will take

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

place through the following:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Proud Eagles Parent Group

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- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Proud Eagles Parent Group

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$1,000	\$1,000
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1300	4000	4000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

ICEF Vista Elementary Charter Academy

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2017-18 Actions/Services

provides (or will provide) the following opportunities to engage parents as partners in their child's education. They include:

1. The Community Relations Coordinator (CRC) will facilitate parent meetings, school wide events and communicate with parents. This staff position is split 50/50 with the Elementary School.
2. Parent Informational Meetings (PIM) (workshops) will focus on the following topics as requested by parents:
 - Monthly Family Reading Nights
 - How to support my child academically
 - Positive Discipline
 - Understanding CAASPP results
 - Financial Assistance
 - Internet Safety and Monitoring
 - Bullying
3. Administer an annual parent survey.
4. CRC will ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

ICEF Vista Elementary Academy will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Community Relations Coordinator (CRC)** will facilitate the following:

- Parent Information Meetings (PIM)
- Parent workshops
- English classes for parents
- Communicate with families
- Provide translation services
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Ensure school's website is updated regularly for parents
- Administer annual **Parent Survey**

Families/guardians will also have access to **Illuminate (parent portal)** where they can view their child's academic progress and communicate with teachers.

Continue partnership with Mar Vista Family

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	Center that will provide our families with: workshops on Bullying, and parenting classes.	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$16,125	\$40,707	\$42,109
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1. 2900 2. 1175, 4390 3. 5860	2000, 3000, 5000	2000, 3000, 5000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate

2018-19 Actions/Services

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2019-20 Actions/Services

2017-18 Actions/Services

- classroom space to implement the school's program:
1. Annual facility leasing cost for school site.
 2. Costs for facility upgrades and/or expansion, maintenance/repairs.
 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.

2018-19 Actions/Services

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility: replace doors.
- Security expenses incurred for surveillance camera
- Administer annual FIT report

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$256,964	\$284,120	\$297,698
Source	1. LCFF Base (\$123,214)/SB-740 (\$125,250) 2. LCFF S&C (\$7,500) 3. LCFF S&C (1,000)	LCFF Base (\$162,026) SB-740 (\$122,094)	LCFF Base (\$169,785) SB-740 (\$127,913)

Year	2017-18	2018-19	2019-20
Budget Reference	1. 5610 2. 5630 3. 5850	5000	5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 889,374

33.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19:

ICEF Vista Elementary Academy serves a high percentage of unduplicated pupils and serves a significant at-risk student population and community. Throughout this LCAP, our actions and services were developed based on findings from our student achievement data, CA Dashboard findings, Annual Measurable Outcomes, feedback from stakeholders and the needs of the students we serve.

ICEF Vista Elementary Academy will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

- Goal 1, Action 3: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by the Principal, Assistant Principal and Teacher Leaders. The Literacy Specialist primarily focuses on low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies. Our teachers also provide after-school tutoring for students who struggle academically.

In order to support our struggling unduplicated students, our (11) Instructional Assistants will provide academic support in the classroom during the instructional day across both school sites and during the intervention block of 40 minutes, 4 days/week.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program: iReady, Reading A-Z, RAZ Kids, and IXL Math subscriptions.

In order to address our unduplicated students who struggle academically and prevent the summer slide our school will offer Summer School that will focus on targeted and differentiated reading and math intervention.

IVEA will continue its partnerships with: Loyola Marymount University (LMU): Lions for Learning Work-study program, that provides tutors for our students during the instructional day.

- Goal 1, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services principally directed towards our unduplicated students.

IVEA has implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the Assistant Principal of Culture, who closely monitors chronic absenteeism rates and meets with families; School Counselor who provides social-emotional and behavioral counseling for our students.

Our school staff uses Class Dojo to document student behavior, and encourage students for a skill or value. For students it gives them a voice, they can showcase their learning through digital portfolios, and it is used to engage parents and build a positive school community. Our school also provides incentives/rewards for students who exemplify positive behavior.

IVEA will continue its partnerships with: Venice Family Clinic – provides medical services for our students and their families.

- Goal 1, Action 5: STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

- Field trips aligned to the content standards.
- Field trips to colleges/universities
- Art Competitions

- Math Field Day

- Goal 1, Action 6: COURSE ACCESS

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: Art, Music, Computer/Keyboarding, and PE.

- Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

ICEF Vista Elementary Academy provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The areas of focus will be:

- SWUN Math Instructional Coaching
- Differentiation
- Using Data to guide instruction
- Academic Discourse
- Checking for Understanding,
- Classroom Management Strategies
- Lucy Calkins Readers & Writers workshop
- PBIS

- Goal 2, Action 4: TECHNOLOGY

Our school has successfully implemented 1:1 student to laptop ratio. Replacement Chromebooks will be purchased.

Goal 3, Action 1: STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

ICEF Vista Elementary Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff and Campus Aide.
- Implement Second Step Character Education Program
- Administer student and staff survey to measure student engagement, school climate and safety.

ICEF Vista Elementary Academy will continue to subscribe and utilize Raptor Visitor Management Software; and Go Guardian, Chromebook Management Solutions that keep students safer online and makes teaching easier.

Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

ICEF Vista Elementary Academy will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The Community Relations Coordinator (CRC) will facilitate the following:

- Parent Information Meetings (PIM)
- Coffee with the Principal: Monthly
- Parent workshops
- Issue invitations to families for schoolwide events especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Administer annual Parent Survey

Families/guardians will also have access to Illuminate (parent portal) where they can view their child's academic progress and communicate with staff, and to Parent Square, to provide two-way engagement, and communicating with parents.

2017-18

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups.

- Goal 1 includes instructional assistants who will work with Unduplicated Students through push-in/pullout academic support and intervention in ELA and math, under the supervision of the Language Literacy Specialist. (Goal 1, Action 1, 3)
- Professional Development for certificated staff on teaching strategies for struggling readers (Unduplicated students); Lucy Calkins Reader's Writer's Workshop, NWEA Data Analysis, and Teacher Effectiveness Framework)
- In Goal 2, Action 3 the S/C funds are being used to provide unduplicated students with access to academic intervention programs: iReady for ELA and Math; IXL Math; Leveled Literacy Intervention (LLI) for ELA provided by the Literacy Specialist and Instructional Aides (Goal 1, Action 1; Goal 1, Action 3)
- Community Resource Coordinator (CRC) (Goal 1, Action 1; Goal 3 (Action 2-3), to collaborate with parents to increase parent engagement opportunities in order to support their child academically at home.

The Instructional Specialist will provide all teachers with coaching, conduct observations and professional development on implementing effective research-based strategies in working with ELL, Low-Income, Foster Youth including reading strategies, differentiation, scaffolding, writing strategies, that will benefit all students. Unduplicated student groups who are scoring below their peers in ELA and Math will benefit from these strategies, which are specially designed to increase student engagement and access to the rigor of the CA. State Standards.