

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 VIEW PARK PREPARATORY CHARTER MIDDLE SCHOOL (6-8)	Akeysha Goods, Principal	Akeysha.goods@icefps.org 323.290.6961

2017-20 Plan Summary

The Story

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

ICEF View Park Preparatory Charter Middle School is a direct-funded urban charter school located in Southwest Los Angeles within the Crenshaw corridor of the Park Mesa Heights community that operates on a traditional school calendar. Our school provides students from under-performing public schools with a high quality educational program within the community. View Park Preparatory Middle School serves 446 students in grades 6-8. As a result of the new site location change for the school, 60% of students did not return, but those seats were filled with new students. Our student demographics include: 95% African American; 4% Hispanic, and 1% American Indian of which 9% are Students with Disabilities, 1% English Language Learner (ELL), 1.7% Foster Youth, and 80% who qualify for free/reduced lunch.

Our school welcomes parents and community members to participate in schoolwide events and/or in the decision making process that support the school’s mission and vision. For students who struggle academically, our school provides intervention programs that include targeted group structures and after-school academic tutoring. Our students participate in visiting colleges and universities a part of our college-going culture and high expectations. Additionally, we have implemented the PBIS program to improve school culture and climate, an alternative to suspension program. School wide annual events include a Read Across America month, attendance contests, Family Literacy Night and Math Family Night. We have also implemented a School-wide PBIS Program in order to improve school culture, student behavior and develop alternatives to suspension.

LCAP Highlights

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

ICEF View Park Preparatory Charter Middle School 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 View Park Preparatory Charter Middle School serves a high percentage of unduplicated students. Our school has expanded its comprehensive intervention program, to provide our students with the academic, social-emotional and behavioral supports they need to thrive academically. Additionally, our PBIS team continues to attend PBIS training, which is then disseminated schoolwide during professional development. The implementation of PBIS, and alternatives to suspension is having a positive impact on school culture; mindset, and the way discipline is now addressed.

ICEF View Park Preparatory Charter Middle School has also “met” all Local Indicators on the CA Dashboard.

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 View Park Preparatory Charter Middle School, has earned an “orange” performance level for “all students,” for the following State Indicators:

- Suspension Rate: Our school has implemented (Year 2) PBIS, and Alternatives to Suspension. Our school has partnered with Counseling Partners of LA who provide 2 counselors in addition our counselor to provide social-emotional support for our students. Our school has also implemented Organized Playworks.
- ELA: : Our Language Literacy Specialist provides both push-in and pullout support for our Tier 1 and 2 students. This year was our initial implementation of Lucy Calkin’s Reader’s adoption. Last year was the writer’s adoption. Our teachers collaborate during weekly planning to review student work and assessments to identify areas for re-teaching in ELA and Mathematics.
- Math: This school year was our initial implementation of SWUN Math that included a Math coach who provided professional development, modeled lessons, assisted with planning and test prep on a bi-monthly basis. Our school also provides Saturday School in ELA and math led by classroom teachers to re-teach concepts, for our struggling students, offered twice per month.

Additionally, our school has implemented measures to reduce chronic absenteeism rates, which include: the addition of a counselor to address social-emotional counseling, contacting families regarding absences, discussing the impact of chronic absenteeism with families during parent informational meetings and schoolwide events, and hosting attendance awards,

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

ICEF View Park Preparatory Charter Middle School subgroups do not meet this criteria.

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 DIISUP Section

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	\$ 4,398,191
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 3,110,314

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	\$ 3,142,133

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 6-8 (20 point annual growth): -55 DFL3

2016-17: -71 points DFL3 – Outcome Not Met

Annual Growth on CAASPP Math Distance From Level (DFL) 3 Scale Scores: Grades 6-8 (15 point annual growth): -120 DFL3

2016-17: -134.1 points DFL3 – Outcome Not Met

Increase attendance rates: >96%

2016-17: 96.5% - Outcome Met

Decrease Chronic Absenteeism rates: (2% decline annually): 7%

2016-17: 7% - Outcome Met

Expected

Actual

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VIEW PARK MIDDLE			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	459	32	7.0%
AFRICAN-AMERICAN	437	30	6.9%
HISPANIC	14	2	14.3%
SOC. ECON DISADV	375	28	7.5%
SPED	41	4	9.8%

Maintain Middle School Dropout Rates: <1%

2016-17: 1.8% - Outcome Not Met

% of students access broad course of study: PE, Art, Technology.

100% - Outcome Met

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

2016-17: 52.6

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>View Park Preparatory Accelerated Charter Middle School will employ the following staff/positions to support the school's educational program and the goals, actions and service outlined throughout this LCAP.</p> <ol style="list-style-type: none"> 20 Classroom Teachers that are appropriately credentialed and assigned including PE, Art/Music, & Digital Music. 5 Instructional Aides: provide academic support and intervention for struggling 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 school-wide policies and procedures are adhered to: <ul style="list-style-type: none"> Principal 	<p><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></p> <p>ICEF View Park Preparatory Charter Middle School (6-8) employed the following staff/positions to support the school's educational program and the goals, actions and service outlined throughout this LCAP.</p> <ol style="list-style-type: none"> 15 Classroom Teachers that are appropriately credentialed and assigned; 5 Substitute Teachers: (PE, Math, Science, ELA, History, and 6th Grade) including PE, and Art. 5 Instructional Aides: provide academic support and intervention for struggling 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 school-wide policies and 	<p>\$1,971,116</p> <ol style="list-style-type: none"> LCFF Base (\$1,233,568) Title I (\$172,498) LCFF Base (\$266,526) LCFF S&C (\$8,100) LCFF S&C (\$49,665) Special Ed AB602 (\$240,759) <ol style="list-style-type: none"> 1110 2100 1200, 1300, 2400 1175 2200 1110, 5851 	<p>\$2,202,694</p> <ol style="list-style-type: none"> LCFF Base (\$1,098,165) Title I (\$80,425), LCFF S&C (\$53,031) LCFF Base (\$112,500), LCFF S&C (\$245,257) LCFF S&C (\$7,500) LCFF Base (\$87,542), LCFF S&C (\$43,342) Special Ed (\$265,750), LCFF S&C (\$209,182) <ol style="list-style-type: none"> 1000, 3000 1000, 2000, 3000 1000, 2000, 3000, 5000 1000, 3000 2000, 3000, 5000 1000, 2000, 3000,

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Assistant Principal • Instructional Specialist • School Operations Manager • Student Information Coordinator • Community Relations Coordinator • School Counselor <p>4. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal (see #3) • Assistant Principal (see #3) • Instructional Specialist (see #3) • Language Literacy Specialist • Math Specialist • Teacher Leaders • RSP Teachers (see #6) <p>5. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism • Janitorial Staff: 1 	<p>procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal (2): Split between ES & MS (Discipline/Culture & Instruction) • Instructional Specialist – Split with ES • School Operations Manager: Split with ES • Student Information Coordinator: Split with ES • Community Relations Coordinator: Split with ES • School Counselor <p>4. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal (see #3) • Assistant Principal (see #3) • Instructional Specialist (see #3) • Language Literacy Specialist • Teacher Leaders • RSP Teachers (see #6) 		5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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 • 1 Speech Pathologist (contracted) • 1 Occupational Therapist (contracted) 	<p>5. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism • Janitorial Staff: 1 • Security Guard • IT (contracted) <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 • 1 Speech Pathologist (contracted) • 1 Occupational Therapist (contracted) • Vision Core (contracted) 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> View Park Preparatory Accelerated Charter Middle School 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. <ul style="list-style-type: none"> NWEA MAP ELA & Math: 3 times/year (Grades 6-8) Interim Assessment Block (IAB) Lucy Calkins Writing Assessments Formative & Summative across all disciplines In addition, View Park Preparatory Accelerated Charter School students will also participate in the following state-mandated assessments: <ul style="list-style-type: none"> CAASPP ELA & Math: Grades 6-8 CELDT: Initial only ELPAC: ELL students only CA Science Test (CAST): Grades 8 Physical Fitness Test (PFT): Grades 	<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> ICEF View Park Preparatory Charter Middle School staff implemented 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. <ul style="list-style-type: none"> NWEA MAP ELA & Math: 3 times/year (Grades 6-8) Interim Assessment Block (IAB) Lucy Calkins Writing Assessments Formative & Summative across all disciplines Achieve 3000 Reading Assessments In addition, ICEF View Park Preparatory Charter Middle School students participated in the following state-mandated assessments: <ul style="list-style-type: none"> CAASPP ELA & Math: Grades 6-8 CELDT: Initial only ELPAC: ELL students only 	<p>\$39,346</p> <p>LCFF S&C</p> <p>4310</p>	<p>\$25,939</p> <p>LCFF S&C</p> <p>4000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

7

- CA Science Test (CAST): Grades 8
- Physical Fitness Test (PFT):
Grades 7

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>View Park Preparatory Accelerated Charter Middle School 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. Based on student performance on internal assessments, students will be placed on tier 1, 2, or 3 of RTI. Tier 1 students will receive Core Classroom Instruction. Tier 2 students will receive Targeted Small Group Instruction. Tier 3 students will receive Intensive Individual Intervention to include referral to the SST, where specific strategies can be incorporated to help the student progress. 	<p><u>ACADEMIC INTERVENTIONS</u></p> <p>ICEF View Park Preparatory Charter Middle School 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. Based on student performance on internal assessments, students were placed on tier 1, 2, or 3 of RTI. Tier 1 students will receive Core Classroom Instruction. Tier 2 students received Targeted Small Group Instruction. Tier 3 students received Intensive Individual Intervention to include referral to the SST, where specific strategies were incorporated to help the student progress. 2. Interventions 	<p>\$24,788</p> <ol style="list-style-type: none"> 1. Title I (\$12,394) 2. Title I (\$12,394) 3. LCFF Base (See Goal 1, Action 1) <ol style="list-style-type: none"> 1. 4310 2. 4310 3. 1110 	<p>\$353</p> <p>LCFF S&C</p> <p>1000, 3000</p>

<p>2. Interventions</p> <ul style="list-style-type: none"> • After-School Tutoring • Targeted Group Structures during the school day • Pull-out/push-in targeted academic support provided by the Instructional Aides. • iReady, Achieve 3000 - are used for intervention • Student Success Team Referral <p>3. Students who require additional support will participate in an after-school intervention program that is led by his/her classroom teacher or another teacher of the same grade level.</p>	<ul style="list-style-type: none"> • After-School Tutoring: 2 times/week by credentialed teachers • Targeted Group Structures during the school day • Pull-out/push-in targeted academic support provided by the Instructional Aides. • Achieve 3000 - used for intervention • Student Success Team Referral • Saturday School: focus was on ELA & Math Tier 2-3 and based on teacher recommendation. <p>3. Students who require additional support participated in an after-school intervention program (see #2 above) that was led by his/her classroom teacher or another teacher of the same grade level.</p>		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • Designated Instructional Services (DIS) Counseling • General Education Counseling Services • Fades for Grades/Polish- Mentoring while receiving free haircuts and/or manicures... for At-Risk Students. • Families in Transition- A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student's environment so they can grow personally and academically. • Imagine Etiquette- Girls Mentoring Program • Chess Tutors - Behavioral Modification and Intervention through Chess 	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system were provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • Designated Instructional Services (DIS) Counseling General Education Counseling Services • Fades for Grades/Polish- Mentoring while receiving free hair-cuts and/or manicures... for At-Risk Students. • Families in Transition- A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student's environment so they can grow personally and academically. • Imagine Etiquette- Girls Mentoring Program • Chess Tutors - Behavioral Modification and Intervention through Chess 	<p>\$15,000</p> <p>LCFF S&C</p> <p>5851</p>	<p>\$30,233</p> <p>LCFF S&C</p> <p>5000</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"> 1. Provide field (learning) trips aligned to the content standards that include Museums, etc. 2. As part of our school’s college-going culture, all grade 8 students will visit colleges & universities. 3. Provide students with leadership opportunities through student council. 4. Provide students with various educational experiences through arc, the after-school program 5. Provide a variety of after-school programs to include: Chess Tutors, Jordan Martial Arts, and Tutoring. 	<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school has hosted and/or provided the following:</p> <ol style="list-style-type: none"> 1. Field (learning) trips aligned to the content standards that include: Getty Museums, Guided Discoveries, etc. 2. Grade 8 students did not visit colleges/universities this year. 3. Provide students with leadership opportunities through student council, that lead/plan schoolwide events 4. Provide students with various educational experiences through Arc, the after-school program 5. Provide a variety of after-school programs to include: Chess Tutors, Drama, and Tutoring. In addition, our school offered after school sports program for all students at no-cost to students: Basketball, Football, Rugby, 	<p>\$30,000</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$10,000) 2. LCFF S&C (\$5,000) 3. LCFF Base (See Goal 1, Action 1) 4. LCFF S&C (\$15,000) <p>1. 7311 2. 7311 3. 1300 4. 5851</p>	<p>\$27,712</p> <p>LCFF S&C</p> <p>2000, 3000, 5000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Lacrosse, and Soccer.

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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 beyond core subjects that include: Art, Drama, Digital Music, and Physical Education.

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 beyond core subjects that include: Art, and Physical Education.

See Goal 1, Action 1

LCFF Base

1110

See Goal 1, Action 1

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 under Goal #1 were implemented with fidelity.

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

This school year, our school had 3 changes in leadership; and 5 teaching positions that went unfilled with a credentialed teacher, and our school hired substitutes. Despite numerous outreach efforts, our school was unable to fill the 5 teacher vacancies. These changes had a significant impact on the school culture with both students and staff. As a result of the inability to fill teaching positions drama and music electives were not offered, reducing the electives to Art.

Our school predominately serves a high at-risk student population, therefore knowing a student's strength 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 differences are as follows:

- Action 1: Costs for additional substitute teachers for teaching positions that went unfilled
- Actions 2-3: The salaries for staff were included 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, 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).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

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

100% Outcome Met

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

100% Outcome Met

Increase percentage of EL who progress in English Proficiency (CELDT): 20%

2017-18: 0% - Outcome Not Met

Increase English Learner reclassification rate: 20%

2017-18 REFP: 50% - Outcome Met

Expected

Actual

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

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.

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"> • Lucy Calkins Writer’s Workshop • Analyzing & understanding NWEA MAP assessment • SWUN Math <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 beginning August 1 through August 12. • Early dismissal Wednesdays PDs. • 3 Non-instructional days for Data analysis 	<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 was on the following topics:</p> <ul style="list-style-type: none"> • Lucy Calkins Writer’s Workshop • Analyzing & understanding NWEA MAP assessment • SWUN Math • Phenomena-based Science Instruction • Understanding Science & Engineering practices • Using Digital Library • Administering IAB & analyzing data • Understanding SBAC Claims and Targets • Power My Learning • PBIS • Designing Formative Assessments 	<p>\$34,378</p> <p>1. LCFF S&C (\$31,500)</p> <p>2. LCFF Base (See Goal 1, Action 1)</p> <p>3. LCFF S&C (\$1,878)</p> <p>4. LCFF S&C (\$1,000)</p> <p>1. 5850</p> <p>2. 1110</p> <p>3. 5200</p> <p>4. 5860</p>	<p>\$85,577</p> <p>LCFF S&C</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> • California Charter Schools Association (CCSA) Conference • Professional Learning Communities Conference <p>4. Administer teacher survey to gather input and feedback on PD, support and needs.</p>	<p>for ELA & Math</p> <ul style="list-style-type: none"> • Understanding shifts in Common Core Math • Integrating Arts in the Science & History: Partnership with Getty Museum <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 beginning August 1 through August 12. • Early dismissal Wednesdays PDs. • 4 Non-instructional days for Data analysis <p>3. No members of our teaching staff and/or Leadership team attended conferences this year.</p> <p>4. Teacher survey was administered.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u> View Park Preparatory Accelerated Charter Middle School 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.</p>	<p><u>ELD PROGRAM</u> ICEF View Park Preparatory Charter Middle School 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 Language Literacy Specialist administered the CELDT, and ELPAC assessment and provided ELD designated instruction. Throughout the year, the principal and teachers review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments and student work to ensure academic growth in ELA and math.</p>	<p>\$1,608</p> <p>Title II</p> <p>5850</p>	<p>No additional cost to school</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CURRICULUM Every student has access to standards-aligned curriculum. View Park Accelerated Preparatory Charter Middle School will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • SWUN Math • Fountas & Pinnell: Leveled Literacy Intervention • iReady (subscription) • Achieve 3000 (subscription) 	<p>CURRICULUM Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter Middle School purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • SWUN Math • Writing Units of Study • Achieve 3000 (subscription) • Ten Marks (Math) 	<p>\$14,513</p> <p>LCFF S&C</p> <p>4110, 4210</p>	<p>\$39,173</p> <p>LCFF S&C</p> <p>4000</p>

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 implement the following:</p> <ol style="list-style-type: none"> Purchase 120 Chromebooks (Student to Device ratio 1:1) Principal will also develop an annual needs assessment for future purchases and upgrades. IT Tech Support (provided by the ICEF Home office) that includes installation of devices, tech support and maintenance. 	<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> Chromebooks were not purchased this year. Principal developed an annual needs assessment for future purchases and upgrades. IT Tech Support (provided by the ICEF Home office) provided support with the installation of devices, tech support and maintenance. 	<p>\$23,000</p> <ol style="list-style-type: none"> LCFF S&C (\$10,000) LCFF Base (See Goal 1, Action 1) LCFF Base (\$13,000) <ol style="list-style-type: none"> 4400 1300 7311 	<p>\$17,342</p> <p>LCFF Base 2000, 3000</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.

The 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. Our school is working towards revising its EL Master Plan using ELPAC results, findings from other assessments, and feedback from teachers. Our school is working towards improving teacher retention, which directly impacts student learning and achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are as follows:

- Action 1: as a result of our student's performance, our professional development program was revamped resulting in additional costs
- Action 3: Costs for curriculum was less than budgeted for.
- Action 3: Costs for technology was less than budgeted for.

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

Expected

Actual

Decrease suspension rates annually by 1%

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	459	15	14	3.1%	92.9%	7.1%
AFRICAN-AMERICAN	437	15	14	3.2%	92.9%	7.1%
HISPANIC	14	0	0	0.0%	0.0%	0.0%
EL	*	*	*	*	*	*
SOC. ECON DISADV	375	14	13	3.5%	92.3%	7.7%
SPED	41	5	4	9.8%	75.0%	25.0%

2016-17 suspension rate: 3.1% - Outcome Met

Maintain expulsion rates: <1%

2016-17 expulsion rate: 0% - Outcome Met

Administer Facility Inspection Tool (FIT): Score Good or Better

2018 FIT Score: Good – Outcome Met

Increase parent participation rate on parent survey:

2017-18: 16% 56 parents (Baseline)

Increase student participation rate on student survey:

2017-18: 100% (Grades 6-8) - Baseline

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.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> View Park Preparatory Accelerated Charter Middle School 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 and Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school. 3. View Park Preparatory Accelerated Charter Middle School will continue to implement the schoolwide pillars. 4. Assemblies will take place each 	<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF View Park Preparatory Charter Middle School 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 was trained on the School Safety Plan, and monthly drills took place. 2. The Principal and Assistant Principal developed a supervision schedule that included supervision of students before/during and after-school. 3. ICEF View Park Preparatory Charter Middle School implemented the SHARP Character Education Program. 	<p>\$13,000</p> <ol style="list-style-type: none"> 1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$4,333) 4. LCFF S&C (\$4,333) 5. LCFF S&C (\$4,333) <ol style="list-style-type: none"> 1. 1200, 1300, 2400 2. 1300 3. 4390 4. 4390 5. 4390 	<p>No additional cost to school</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>trimester to recognize students for the following: perfect attendance and academic achievement.</p> <p>5. Weekly drawing of students who have improved in their reading lexile levels for a reward.</p>	<p>4. Assemblies took place monthly to recognize students for the following: perfect attendance and academic achievement: Safe, Honesty, Articulate, Respectful, and Positive. Night cash rewards was implemented as part of the SHARP program.</p> <p>5. Weekly drawing of students who have improved in their reading lexile levels did not take place this year.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At View Park Preparatory Accelerated Charter Middle School, parent input in decision-making will take place through the School Site Council (SSC).</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> At ICEF View Park Preparatory Charter Middle School, parent input in decision-making took place through the School Site Council (SSC), every other month.</p>	<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> View Park Preparatory Accelerated Charter Middle School 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. Volunteer in school-wide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing. 2. The Community Relations Coordinator (CRC) serve as the liaison for parent events, planning, involved in student recruitment, etc. 3. PIM Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • Financial Assistance • Homework Assistance • Bullying • Common Core • Social Media 4. Administer an annual parent survey. 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> ICEF View Park Preparatory Charter Middle School provided the following opportunities to engage parents as partners in their child's education. They included:</p> <ol style="list-style-type: none"> 1. Volunteer opportunities in school-wide events; and/or assist teachers in the classroom. All volunteers TB tested. 2. The Community Relations Coordinator (CRC) served as the liaison for parent events, planning, involved in student recruitment, etc. 3. PIM Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • Financial Assistance • Homework Assistance • Common Core • Social Media 4. Annual parent survey was administered. 	<p>\$6,500</p> <ol style="list-style-type: none"> 1. LCFF Base (\$500) 2. LCFF Base (See Goal 1, Action 1) 3. Title I (\$5,000) 4. LCFF S&C (\$1,000) 5. LCFF Base (See Goal 1, Action 1) <ol style="list-style-type: none"> 1. 5890 2. 2400 3. 4390 4. 5860 5. 2400 	<p>\$28,125</p> <p>LCFF S&C</p> <ol style="list-style-type: none"> 1. 2000, 3000

Planned
Actions/Services

5. The CRC will ensure that the school website and social media is updated on a regular basis as a method to communicate with parents.

Actual
Actions/Services

- 5. The CRC ensured that the school website and social media was updated regularly
- 6. 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. as a method to communicate with parents.

Budgeted
Expenditures

Estimated Actual
Expenditures

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> 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 that includes: turf installation, gate repairs, and signage. 3. The annual Facility Inspection (FIT) report was completed. 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>\$609,045</p> <ol style="list-style-type: none"> 1. LCFF Base (\$320,170)/SB-740 (\$277,875) 2. LCFF Base (\$10,000) 3. LCFF Base (\$1,000) <p>1. 5610 2. 5630 3. 5850</p>	<p>\$643,147</p> <ol style="list-style-type: none"> 1. LCFF Base (\$373,269)/SB-740 (\$259,545) 2. LCFF Base (\$8,000) 3. LCFF Base (\$1,000) 4. LCFF S&C (\$1,333) <p>1-4. 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 despite the significant turnover in staff and leadership.

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

The actions/services were effective in increasing parent engagement; and improving school climate

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences include:

- Action 1: Costs for School climate was less than budgeted since salaries were already included in Goal 1, Action 1
- Action 3: The increased costs are for the Community Resource Coordinator.
- Action 4: Additional costs are a result of facility leasing cost.

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 View Park Preparatory Charter School has consulted throughout the school year with the following stakeholders on the Annual Review and the LCAP Analysis that include the following:

- Parent Organization: 11/15/17, 1/15/17, 3/15/18, 4/15/18
- ELAC Committee: 10/5/17, 12/5/17, 2/15/18
- School Site Council: 10/5/17, 12/5/17, 2/15/18
- Governing Board Meetings:
 - Monthly presentations by the Principal: 9/10/17, 10/12/17, 11/15/17, 12/5/17, 1/15/18, 2/18/18, 3/10/18, 4/15/18
 - Staff meeting: weekly on Wednesdays
 - Board meeting: Monthly

Impact on LCAP and Annual Update

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

Consultations with stakeholders impacted the LCAP as follows:

- parents would like additional workshops that focus on: Common Core State Standards, CAASPP, standards-based grading, and reading strategies.

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
Annual Growth on CAASPP ELA Distance From Level (DFL) 3 Scale Scores: Grades 6-8 (20 point annual growth)	-71 points below DFL3	-66 points below DFL3	-61 points below DFL3	-56 points below DFL3
Annual Growth on CAASPP Math Distance From Level (DFL) 3 Scale Scores: Grades 6-8 (15 point annual growth)	-134.1 DFL3	-129 points below DFL3	-105 points below DFL3	-100 points below DFL3
Increase attendance rates:	96.5%	>96%	>96%	>96%
Decrease Chronic Absenteeism rates: (0.5% decline annually)	7%	6.5%	6%	5.5%
Maintain Middle School Dropout Rates:	1.8%	<1%	<1%	<1%
% of students access broad course of study:	100%	100%	100%	100%
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	52.6%	54.6%	56.6%	58.6%

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

STAFF TO SUPPORT SCHOOL'S PROGRAM

View Park Preparatory Accelerated Charter Middle School will employ the following staff/positions to support the school's educational program and the goals, actions and service outlined throughout this LCAP.

1. 20 Classroom Teachers that are appropriately credentialed and assigned including PE, Art/Music, & Digital Music.
2. 5 Instructional Aides: provide academic support and intervention for struggling students.
3. 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
 - Instructional Specialist
 - School Operations Manager
 - Student Information Coordinator
 - Community Relations Coordinator

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

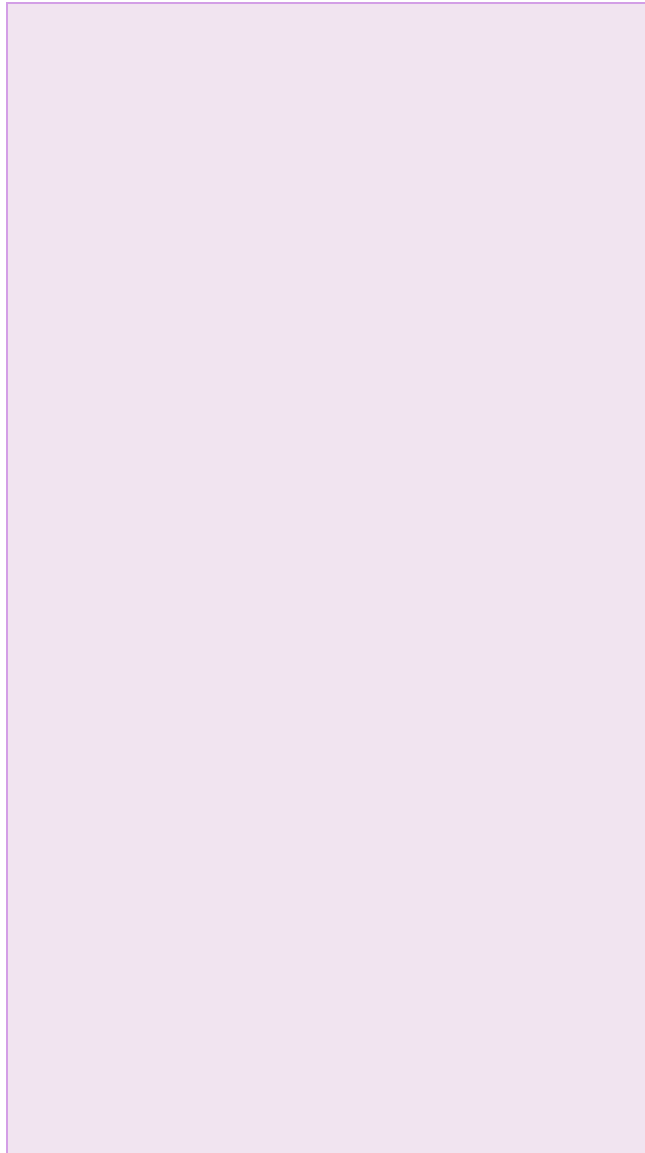
ICEF View Park Preparatory Charter Middle School (6-8) will employ **15 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

Empty table area for 2019-20 Actions/Services.

2017-18 Actions/Services

- School Counselor
- 4. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to:
 - Principal (see #3)
 - Assistant Principal (see #3)
 - Instructional Specialist (see #3)
 - Language Literacy Specialist
 - Math Specialist
 - Teacher Leaders
 - RSP Teachers (see #6)
- 5. Classified staff:
 - Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism
 - Janitorial Staff: 1
- 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
 - 1 Speech Pathologist (contracted)

2018-19 Actions/Services



2019-20 Actions/Services



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 1 Occupational Therapist (contracted)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,971,116	\$981,577	\$1,020,840
Source	1. LCFF Base (\$1,233,568) 2. Title I (\$172,498) 3. LCFF Base (\$266,526) 4. LCFF S&C (\$8,100) 5. LCFF S&C (\$49,665) 6. Special Ed AB602 (\$240,759)	LCFF Base	LCFF Base
Budget Reference	1. 1110 2. 2100 3. 1200, 1300, 2400 4. 1175 5. 2200 6. 1110, 5851	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. View Park Preparatory Accelerated Charter Middle School staff will

2018-19 Actions/Services

ASSESSMENTS

ICEF View Park Preparatory Charter Middle School staff will continue to implement multiple types of assessments, in order to

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>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 (Grades 6-8) • Interim Assessment Block (IAB) • Lucy Calkins Writing Assessments • Formative & Summative across all disciplines <p>2. In addition, View Park Preparatory Accelerated Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 6-8 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 8 • Physical Fitness Test (PFT): Grades 7 	<p>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"> • Fastbridge ELA & Math: 3 times/year • Swun Math Trimester Benchmarks - 3 times/year • Lucy Calkins Writing Assessments <p>In addition, ICEF View Park Preparatory Charter Middle School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 6-8 • CA Science Test (CAST): Grade 7 • Physical Fitness Test: Grade 7 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$39,346	\$10,000	\$10,000
Source	LCFF S&C	LCFF Base	LCFF S&C

Year	2017-18	2018-19	2019-20
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)

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

ACADEMIC INTERVENTIONS
View Park Preparatory Accelerated Charter Middle School will align academic

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

2019-20 Actions/Services

2017-18 Actions/Services

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.

1. Based on student performance on internal assessments, students will be placed on tier 1, 2, or 3 of RTI. Tier 1 students will receive Core Classroom Instruction. Tier 2 students will receive Targeted Small Group Instruction. Tier 3 students will receive Intensive Individual Intervention to include referral to the SST, where specific strategies can be incorporated to help the student progress.
2. Interventions
 - After-School Tutoring
 - Targeted Group Structures during the school day
 - Pull-out/push-in targeted academic support provided by the Instructional Aides.
 - iReady, Achieve 3000 - are used for intervention
 - Student Success Team Referral

2018-19 Actions/Services

ICEF View Park Preparatory Charter Middle School 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 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 **Assistant Principal of Instruction**.

The **Language 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.

In order to support our struggling unduplicated students, our **(4) Instructional Assistants** will provide academic support in the classroom during the instructional day.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for

2019-20 Actions/Services

2017-18 Actions/Services

3. Students who require additional support will participate in an after-school intervention program that is led by his/her classroom teacher or another teacher of the same grade level.

2018-19 Actions/Services

use during the academic year and summer program:

- **iReady web-based (subscription)**
- **Achieve 3000 (subscription)**

Our school will offer an **after-school academic and social enrichment program** through Arc.

Additionally, our school will provide **Saturday School (10-week program)** for students struggling academically, twice per year. Students will be administered a pre and post assessment to monitor and track student progress and measure program evaluation.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,788	\$402,891	\$412,454
Source	1. Title I (\$12,394) 2. Title I (\$12,394) 3. LCFF Base (See Goal 1, Action 1)	LCFF S&C (112,505), Title I (\$126,586), ASES (\$163,800)	LCFF S&C (117,005), Title I (\$131,649), ASES (\$163,800)

Year	2017-18	2018-19	2019-20
Budget Reference	1. 4310 2. 4310 3. 1110	1000, 2000, 3000, 5000	1000, 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)

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

SOCIAL-EMOTIONAL SUPPORTS
Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

following social-emotional support system that will be provided to meet the needs of our students.

- **Designated Instructional Services (DIS)** Counselling
- General Education Counseling Services
- **Fades for Grades/Polish-** Mentoring while receiving free hair-cuts and/or manicures... for At-Risk Students.
- **Families in Transition-** A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student's environment so they can grow personally and academically.
- **Imagine Etiquette-** Girls Mentoring Program
- **Chess Tutors** - Behavioral Modification and Intervention through Chess

2018-19 Actions/Services

SUPPORT/INTERVENTION:

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

ICEF View Park Preparatory Charter Middle School has also 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 counseling, **Counseling Assistants (2) from Counseling Partners of Los Angeles**, who work directly with students under the supervision of the Counselors. The **School Information Coordinator** tracks and monitors student attendance, chronic absenteeism rates, and behavior, and communicates (phone calls/correspondence) with families and the AP of Culture.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$218,320	\$226,452
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	5851	1000, 2000, 3000, 5000	1000, 2000, 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

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

2019-20 Actions/Services

2017-18 Actions/Services

classroom, our school will host and/or provide the following:

1. Provide field (learning) trips aligned to the content standards that include Museums, etc.
2. As part of our school’s college-going culture, all grade 8 students will visit colleges-universities.
3. Provide students with leadership opportunities through student council.
4. Provide students with various educational experiences through arc, the after-school program
5. Provide a variety of after-school programs to include: Chess Tutors, Jordan Martial Arts, and Tutoring.

2018-19 Actions/Services

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:
 - 6th Grade will visit a CSU
 - 7th Grade will visit a UC
 - 8th Grade will visit a private college/university
- Strengthen and formalize student council
- Offer after-school clubs and organizations as follows:
 - Lacrosse
 - Cheer
 - Dance
 - Chess
 - Journalism/Yearbook
 - Sports
 - Debate

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$15,000	\$15,000
Source	1. LCFF S&C (\$10,000) 2. LCFF S&C (\$5,000) 3. LCFF Base (See Goal 1, Action 1) 4. LCFF S&C (\$15,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 7311 2. 7311 3. 1300 4. 5851	1000, 3000, 5000	1000, 2000, 3000

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)

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

Unchanged

Unchanged

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 beyond core subjects that include: Art, Drama, Digital Music, and Physical Education.

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$237,397	\$246,892
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1110	1000, 2000, 3000	1000, 3000

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

2017-18 Actions/Services

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2018-19 Actions/Services

<p>social emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 1 Intervention Specialist • Counselor (1): .30PTE • Psychologist (1) • Contracted services: Speech Pathologist, Occupational Therapist,

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$441,633	\$455,839
Source		Special Ed (\$249,707), LCFF S&C (\$191,926)	Special Ed (\$271,259), LCFF S&C (\$184,580)
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, 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).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities:

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%	67%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
Increase percentage of EL who progress in English Proficiency (CELDT):	0%	0%	Spring 2018 ELPAC results will serve as a baseline	Establish annual growth target once baseline results are released			
Increase English Learner reclassification rate:	0%	50%	Fall 2018 RFEP rate will serve as a baseline	Establish annual growth target once baseline RFEP results are released			
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

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)

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

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

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

ICEF View Park Preparatory Charter Middle

2019-20 Actions/Services

2017-18 Actions/Services

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:

- Lucy Calkins Writer's Workshop
 - Analyzing & understanding NWEA MAP assessment
 - SWUN Math
2. Professional development for all teachers will take place during the academic year, as follows:
- Summer PD beginning August 1 through August 12.
 - Early dismissal Wednesdays PDs.
 - 3 Non-instructional days for Data analysis
3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:
- California Charter Schools Association (CCSA) Conference
 - Professional Learning Communities Conference

2018-19 Actions/Services

School 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.

- SWUN Math (SWUN Consultant)
- Achieve 3000
- Lucy Calkins Reader's Workshop (Consultant)
- Writer's Workshop (Consultant)
- Thinking Maps
- 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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4. Administer teacher survey to gather input and feedback on PD, support and needs.

academic school year

Additionally, our instructional and leadership staff will have opportunities to engage in professional learning via off-site workshops and/or conferences, which include:

- Teacher’s College: Lucy Calkins

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,378	\$30,000	\$30,000
Source	1. LCFF S&C (\$31,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$1,878) 4. LCFF S&C (\$1,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 5850 2. 1110 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)

[Empty selection box]

Location(s):

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

[Empty selection box]

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

Scope of Services:

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

Limited to Unduplicated Student Group

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

ELD PROGRAM
View Park Preparatory Accelerated Charter Middle School 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

2018-19 Actions/Services

ELD PROGRAM
ICEF View Park Preparatory Charter Middle School will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction.

2019-20 Actions/Services

[Empty selection box]

2017-18 Actions/Services

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

The Language Literacy Specialist will administer the ELPAC and provide Designated ELD instruction daily for 30 minutes. Our school will also purchase **National Geographic: Reach for Reading** for its ELD Curriculum for implementation. The principal, Language Literacy Specialist 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	\$1,608	\$10,000	\$10,000
Source	Title II	LCFF S&C	LCFF S&C
Budget Reference	5850	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):

All

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. View Park Accelerated Preparatory Charter Middle School will purchase the following additional curriculum and/or supplemental instructional materials:

- SWUN Math
- Fountas & Pinnell: Leveled Literacy Intervention

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter Middle School plans to purchase the following curriculum which includes but is not limited to:

- SWUN Math Consumables
- Fountas & Pinnell

2019-20 Actions/Services

2017-18 Actions/Services

- iReady (subscription)
- Achieve 3000 (subscription)

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,513	\$20,000	\$20,000
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4110, 4210	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 implement

TECHNOLOGY

ICEF View Park Preparatory Charter Middle School has successfully implemented a 1:1

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

the following:

1. Purchase 120 Chromebooks (Student to Device ratio 1:1)
2. Principal will also develop an annual needs assessment for future purchases and upgrades.
3. IT Tech Support (provided by the ICEF Home office) that includes installation of devices, tech support and maintenance.

student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the Principal & IT conducts a needs assessment based on staff and student needs. IT services will be contracted for technical support, set-up and Annual, purchases for technology include but are not limited to:

- Replacement Chromebooks

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,000	\$25,426	\$26,123
Source	1. LCFF S&C (\$10,000) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$13,000)	LCFF Base (\$17,426), LCFF S&C (\$8,000)	LCFF Base (\$18,125), LCFF S&C (\$8,000)
Budget Reference	1. 4400 2. 1300 3. 7311	2000, 3000, 4000	2000, 3000, 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 & PTC:	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease suspension rates annually by 1%:	3.1%	10.6%	9.6%	8.6%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Administer Facility Inspection Tool (FIT): Score Good or Better	Good	Good	Good	Good
Increase parent participation rate on parent survey:	Baseline	16% 56 parents	20%	24%
Maintain student participation rate on student survey:>90%	Baseline	100% Grades 6-8	>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

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

View Park Preparatory Accelerated Charter Middle School 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 and Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. View Park Preparatory Accelerated Charter Middle School will continue to implement the schoolwide pillars.
4. Assemblies will take place each trimester to recognize students for the following: perfect attendance and academic achievement.
5. Weekly drawing of students who have improved in their reading lexile levels for a reward.

2018-19 Actions/Services

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

ICEF View Park Preparatory Charter Middle School 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 Aides (2)**.
- Monthly and End of Year Award Assembly
- Administer student and staff survey to measure student engagement, school climate and safety.

ICEF View Park Preparatory Charter School will continue to subscribe and utilize **Raptor** Visitor Management Software; and **Go**

2019-20 Actions/Services

[Empty box for 2019-20 Actions/Services]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Guardian, Chromebook Management Solutions that keep students safer online and makes teaching easier.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$65,885	\$68,417
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$4,333) 4. LCFF S&C (\$4,333) 5. LCFF S&C (\$4,333)	LCFF S&C	LCFF S&C
Budget Reference	1. 1200, 1300, 2400 2. 1300 3. 4390 4. 4390 5. 4390	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)

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

Unchanged

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

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

At View Park Preparatory Accelerated Charter Middle School, parent input in decision-making will take place through the School Site Council (SSC).

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At ICEF View Park Preparatory Charter Middle School, parent input in decision-making will take place through the School

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Site Council (SSC).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	No additional cost to school	No additional cost to school
Source	LCFF Base		
Budget Reference	1300		

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
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

View Park Preparatory Accelerated Charter Middle School provides (or will provide) the

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

ICEF View Park Preparatory Charter Middle

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2017-18 Actions/Services

following opportunities to engage parents as partners in their child's education. They include:

1. Volunteer in school-wide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing.
2. The Community Relations Coordinator (CRC) serve as the liaison for parent events, planning, involved in student recruitment, etc.
3. PIM Meetings (workshops) on the following topics as requested by parents:
 - Financial Assistance
 - Homework Assistance
 - Bullying
 - Common Core
 - Social Media
4. Administer an annual parent survey.
5. The CRC will ensure that the school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

School 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):
 - Digital monitoring
 - Homework assistance and routines
 - Being mindful of mature exposure
 - Getting on track for college
- Parent workshops
- Communicate with families
- Coffee with the principal
- 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.
- Families/guardians will also have access to **Illuminate (parent portal)** where they can view their child's academic progress and communicate

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>with teachers' and Parent Square, to provide two-way engagement, and communicating with parents.</p> <ul style="list-style-type: none"> • Ensure school's website is updated regularly for parents • Administer annual Parent Survey 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$38,956	\$40,231
Source	1. LCFF Base (\$500) 2. LCFF Base (See Goal 1, Action 1) 3. Title I (\$5,000) 4. LCFF S&C (\$1,000) 5. LCFF Base (See Goal 1, Action 1)	LCFF S&C	LCFF S&C
Budget Reference	1. 5890 2. 2400 3. 4390 4. 5860 5. 2400	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,

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

clean, and well maintained school site:

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility: Elevator, bathroom repairs
- Administer annual FIT report
- Implement security scanner cards

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$609,045	\$613,229	\$684,833
Source	1. LCFF Base (\$320,170)/SB-740 (\$277,875) 2. LCFF Base (\$10,000) 3. LCFF Base (\$1,000)	LCFF Base (\$292,392), SB-740 (\$309,837), LCFF S&C (\$11,000)	LCFF Base (\$363,996), SB-740 (\$309,837), LCFF S&C (\$11,000)
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

\$ 705,785

28.97%

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's View Park Preparatory Charter Middle School 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. View Park Preparatory Charter School 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 Assistant Principal of Instruction.

The Language 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.

In order to support our struggling unduplicated students, our (4) Instructional Assistants will provide academic support in the classroom during the instructional day.

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 web-based (subscription), and Achieve 3000 (subscription).

Additionally, our school will provide Saturday School (10-week program) for students struggling academically, twice per year. Students will be administered a pre and post assessment to monitor and track student progress and measure program evaluation.

- 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.

View Park Preparatory Charter Middle School has also 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 counseling, Counseling Assistants (2) from Counseling Partners of Los Angeles, who work directly with students under the supervision of the Counselors. The School Information Coordinator tracks and monitors student attendance, chronic absenteeism rates, and behavior, and communicates (phone calls/correspondence) with families and the AP of Culture.

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.

- 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

- Offer clubs/organizations

- **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, Computer, and PE.

- **Goal 2, Action 1: PROFESSIONAL DEVELOPMENT**

View Park Preparatory Charter Middle School 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

Our teachers and administrative staff are strongly encouraged to continue professional learning through attending workshops and/or conferences. They include: Lucy Calkins (Teacher's College).

- **Goal 2, Action 2: ELD Program**

View Park Preparatory Charter Middle School will review and revise its EL Master Plan to align with 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 purchase National Geographic: Reach for Reading ELD 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

- 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:

View Park Preparatory Charter Middle School 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 Aides (2).
- Continue to implement Character Counts, and Second Step Character Education Program
- Administer student and staff survey to measure student engagement, school climate and safety.
- View Park Preparatory Charter Middle School 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:

View Park Preparatory Charter Middle School 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 teachers.

2017-18

View Park Preparatory Charter Middle School is working to increase the amount of support staff to assist and address the needs of unduplicated students and families to be successful in preparing students for college and career, both academically and social-emotionally (Goal 1, Action 1); and the addition of an Instructional Specialist (Goal 1, Action 1, Goal 2, Action 2) to provide professional development for all teachers with coaching, conduct observations and professional development on implementing effective research-based, including reading strategies, differentiation, scaffolding, writing strategies, that will benefit ELL, Low-Income, Foster Youth.

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: Achieve 3000, iReady for ELA and Math; Leveled Literacy Intervention (LLI) for ELA provided by the Literacy Specialist and Instructional Aides (Goal 1, Action 1; Goal 1, Action 3) and laptops for the students to be able to access these web-based intervention programs.
- 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.