

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
VIEW PARK PREPARATORY CHARTER HIGH SCHOOL	Traci Porter, Principal	traci.porter@icefps.org 323.290.6975

2017-20 Plan Summary

The Story

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

ICEF View Park Preparatory High School (IVPPHS) opened in 2003 after being approved by the Los Angeles Unified School District (LAUSD). IVPPHS currently serves approximately 605 students in grades 9-12: comprised of 95% African American, 3% Hispanic; of which 14% are Students with Disabilities, 1% English Language Learners, 72% who qualify for free/reduced lunch and 2% Foster Youth.

IVPPHS is located in the Hyde Park neighborhood of South Los Angeles . According to the L.A. Times Neighborhood Mapping profile, this predominantly African American neighborhood has below average educational attainment, (12.3% of residents over 25 have a four- year college degree), for the South L.A. area, with a slightly below average range in the community. Crime rates in the 2.88 square mile Hyde Park neighborhood are high for the L.A. area (the community ranks 18th in violent crimes and 52nd in property crimes over the most recent six-month period, out of 209 different neighborhoods tracked by the Times), and many of the neighboring communities are amongst the highest crime rates in Los Angeles.

Our scholars experience many challenges in their daily lives that many living in the same city cannot imagine: violence and other crimes near or even in their homes, family unemployment, poverty, food instability, gang-involvement, teen pregnancy, substance abuse and more. These students typically

arrive at IVPPHS one or more grade levels behind. ICEF focuses on providing a college-ready model that includes a unique 3A's approach in Academics, Arts, and Athletics; these opportunities greatly enrich the lives of our students and prepare them for success in a diverse society. ICEF's goal is for each scholar to not only attend, compete, and graduate from a top college or university, but also effect change as leaders within the communities they will live and serve.

LCAP Highlights

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

ICEF View Park Preparatory Charter High 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 High 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.

View Park Preparatory Charter High School earned a “green” performance level for the Graduation Rate State Indicator and a “Met” for all Local Indicators.

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

View Park Preparatory Charter High School earned an “orange” performance level for the suspension rate State Indicator. As a result our school has implemented “Alternatives to Suspension (ATS) a system generated on the premise of RTI and PBIS which is a multi-tiered system created to offer alternative restoration such as counseling, Saturday School, detention, campus beautification , mentorships and tutoring. In addition our teachers received professional development on recognizing offenses that meet suspension criteria, and have been provided with a consequence ladder to de-escalate situations and therefore decrease the amount of referrals issued.

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

View Park Preparatory Charter High School does not have any subgroups that 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	\$ 7,303,765
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,790,726

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	\$ 5,321,360

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: Grade: 11: +1 DFL3

2016-17: -5.4 points below DFL3

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade: 11: --125 DFL3

2016-17: -135.1 points below DFL3

Increase attendance rates: 96%

2016-17: 94.4%

Decrease Chronic Absenteeism rates: (1% decline annually): 8.5%

2016-17: 16.1%

Decrease High School Dropout Rates: 3.3%

2016-17: 2.1%

Increase High School Graduation Rates: 93%

2016-17: Results pending

Expected

Actual

<p>% of Grade 12 students that are CCR: UC A-G Completion rate: 88%</p>	<p>2016-17: 100%</p>
<p>% of students who pass AP Exam with score 3+: 5%</p>	<p>2016-17: 8.8%</p>
<p>% of students “College Ready” as measured by EAP: (ELA/Math): 15%/5%</p>	<p>2016-17: ELA: 12%; 2016-17: Math: 0%</p>
<p>% of students access broad course of study: 100%</p>	<p>2017-18: 100% - Outcome Met</p>
<p>Increase % of Grade 9 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT</p>	<p>2016-17: 23.6%</p>

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <ol style="list-style-type: none"> 27 Classroom Teachers that are appropriately credentialed and assigned. 4 Instructional Aides (contracted) to provide small group instruction; and provide academic intervention and support for struggling students. Leadership Team: in charge of meeting weekly; to review school data; culture based data (suspension, expulsion, attendance, chronic absenteeism, etc.); overall school campaigns, assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: <ul style="list-style-type: none"> Principal Assistant Principal Instructional Specialist Lead Teachers (see #1) 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <ol style="list-style-type: none"> 24 Classroom Teachers that are appropriately credentialed and assigned. A total of 3 substitutes were hired to fill the teacher vacancies. Despite numerous teacher recruitment efforts, the positions remain vacant. 3 Instructional Aides provided small group/push-in instruction; academic intervention and support for struggling students. Leadership Team: in charge of meeting weekly; to review school data; culture based data (suspension, expulsion, attendance, chronic absenteeism, etc.); overall school campaigns, assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: 	<p>\$3,639,257</p> <ol style="list-style-type: none"> LCFF Base (\$2,000,307) LCFF S&C (\$163,092) LCFF Base (\$743,240) Title I (\$66,300) LCFF Base (\$220,568) Title I (\$188,307)/Special Ed AB602 (\$411,745) <ol style="list-style-type: none"> 1110 2100 1200, 1300, 2400, 2900 1175, 1300 2200, 2400, 2900 1110, 1200, 2100, 5851 	<p>\$0</p> <ol style="list-style-type: none"> LCFF Base (\$1,645,555) LCFF S&C (\$124,507) LCFF Base (\$190,895), Title I (\$78,853), LCFF S&C (\$399,537) Title I (\$84,587) LCFF Base (\$98,800), LCFF S&C (\$99,545) Special Ed (\$324,972) <ol style="list-style-type: none"> 1000, 3000, 5000 2000, 3000 1000, 3000 1000, 3000 2000, 3000 1000, 3000, 5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Academic Counselor • Dean • School Operations Manager • Community Relations Coordinator • PBIS Coordinator (BARA Co.) <p>4. Instructional Leadership Team: assess impact of academic and social-emotional interventions</p> <ul style="list-style-type: none"> • Principal (see #3) • Assistant Principal (see #3) • Instructional Specialist (see #3) • Academic Counselor (see #3) • Math Coach • 1 Lead Teacher Rep (see #1) <p>5. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator: in charge of CALPADS data • Credentialed Testing Coordinator: internal assessments, professional development for teachers, ensuring all technology devices are up-to-date; and state mandated assessment • Alumni Tracking Coordinator: monitoring and communicating with graduates 	<ul style="list-style-type: none"> • Principal • Assistant Principal – also serves as CELDT/ELPAC administrator • Instructional Specialist: provides teacher observations, feedback and coaching • Lead Teachers (see #1) – total of 5 • Academic Counselors (2) • Dean – in charge of behavior and discipline and is the PBIS Coordinator • School Operations Manager • Community Relations Coordinator <p>4. Instructional Leadership Team: assess impact of academic and social-emotional interventions</p> <ul style="list-style-type: none"> • Principal (see #3) • Assistant Principal (see #3) • Instructional Specialist (see #3) • Academic Counselor (see #3) • Math Coach • 1 Lead Teacher Rep (see #1) <p>5. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator: 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • AVID Coordinator • Sports Liaison: assists with CIF meetings, facilitate entire sports compliance; and strength and conditioning coordinator • 5 Alternative To Suspension Officers (Student Service): provide supervision; work closely with security, reports to Assistant Principal, attend SST and 504 Meetings, • Maintenance/Janitorial services: 2 <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 3-4 RSP Teachers • 4 Intervention Specialists • 1 Resource Manager • 1 Psychologist • 1 Speech Pathologist (contracted) • 1 Occupational Therapist (contracted) • 1 Physical Therapist (contracted) • 1 Nurse (contracted) 	<p>in charge of CALPADS data</p> <ul style="list-style-type: none"> • Credentialed Testing Coordinator: internal assessments, professional development for teachers, ensuring all technology devices are up-to-date; and state mandated assessment • Alumni Tracking Coordinator: monitoring and communicating with graduates • AVID Coordinator • 5 Alternative To Suspension Officers (Student Service): provide supervision; work closely with security, reports to Assistant Principal, attend SST and 504 Meetings, • Maintenance/Janitorial services: 2 <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 1 SPED Lead Teacher • 3 RSP Teachers • 5 Intervention Specialists • 1 Resource Manager • 1 Psychologist • 1 Speech Pathologist (contracted) • 1 Occupational Therapist (contracted) 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- 1 Physical Therapist (contracted)
- 1 Nurse (contracted)
- 1 DIS Counselor

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. View Park Accelerated Charter High 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.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year • Interim Assessment Blocks (IAB) • MDTP Diagnostic Assessment • Achieve 3000 Diagnostic • Formative & Summative Assessments • PSAT: Grades 9-11 <p>2. In addition, View Park Accelerated Charter High School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grade 11 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): HS • Physical Fitness Test (PFT): Grade 	<p><u>ASSESSMENTS</u></p> <p>1. View Park Accelerated Charter High 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.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year • Interim Assessment Blocks (IAB) • MDTP Diagnostic Assessment • Achieve 3000 Assessments • Formative & Summative Assessments • PSAT: Grades 9-11 • SAT: Grades 11-12 (fee waivers for grade 12) <p>2. In addition, View Park Accelerated Charter High School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grade 11 • CELDT: Initial only • ELPAC: ELL students only 	<p>\$86,781</p> <p>LCFF S&C</p> <p>4310</p>	<p>\$33,372</p> <p>LCFF S&C</p> <p>4000, 5000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>9</p> <ul style="list-style-type: none">• AP Exams (where applicable)	<ul style="list-style-type: none">• CA Science Test (CAST): HS• Physical Fitness Test (PFT): Grade 9• AP Exams		
--	--	--	--

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u></p> <p>View Park Accelerated Charter High 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"> Students identified for academic intervention will be based on results from assessment data, student work, and feedback from teachers. Assessments reviewed include: <ul style="list-style-type: none"> MAP Diagnostic Exam MDTP Diagnostic Exam Achieve 3000 Diagnostic Exam The following are the types of academic intervention/supports provided for students: <ul style="list-style-type: none"> ELA Support: Achieve 3000: during ELA Block and across other disciplines 	<p><u>ACADEMIC INTERVENTIONS</u></p> <p>View Park Accelerated Charter High School has aligned academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students were assessed for intervention and describes the types of intervention strategies that were implemented during classroom instruction.</p> <ol style="list-style-type: none"> Students identified for academic intervention was based on results from assessment data, student work, and feedback from teachers. Assessments reviewed include: <ul style="list-style-type: none"> MAP Diagnostic Exam MDTP Diagnostic Exam Achieve 3000 The following are the types of academic intervention/supports provided for students: <ul style="list-style-type: none"> ELA Support: Achieve 3000: during ELA Block and across other disciplines 	<p>\$73,391</p> <ol style="list-style-type: none"> Title I (\$25,076) LCFF S&C (\$25,076) LCFF S&C (\$30,000) <ol style="list-style-type: none"> 4310 4310 5851 	<p>See Goal 1, Action 2</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • English 3D: ELD • Double ELA Block: for underperforming students <ul style="list-style-type: none"> ○ ELA Resource Class: grade 9-11 ○ ERWC: Grade 12 <p>3. Provide after-school academic intervention/support tutoring via CAC tutoring program</p>	<ul style="list-style-type: none"> • English Resource: 50 Min intervention course • Math Resource: 50 min. intervention course • ELD Resource course • 110 instructional minutes: 3 times per week rather than a double block <ul style="list-style-type: none"> ○ ELA Resource Class: grade 9-11 ○ ERWC: Grade 12 <p>3. Credentialed teachers provided after-school tutoring for 1-2 hours, 3-4 times/week.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school 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"> • Provide students with DIS Counseling • Fade for Grades/Polish – after school s/e support group • Alternative to Suspension (ATS) Officer Mentoring Program 	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school 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"> • Provide students with DIS Counseling • Fade for Grades/Polish – after school social-emotional support group 2 days/week • Alternative to Suspension (ATS) Officer Mentoring Program – assigned to specific at-risk students. This included a review of behavior support, consulted with teachers, with daily check-in with the Dean. • Brother’s Against Banging Youth (BABY) 	<p>See Goal 1, Action 1</p> <p>LCFF S&C</p> <p>1200</p>	<p>\$21,000</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></p> <p>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 trips aligned to the content standards to museums, etc. 2. As part of our school’s college-going culture, all students will visit colleges-universities. 3. Provide students with leadership opportunities through participation in student council; National Honor Society, Kappa League. 4. Offer after-school clubs and organizations. Speech & Debate, National Honor Society, Athletics Program & Young Black Scholars. 5. Provide students with access to CIF Athletics Program: Softball, baseball, 	<p><u>STUDENT ENGAGEMENT</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school has provided the following:</p> <ol style="list-style-type: none"> 1. Field trips aligned to the content standards to museums, Hamilton, Grammy Museum, etc. 2. As part of our school’s college-going culture, all students have visited colleges-universities: CSULA, UCLA, UCSB, and Rose Bowl event “Destination College.” 3. Provided students with leadership opportunities through participation in student council; National Honor Society, Kappa League and Yell Team. 4. Offer after-school clubs and organizations. Speech & Debate, National Honor Society, Athletics 	<p>\$256,357</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$40,000) 2. LCFF S&C (\$15,000) 3. LCFF S&C (\$5,000) 4. LCFF S&C (\$25,000) 5. LCFF Base (\$136,249) 6. LCFF S&C (\$35,108) 7. LCFF Base (See Goal 1, Action 1) <ol style="list-style-type: none"> 1. 5812 2. 5812 3. 5300 4. 5850 5. 1175,5610,5812 6. 2900 7. 1110 	<p>\$331,607</p> <p>LCFF S&C</p> <p>1000, 2000, 3000, 4000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Swimming, Track & Field, Cheer, and Men's volleyball.</p> <p>6. Provide access to athletics: STEP Team, e-sports, Rugby, and Lacrosse.</p> <p>7. Provide elective: SAT & ACT Test Prep.</p> <p>8. The following services were provided to students as part of the College & Career Readiness:</p> <ul style="list-style-type: none"> • Mobile Film: teaches students how to create film • Sound Art: provides students with music instruction • Lula Washington Dance: Provides dance by choreographer • Train of Thought: Assists students with quantitative reasoning • Kinetic Studios: Provides physical fitness training 	<p>Program & Young Black Scholars.</p> <p>5. Provided students with access to CIF Athletics Program: Softball, baseball, Swimming, Track & Field, Cheer, and Men's volleyball provided students met: GPA requirements, not chronically absent, and positive behavior.</p> <p>6. Provided access to athletics: STEP Team, Rugby, and Lacrosse.</p> <p>7. During college prep course provided: SAT & ACT Test Prep for grades 11-12d</p> <p>8. The following services were provided to students as part of the College & Career Readiness:</p> <ul style="list-style-type: none"> • Sound Art: provides students with music instruction • Lula Washington Dance: Provides dance by choreographer • Kinetic Studios: Provides physical fitness training after school • Spring and Winter Drama performances including costume 		

Planned
Actions/Services

--

Actual
Actions/Services

design, and production development.
--

Budgeted
Expenditures

--

Estimated Actual
Expenditures

--

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study that fulfill UC A-G requirements.</p>	<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study that fulfill UC A-G requirements.</p>	<p>\$13,419 LCFF S&C 4210</p>	<p>No additional cost to school</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 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 a change in leadership; and 3 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 include:

- Action 2: Costs for assessments was less than budgeted for.

- Actions 3 & 6: The costs for academic interventions are less than budgeted for since salaries were reported in Goal 1, Action 1.
- Action 4: The costs for social emotional supports exceeded budgeted expenditures because of the supports our students need.
- Action 5: There were increased unanticipated expenses for Student engagement.

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%

2017-18: 100% - Outcome Met

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

2017-18: 89% - Outcome Not Met

Increase percentage of EL who progress in English Proficiency as measured by CELDT/ELPAC: 10%

2017-18: 50% - Outcome Met

Increase English Learner reclassification rate: *

2017-18: 20% - 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
CTE	NA
HEALTH	4
PHYS. ED	4
VAPA	3
WORLD LANG.	3

* = In the 2016-17 school year, there were no students who identified as English Language Learners. If enrollment is “0” – then no EL will reclassify and advance.

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Analyzing & understanding NWEA MAP assessment • Achieve 3000 • Revolution K12 • Checking for Understanding • Culturally relevant instructional strategies • Targeted Group Structure (TGS) • Classroom management • PLC Training • Non-violent crisis intervention (CPI) Training <p>2. Professional development for all</p>	<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 included the following topics:</p> <ul style="list-style-type: none"> • Analyzing & understanding NWEA MAP assessment • Achieve 3000 • Revolution K12 • Checking for Understanding • Culturally relevant instructional strategies • Targeted Group Structure (TGS) • Classroom management • PLC Training • Non-violent crisis intervention (CPI) Training • IAB • SBAC Claims and targets • PBIS 	<p>\$37,500</p> <p>1. LCFF S&C (\$31,500)</p> <p>2. LCFF Base (See Goal 1, Action 1)</p> <p>3. LCFF S&C (\$5,000)</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>\$48,300</p> <p>LCFF S&C</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer Institute: 3 weeks • 4 Data Days: Non-instructional Days during the school year • Weekly PD (including Cadre PD) <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"> • AP Conference • Science Conference • College Board • PLC Conference • Getty Museum (Art across the curriculum) <p>4. Administer teacher survey to gather input and feedback on PD, support and needs.</p>	<ul style="list-style-type: none"> • Developing and implementing Formative Assessments in ELA and Math. • Power My Learning <p>2. Professional development for all teachers took place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer Institute: 2 weeks • 4 Data Days: Non-instructional Days during the school year • Weekly PD (including Cadre PD) <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"> • AP Conference: 3 teachers • Science Conference: 3 teachers • College Board: Counselors • Getty Museum (Art across the curriculum) – teachers from all disciplines • Council of Autistic Services (CAS) • Nutrition Association national Conference <p>4. Teacher survey was administered twice this year. .</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u> View Park Accelerated Prep High 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 High 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>See Goal 1, Action 1 1110 LCFF Base</p>	<p>See Goal 1, Action 2</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u></p> <p>Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter High School will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Revolution K12 (subscription) • Achieve 3000 (subscription) • Grad Point: online courses • Springboard consumables 	<p><u>CURRICULUM</u></p> <p>Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter High School purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Revolution K12 (subscription) • Achieve 3000 (subscription) • Springboard consumables 	<p>\$63,571</p> <p>LCFF S&C</p> <p>4110, 4210</p>	<p>\$84,127</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></p> <p>In order to provide all students with access to digital media, our school will purchase the following:</p> <ol style="list-style-type: none"> 1. Technology devices: Laptops for student use in order to achieve 1:1 Student to device ratio 2. The school will develop an annual needs assessment for future purchases and upgrades. 3. ICEF Central Office provides IT Tech Support for installation of devices and maintenance. 	<p><u>TECHNOLOGY</u></p> <p>In order to provide all students with access to digital media, our school purchased the following:</p> <ol style="list-style-type: none"> 1. Technology devices: 247 Chromebooks, 8 laptop carts, Projectors, document cameras, laminators, PA speaker, and security cameras. 2. The Principal developed an annual needs assessment for future purchases and upgrades. 3. The IT Technician provided support for installation of devices and maintenance. 	<p>\$38,000</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$25,000) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$13,000) <p>1. 4400 2. 1300 3. 7311</p>	<p>\$107,592</p> <p>LCFF S&C (\$90, 250) LCFF Base (\$17,342)</p> <p>2000, 3000, 4000</p>

Analysis

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

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

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 include:

- Action 1: Our professional development program was revamped this year to improve student academic outcomes resulting in a significant increase in actual costs.
- Action 3: our school purchased additional curriculum, especially with the recent Swun Math adoption
- Action 4: Our school incurred higher expenses for technology (student computers)

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 through input in decision-making via SSC, ELAC & PTC: Met	Outcome Met
Parent involvement will include opportunities for participation in programs for unduplicated students: Met	Outcome Met
Decrease suspension rates annually by 1%:	2016-17: 1.7%
Maintain expulsion rates: <1%	2016-17: 0%
Administer Facility Inspection Tool (FIT): Score Good or Better	2017-18: Good
Increase parent participation rate on parent survey:	2017-18: 14% 75 parents
Increase student participation rate on student survey:	2017-18: 100% Grades 9-12 (Baseline)

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>View Park Accelerated Charter High 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. Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school. 	<p><u>SCHOOL CLIMATE & SAFETY</u></p> <p>View Park Accelerated Charter High 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 reviewed and revised the Comprehensive School Safety Plan. The school’s entire staff was trained on the School Safety Plan, and monthly drills took place including active shooter, and lockdown. 2. The Leadership team developed a supervision schedule that included supervision of students before/during and after-school. 	<p>\$2,000</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 (\$2,000) <ol style="list-style-type: none"> 1. 1200, 1300, 2400, 2900 2. 1300 3. 4390 	<p>No additional cost to school</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Continue to implement PBIS. Students receive positive bonus bucks and (positive) referrals for exemplifying characteristics from our Pillars of Culture.	3. Continued to implement and strengthened PBIS team. Students received positive bonus bucks and (positive) referrals for exemplifying characteristics from our Pillars of Culture.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At View Park Accelerated Charter High School, parent input in decision-making will take place through the following: School Site Council (SSC)</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At View Park Accelerated Charter High School, parent input in decision-making took place through the following: School Site Council (SSC)</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></p> <p>View Park Accelerated Charter High 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. Monthly Parent Information Meetings (PIM): Led by the Community Resource Coordinator. Meetings are informational; provide feedback for parents, workshops for parents, and grade level meetings. 2. CRC is in charge of the school’s volunteer program. All volunteers will undergo a live-scan and TB testing. 3. PIM Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • Transition to Common Core 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></p> <p>View Park Accelerated Charter High 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. Monthly Parent Information Meetings (PIM): Led by the Community Resource Coordinator. Meetings were informational; provided feedback for parents, workshops for parents, and grade level meetings. They included: school calendar/agenda, Grade level parents – testing information and upcoming events, and a meeting for parents with graduating seniors, led by the college counselor 2. CRC was in charge of the school’s volunteer program. All volunteers were TB tested. 3. Parent workshops took place on the 	<p>\$6,000</p> <ol style="list-style-type: none"> 1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. 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. 2900 2. 2900 3. 4390 4. 5860 5. 2400 	<p>\$422</p> <p>LCFF S&C</p> <p>4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • NGSS • Behavior Management • Parenting Classes <p>4. Administer an annual parent survey.</p> <p>5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<p>following topics as requested by parents:</p> <ul style="list-style-type: none"> • Transition to Common Core • NGSS • Behavior Management • Parenting Classes <p>4. Parent survey was administered and results will be shared with stakeholders.</p> <p>5. CRC updated the school's website and social media is updated on a regular basis as a method to communicate with parents.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>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 including security door locks, surveillance, intercom, and installation/purchase of electronic sign, etc. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 	<p><u>FACILITIES</u></p> <p>The following actions and services were 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 including security door locks, surveillance, intercom, entrance gate, replaced HVAC, elevator repairs, and replaced smoke detectors. 3. Facility Inspection Tool (FIT) report; was completed. 	<p>\$909,411</p> <ol style="list-style-type: none"> 1. LCFF Base (\$409,750)/SB-740 (\$470,250) 2. LCFF Base (\$28,411) 3. LCFF Base (\$1,000) <p>1. 5610 2. 5630 3. 5850</p>	<p>\$909,411</p> <ol style="list-style-type: none"> 1. LCFF Base (\$454,810)/SB-740 (\$425,190) 2. LCFF Base (\$36,594) 3. LCFF Base (\$1,000) <p>5000</p>

Analysis

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

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

All actions and services were implemented with fidelity.

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

The actions were effective in meeting Goal #3 to improve school climate and increase parent engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference was in Action 1, and 3.

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?

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

- Meeting with Leadership Team:
- Meeting with Teachers
- School Site Council Meetings:
- PIM Meeting: Monthly during the academic year
- Monthly ICEF Board Meetings:

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 more information on joining the SSC.

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: Grade: 11	-5.4 points below DFL3	+1 DFL3	+5 DFL3	+10 DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade: 11	-135.1 points below DFL3	-130 DFL3	-125 DFL3	-120 DFL3
Increase attendance rates:	94.4%	95%	95.5%	96%
Decrease Chronic Absenteeism rates: (1% decline annually)	16.1%	15%	14%	13%
Decrease High School Dropout Rates:	2.1%	<2%	<2%%	<2%
Increase High School Graduation Rates:	Results are Pending per CDE	>95%	>95%	>95%
% of Grade 12 students that are CCR: UC A-G Completion rate	100%	100%	100%	100%
% of students who pass AP Exam with score 3+:	8.8%	10%	11%	12%
% of students “College Ready” as measured by EAP: (ELA/Math)	ELA: 12%; Math: 0%	ELA: 13%; Math: 2%	ELA: 14%; Math 4%	ELA: 15%; Math 6%
% of students access broad course of study:	100%	100%	100%	100%
Increase % of Grade 9 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	23.6%	26%	29%%	32%%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

1. 27 Classroom Teachers that are appropriately credentialed and assigned.

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

2017-18 Actions/Services

2. 4 Instructional Aides (contracted) to provide small group instruction; and provide academic intervention and support for struggling students.
3. Leadership Team: in charge of meeting weekly; to review school data; culture based data (suspension, expulsion, attendance, chronic absenteeism, etc.); overall school campaigns, assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Principal
 - Assistant Principal
 - Instructional Specialist
 - Lead Teachers (see #1)
 - Academic Counselor
 - Dean
 - School Operations Manager
 - Community Relations Coordinator
 - PBIS Coordinator (BARA Co.)
4. Instructional Leadership Team: assess impact of academic and social-emotional interventions
 - Principal (see #3)
 - Assistant Principal (see #3)
 - Instructional Specialist (see #3)

2018-19 Actions/Services

ICEF View Park Preparatory Charter High School (9-12) will employ **24 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Academic Counselor (see #3)
- Math Coach
- 1 Lead Teacher Rep (see #1)

5. Classified staff:

- Student Information Coordinator: in charge of CALPADS data
- Credentialed Testing Coordinator: internal assessments, professional development for teachers, ensuring all technology devices are up-to-date; and state mandated assessment
- Alumni Tracking Coordinator: monitoring and communicating with graduates
- AVID Coordinator
- Sports Liaison: assists with CIF meetings, facilitate entire sports compliance; and strength and conditioning coordinator
- 5 Alternative To Suspension Officers (Student Service): provide supervision; work closely with security, reports to Assistant Principal, attend SST and 504 Meetings,
- Maintenance/Janitorial services: 2

6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:

2017-18 Actions/Services

- 3-4 RSP Teachers
- 4 Intervention Specialists
- 1 Resource Manager
- 1 Psychologist
- 1 Speech Pathologist (contracted)
- 1 Occupational Therapist (contracted)
- 1 Physical Therapist (contracted)
- 1 Nurse (contracted)

2018-19 Actions/Services

--

2019-20 Actions/Services

--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,639,257	\$1,966,112	\$2,044,757
Source	1. LCFF Base (\$2,000,307) 2. LCFF S&C (\$163,092) 3. LCFF Base (\$743,240) 4. Title I (\$66,300) 5. LCFF Base (\$220,568) 6. Title I (\$188,307)/Special Ed AB602 (\$411,745)	LCFF Base	LCFF Base
Budget Reference	1. 1110 2. 2100	1000, 3000	1000, 3000

Year

2017-18

2018-19

2019-20

3. 1200, 1300, 2400, 2900
4. 1175, 1300
5. 2200, 2400, 2900
6. 1110, 1200, 2100, 5851

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 Accelerated Charter High School staff will implement multiple

2018-19 Actions/Services

ASSESSMENTS

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

2019-20 Actions/Services

2017-18 Actions/Services

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.

- NWEA MAP ELA & Math: 3 times/year
- Interim Assessment Blocks (IAB)
- MDTP Diagnostic Assessment
- Achieve 3000 Diagnostic
- Formative & Summative Assessments
- PSAT: Grades 9-11

2. In addition, View Park Accelerated Charter High School students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grade 11
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): HS
- Physical Fitness Test (PFT): Grade 9
- AP Exams (where applicable)

2018-19 Actions/Services

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

- Fastbridge ELA & Math: 3 times/year
- Lucy Calkins Writing Assessments
- Springboard ELA & Math Assessments

In addition, ICEF View Park Preparatory Charter High School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 11
- CA Science Test (CAST): HS
- Physical Fitness Test: Grade 9

2019-20 Actions/Services

(This area is currently blank in the provided image.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$86,781	\$40,000	\$40000
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	4310	4000	4000

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

View Park Accelerated Charter High School will align academic interventions to core instruction; and grade level content to

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

ICEF View Park Preparatory Charter High

2017-18 Actions/Services

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

1. Students identified for academic intervention will be based on results from assessment data, student work, and feedback from teachers. Assessments reviewed include:
 - MAP Diagnostic Exam
 - MDTP Diagnostic Exam
 - Achieve 3000 Diagnostic Exam
2. The following are the types of academic intervention/supports provided for students:
 - ELA Support: Achieve 3000: during ELA Block and across other disciplines
 - English 3D: ELD
 - Double ELA Block: for underperforming students
 - ELA Resource Class: grade 9-11
 - ERWC: Grade 12

2018-19 Actions/Services

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**. In addition, the AP of Curriculum will assist in developing curriculum, provide professional development on evidence based instructional strategies, and how to effectively use interventions to differentiated and increase student achievement.

The **Instructional Specialist** will provide instructional coaching for teachers, and also conduct classroom observations, provide feedback; and during professional development will model various types of effective pedagogical strategies.

In order to support our struggling unduplicated students, our **(6) Instructional Assistants** will provide academic support in

2019-20 Actions/Services

2017-18 Actions/Services

3. Provide after-school academic intervention/support tutoring via CAC tutoring program

2018-19 Actions/Services

the classroom during the instructional day, after-school, and during the **50-minute daily intervention ELA and Math block** for grade 9-10 students enrolled in the “Resource” course.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:

- **Revolution K12 (subscription)**
- **Achieve 3000 (subscription)**

Our teachers will provide an hour of after-school tutoring twice per week.

ICEF View Park Preparatory Charter High School incoming 9th grade students will participate in the Summer Bridge program, 3-week program that will cover the following

- Administer MDTP – Diagnostic Algebra readiness assessment
- Culture Building
- Cohort A: Algebra Support receive additional intervention to succeed in Algebra (1
- Cohort B: Algebra-ready (1 year program)

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students who are chronically low-performing will receive 2-years of Algebra (Pre-Algebra & Algebra), through targeted differentiation to address the learning gaps, content standards, in order to prepare them to succeed in higher level math.

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

Students who are credit deficient will have access to **Grad Point online credit recovery** program that offers UC A-G courses.

Additionally, ICEF View Park Preparatory Charter High School will provide an **after-school academic and social enrichment program** through Arc.

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.

Every student meets with one of the **(2) academic counselor's** to review academic grades, progress towards graduation,

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	meeting UC A-G eligibility requirements, identify and provide academic support or referral to support services.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$73,391	\$370,277	\$384,368
Source	1. Title I (\$25,076) 2. LCFF S&C (\$25,076) 3. LCFF S&C (\$30,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 4310 2. 4310 3. 5851	1000, 2000, 3000, 4000	1000, 2000, 3000, 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)

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

SOCIAL-EMOTIONAL SUPPORTS
Upon a review and analysis of our school's

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-

2019-20 Actions/Services

2017-18 Actions/Services

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.

- Provide students with DIS Counseling
- Fade for Grades/Polish – after school s/e support group
- Alternative to Suspension (ATS) Officer Mentoring Program

2018-19 Actions/Services

EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

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

ICEF View Park Preparatory Charter High School has also implemented PBIS and Restorative Justice, 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 implements/leads Restorative Justice circles, closely monitors chronic absenteeism rates and meets with families; **Dean** in charge of discipline, focuses on alternatives to suspension, Supervises the Student Support Services staff, deals with student behavior issues and collaborates with the AP of Culture. The school's Counselor also provides social-emotional counseling in addition to college counseling. The **School Information Coordinator** tracks and monitors student attendance, chronic absenteeism rates, and

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

behavior, and communicates (phone calls/correspondence) with families and the AP of Culture.

Every student is enrolled in an **Advisory** course that is grade level specific, and assigned the same “advisor” for the entire school year. The purpose of this course is two-fold: provide students with the study and note-taking skills necessary to succeed, while also addressing social-emotional issues, developing social skills, and for advisor and student to build a relationship of trust and/or mentor.

ICEF View Park Preparatory Charter High School will continue to provide the following:

- **Fade for Grades/Polish** – after school social-emotional support group that meets 2 days/week.
- **Alternative to Suspension (ATS)** Officer Mentoring Program – assigned to specific at-risk students. This included a review of behavior support, consulted with teachers, with daily check-in with the Dean.
- **Brother’s Against Banging Youth (BABY)**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$215,602	\$223,346
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1200	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

2018-19 Actions/Services

2019-20 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant

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

2017-18 Actions/Services

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

1. Provide field trips aligned to the content standards to museums, etc.
2. As part of our school's college-going culture, all students will visit colleges-universities.
3. Provide students with leadership opportunities through participation in student council; National Honor Society, Kappa League.
4. Offer after-school clubs and organizations. Speech & Debate, National Honor Society, Athletics Program & Young Black Scholars.
5. Provide students with access to CIF Athletics Program: Softball, baseball, Swimming, Track & Field, Cheer, and Men's volleyball.
6. Provide access to athletics: STEP Team, e-sports, Rugby, and Lacrosse.

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. All students in grades 11-12 will visit 3-4 colleges. Our school is in the planning phase of expanding college visits to include Historically Black Colleges
- Student Council is in charge of promoting school spirit, promote a positive school climate, and plan/implement schoolwide activities.
- Host Behavior, Academic, Awards Assembly (BARA)
- Offer after-school clubs and organizations as follows:
 - Young Women's Empowerment Group
 - Speech & Debate, National Honor Society, Athletics Program & Young Black Scholars.
- Provide students with access to **CIF Athletics Program:** Softball, baseball,

2019-20 Actions/Services

2017-18 Actions/Services

- 7. Provide elective: SAT & ACT Test Prep.
- 8. The following services were provided to students as part of the College & Career Readiness:
 - Mobile Film: teaches students how to create film
 - Sound Art: provides students with music instruction
 - Lula Washington Dance: Provides dance by choreographer
 - Train of Thought: Assists students with quantitative reasoning
 - Kinetic Studios: Provides physical fitness training

2018-19 Actions/Services

Swimming, Track & Field, Cheer, and Men’s volleyball provided students meet: GPA requirements, not chronically absent, and exudes positive behavior.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$256,357	\$231,845	\$231,845
Source	1. LCFF S&C (\$40,000) 2. LCFF S&C (\$15,000) 3. LCFF S&C (\$5,000) 4. LCFF S&C (\$25,000) 5. LCFF Base (\$136,249)	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
	6. LCFF S&C (\$35,108) 7. LCFF Base (See Goal 1, Action 1)		
Budget Reference	1. 5812 2. 5812 3. 5300 4. 5850 5. 1175,5610,5812 6. 2900 7. 1110	1000, 3000, 4000, 5000	1000, 3000, 4000, 5000

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

COURSE ACCESS:

In order to prepare all students for the

COURSE ACCESSIBILITY TO PROMOTE COLLEGE/CAREER READINESS:

In order to prepare all students for the

2017-18 Actions/Services

careers of the 21st century, it is critical that our school provide students with access to a broad course of study that fulfill UC A-G requirements.

2018-19 Actions/Services

careers of the 21st century, it is critical that every student is college and career ready. In order to accomplish this, our school provides a broad course of study that includes: access to

- UC A-G approved courses,
- **College Prep Course:** that provides SAT workshops, administering the PSAT & SAT, College planning, selection, and the application process, and applying for financial aid.

PSAT/SAT TESTING:

Our counselor’s apply for fee **waivers** for **PSAT, SAT and AP testing**. All students in grades 11-12 are required to take the PSAT and SAT. However, our school has households not eligible for fee waivers and if it’s a financial burden, our school will pay for those expenses.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,419	\$2,000	\$2,000

Year	2017-18	2018-19	2019-20
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	4210	4000	4000

Action 7

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

SPED Team: to provide instructional and social emotional

2017-18 Actions/Services

--

2018-19 Actions/Services

<p>supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 3 RSP Teachers • 6 Intervention Specialist (of which 4 provide push-in support in the classroom) • Contracted services: Psychologist, Speech Pathologist, Occupational Therapist, & DIS Counseling
--

2019-20 Actions/Services

--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$627,358	\$650,453
Source		Special Ed (\$364,900) LCFF S&C (\$262,458)	Special Ed (\$434,089) LCFF S&C (\$216,364)
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: 1, 2

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	0%*	10%*	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.			
Increase English Learner reclassification rate:	0%*	N/A*	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.			
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	3	ELA	3	ELA	4
		ELD	2	ELD	3	ELD	3
		MATH	3	MATH	3	MATH	4
		NGSS	2	NGSS	3	NGSS	3
		HISTORY	2	HISTORY	2	HISTORY	3
		CTE	NA	CTE	NA	CTE	NA
		HEALTH	4	HEALTH	4	HEALTH	4
		PHYS. ED	4	PHYS. ED	4	PHYS. ED	5
		VAPA	3	VAPA	4	VAPA	4
		WORLD LANG.	3	WORLD LANG.	4	WORLD LANG.	4

* = In the 2016-17 school year, there were no students who identified as English Language Learners. If enrollment is “0” – then no EL will reclassify and advance.

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

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

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

ICEF View Park Preparatory Charter High School will provide all teachers with

2019-20 Actions/Services

2017-18 Actions/Services

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

- Analyzing & understanding NWEA MAP assessment
- Achieve 3000
- Revolution K12
- Checking for Understanding
- Culturally relevant instructional strategies
- Targeted Group Structure (TGS)
- Classroom management
- PLC Training
- Non-violent crisis intervention (CPI) Training

2. Professional development for all teachers will take place during the academic year, as follows:
 - Summer Institute: 3 weeks
 - 4 Data Days: Non-instructional Days during the school year
 - Weekly PD (including Cadre PD)

3. Members of our teaching staff and/or

2018-19 Actions/Services

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)
- Targeted group strategies
- Effective strategies for using Achieve 3000
- Data folders for students
- RSP strategies for Students with Disabilities
- Developing formative and summative assessments
- PBIS
- Classroom Management Strategies
- Glade level collaboration

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

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

Additionally, our instructional and leadership staff will have the opportunity to engage in professional learning via off-site

2019-20 Actions/Services

2017-18 Actions/Services

Leadership team plan to attend in the following conferences:

- AP Conference
- Science Conference
- College Board
- PLC Conference
- Getty Museum (Art across the curriculum)

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

2018-19 Actions/Services

workshops and/or conferences, which include:

- AP Conferences
- PBIS: LACOE training
- SPED Conferences

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,500	\$60,663	\$60,663
Source	1. LCFF S&C (\$31,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$5,000) 4. LCFF S&C (\$1,000)	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
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)

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

ELD PROGRAM
View Park Accelerated Prep High School will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance, shift from CELDT to

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

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's ELA teachers will administer the ELPAC assessment. ELA teachers will provide Designated ELD instruction. Our EL students will utilize Achieve 3000 and Revolution K12 as supplemental web-based programs. The principal, and ELA teachers will review, analyze and closely monitor the academic progress of all EL/LTEL students using multiple forms of data from assessments to strengthen our ELD Program.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	No additional cost to school	No additional cost to school
Source	1110		
Budget Reference	LCFF Base		

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. ICEF XX will purchase the following additional curriculum and/or

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter High School plans to purchase the following curriculum, which

2019-20 Actions/Services

2017-18 Actions/Services

supplemental instructional materials:

- Revolution K12 (subscription)
- Achieve 3000 (subscription)
- Grad Point: online courses
- Springboard consumables

2018-19 Actions/Services

includes but is not limited to: Springboard consumables for ELA and Math.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,571	\$60,000	\$60,000
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)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

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

TECHNOLOGY

ICEF View Park Preparatory Charter High School has successfully implemented a 1:1 student to device ratio, and teachers utilize

2017-18 Actions/Services

the following:

1. Technology devices: Laptops for student use in order to achieve 1:1 Student to device ratio
2. The school will develop an annual needs assessment for future purchases and upgrades.
3. ICEF Central Office provides IT Tech Support for installation of devices and maintenance.

2018-19 Actions/Services

Google Apps for Education (GAPE). Annually, the Principal & **IT Tech Specialist** 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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,000	\$65,258	\$66,669
Source	1. LCFF S&C (\$25,000) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$13,000)	LCFF Base (\$35,258) LCFF S&C (\$30,000)	LCFF Base (\$36,668) LCFF S&C (\$30,000)

Year	2017-18	2018-19	2019-20
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 through input in decision-making via SSC, ELAC & PTC.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include opportunities for participation in programs for unduplicated students.	Met	Met	Met	Met
Decrease suspension rates annually by 1%:	1.7%	1.4%	<1%	<1%
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	14% (75 parents)	18%	22%
Maintain student participation rate on student survey:>90%	Baseline	100% Grade 9-12	>90%	>90%

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)

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

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Modified

2019-20 Actions/Services

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

View Park Accelerated Charter High 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. Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Continue to implement PBIS. Students receive positive bonus bucks and (positive) referrals for exemplifying characteristics from our Pillars of Culture.

2018-19 Actions/Services

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

ICEF View Park Preparatory Charter High 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 (5)**.
- Monthly BARA Award assemblies to recognize students and staff on the 5 Pillars: Academic Tenacity, Respect, Leadership, Scholarship, and Citizenship.
- Administer student and staff survey to measure student engagement, school climate and safety.

ICEF View Park Preparatory Charter High

2019-20 Actions/Services

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

ICEF View Park Preparatory Charter High 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 (5)**.
- Monthly BARA Award assemblies to recognize students and staff on the 5 Pillars: Academic Tenacity, Respect, Leadership, Scholarship, and Citizenship.
- Administer student and staff survey to measure student engagement, school climate and safety.
- Advisory lessons that focus on social

2017-18 Actions/Services

--

2018-19 Actions/Services

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.
--

2019-20 Actions/Services

emotional issues and study skills. ICEF View Park Preparatory Charter High 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.
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$141,478	\$147,035
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$2,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 1200, 1300, 2400, 2900 2. 1300 3. 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)

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING
At View Park Accelerated Charter High School, parent input in decision-making will take place through the following: School

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING
At View Park Preparatory Charter High School, parent input in decision-making will take place through the following: School Site

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Site Council (SSC)

Council (SSC)

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

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

OPPORTUNITIES FOR PARENT PARTICIPATION
View Park Accelerated Charter High School provides (or will provide) the following

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:
ICEF View Park Preparatory Charter High

2019-20 Actions/Services

2017-18 Actions/Services

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

1. Monthly Parent Information Meetings (PIM): Led by the Community Resource Coordinator. Meetings are informational; provide feedback for parents, workshops for parents, and grade level meetings.
2. CRC is in charge of the school's volunteer program. All volunteers will undergo a live-scan and TB testing.
3. PIM Meetings (workshops) on the following topics as requested by parents:
 - Transition to Common Core
 - NGSS
 - Behavior Management
 - Parenting Classes
4. Administer an annual parent survey.
5. Ensure school website and social media is updated on a regular basis as a method to communicate with

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>parents.</p>	<p>with staff, and to 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 	
-----------------	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$64,260	\$66,678
Source	<ol style="list-style-type: none"> 1. LCFF Base (See Goal 1, Action 1) 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) 	<p>LCFF S&C</p>	<p>LCFF S&C</p>
Budget Reference	<ol style="list-style-type: none"> 1. 2900 2. 2900 3. 4390 4. 5860 5. 2400 	<p>2000, 3000, 5000</p>	<p>2000, 3000, 5000</p>

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-

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

maintained school facility; and appropriate 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 including security door locks, surveillance, intercom, and installation/purchase of electronic sign, etc.
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, painting, cover for student eating area, and subscription to security detection services.
- Administer annual FIT report

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$909,411	\$944,873	\$1,157,753
Source	1. LCFF Base (\$409,750)/SB-740 (\$470,250) 2. LCFF Base (\$28,411) 3. LCFF Base (\$1,000)	LCFF Base (\$427,232) SB740 (\$452,768) LCFF S&C (\$64,873)	LCFF Base (\$539,647) SB740 (\$538,618) LCFF S&C (79,488)
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

\$ 1,047,278

24.50%

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:

View Park Preparatory Charter High 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.

Our students are assessed at the start of the school year (summer) to assess their ELA (reading/language) and math skills, in order to identify the appropriate interventions and/or supports needed.

Of the incoming 9th grade students (fall 2017 ELA MAP Assessment):

- 38% performed at or below 4th grade level

- 22% performed at a 5th – 6th level
- 74% performed below grade level
- 26% performed at grade level (9 or above)

Of the incoming 9th grade students (fall 2017 Math MAP Assessment):

- 48% had math skills at or below 4th grade level
- 27% performed at a 5th – 6th level
- 89% performed below grade level
- 11% performed at grade level (9 or above)

View Park Preparatory Charter high 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. In addition, the AP of Curriculum will assist in developing curriculum, provide professional development on evidence based instructional strategies, and how to effectively use interventions to differentiated and increase student achievement.

The Instructional Specialist will provide instructional coaching for teachers, and also conduct classroom observations, provide feedback; and during professional develop will model various types of effective pedagogical strategies.

In order to support our struggling unduplicated students, our (6) Instructional Assistants will provide academic support in the classroom during the instructional day, after-school, and during the 50-minute daily intervention ELA and Math block for grade 9-10 students enrolled in the “Resource” course.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program: Revolution K12 (subscription); and Achieve 3000 (subscription)

Our teachers will provide an hour of after-school tutoring twice per week.

ICEF View Park Preparatory Charter High School incoming 9th grade students will participate in the Summer Bridge program, 3-week program that will cover the following

- Administer MDTP – Diagnostic Algebra readiness assessment

- Culture Building

- Cohort A: Algebra Support receive additional intervention to succeed in Algebra (1

- Cohort B: Algebra-ready (1 year program)

Students who are chronically low-performing will receive 2-years of Algebra (Pre-Algebra & Algebra), through targeted differentiation to address the learning gaps, content standards, in order to prepare them to succeed in higher level math.

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

- Students who are credit deficient will have access to Grad Point online credit recovery program that offers UC A-G courses.

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.

Every student meets with one of the (2) academic counselor's to review academic grades, progress towards graduation, meeting UC A-G eligibility requirements, identify and provide academic support or referral to support services.

- 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.

ICEF View Park Preparatory Charter High School has also implemented PBIS and Restorative Justice, 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 implements/leads Restorative Justice circles, closely monitors chronic absenteeism rates and meets with families; Dean in charge of discipline, focuses on alternatives to suspension, Supervises the Student

Support Services staff, deals with student behavior issues and collaborates with the AP of Culture. The school's Counselor also provides social-emotional counseling in addition to college counseling. 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.

Every student is enrolled in an Advisory course that is grade level specific, and assigned the same "advisor" for the entire school year. The purpose of this course is two-fold: provide students with the study and note-taking skills necessary to succeed, while also addressing social-emotional issues, developing social skills, and for advisor and student to build a relationship of trust and/or mentor.

- 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
- Offer CIF Athletics Program: Softball, baseball, Swimming, Track & Field, Cheer, and Men's volleyball provided students meet: GPA requirements, not chronically absent, and exudes positive behavior.

- 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: UC A-G course; College Prep Course (SAT Workshops)

- PSAT/SAT, & AP testing fee waivers.

- Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

ICEF View Park Preparatory Charter High 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: AP Conferences, SPED Conference, and PBIS (LACOE).

- Goal 2, Action 4: TECHNOLOGY

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

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

ICEF View Park Preparatory Charter High 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 (5).
- Continue to implement Character Counts, and Second Step Character Education Program
- Administer student and staff survey to measure student engagement, school climate and safety.

ICEF View Park Preparatory Charter High 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:

ICEF View Park Preparatory Charter High 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 staff, and to Parent Square, to provide two-way engagement, and communicating with parents.

2017-18

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

- Goal 1 includes instructional assistants who will work with Unduplicated Students through push-in/pullout academic support and intervention in ELA and math, under the supervision of the Instructional Specialist, and Math Coach. (Goal 1, Action 1, 3)
- Assessments in Math using MDTP (diagnostic); Achieve 3000 for reading comprehension Lexile Level, and NWEA for ELA & Math: 3 times/year
- Academic Intervention Additional ELA Support Block for Achieve 3000; English 3D for EL ELD; Double ELA Block for underperforming students (for grades 9-11: ELA Resource Class: ERWC for grade 12)
- Social-emotional support from School Counselor (Goal 1, Action 1, 4) provides counseling, mentoring program and Alternatives to Suspension.

- Student Engagement: Visits to college/universities, Leadership Opportunities, and test prep for SAT/ACT
- 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, Achieve 3000, Revolution K12, Culturally relevant instructional strategies and targeted group structure
- 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, Revolution K12 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.