

# 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 ACCELERATED CHARTER (K-5)	AKeysha Goods, Principal	<a href="mailto:Akeysha.goods@icefps.org">Akeysha.goods@icefps.org</a> 323.290.6961

## 2017-20 Plan Summary

### The Story

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

View Park Preparatory Elementary School (VPPEs) is a direct-funded urban charter school located in Southwest Los Angeles within the Crenshaw corridor of the Park Mesa Heights community that operates on a traditional school calendar. Our school provides students from under-performing public schools with a high quality educational program within the community. View Park serves 483 students in grades TK-5. Our student demographics include: 96% African American, 3% Hispanic, of which 7% are Students with Disabilities, 1% English Language Learners (ELL), 1% Foster Youth, and 86% who qualify for free/reduced lunch.

Our school welcomes parents and community members to participate in schoolwide events and/or in the decision making process that support the school’s mission and vision. For students who struggle academically, our school provides intervention programs that include targeted group structures and after-school academic tutoring. Our students participate in visiting colleges and universities a part of our college-going culture and high expectations. Additionally, we have implemented the PBIS program to improve school culture and climate, an alternative to suspension program.

# LCAP Highlights

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

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

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

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

### Greatest Needs

The following are a list of the State Indicators for which, ICEF View Park Preparatory Charter School, has earned an “orange” performance level for “all students,” for the following State Indicators:

- Suspension Rate: Our school has implemented PBIS, and Alternatives to Suspension. Our school has partnered with Counseling Partners of LA who provide 2 counselors in addition to our counselor to provide social-emotional support for our students.
- ELA: : Our Language Literacy Specialist provides both push-in and pullout support for our Tier 1 and 2 students. This year was our initial implementation of Lucy Calkin’s Reader’s adoption. Last year was the writer’s adoption. Our teachers collaborate during weekly planning to review student work and assessments to identify areas for re-teaching in ELA and Mathematics.

- Math: This school year was our initial implementation of SWUN Math that included a Math coach who provided professional development, modeled lessons, assisted with planning and test prep on a bi-monthly basis. Our school also provides Saturday School in ELA and math led by classroom teachers to re-teach concepts, for our struggling students, offered twice per month.

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

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

### **Performance Gaps**

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

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

### **Increased or Improved services**

See DIISUP Section

# Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 6,134,880
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,149,958

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	\$ 4,740,802

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

**GOAL #1: Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Program in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups.**

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

### Annual Measureable Outcomes

Expected

Actual

**Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8: -30 DFL3**

2016-17: -69.7 DFL3

**Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8: -55 DFL3**

2016-17: -79.4 DFL3

**Increase attendance rates: 93.5%**

2016-17: 92% Outcome Not met

**Decrease Chronic Absenteeism rates: (2% decline annually): 19%**

2016-17; Outcome Not Met

Expected

Actual

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VIEW PARK ELEMENTARY			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	580	156	26.9%
AFRICAN-AMERICAN	536	142	26.5%
HISPANIC	23	9	39.1%
SOC. ECON DISADV	505	145	28.7%
SPED	39	6	15.4%

**% of students access broad course of study: PE, Art, Dance, Computers.**

100% Outcome Met

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

2016-17: 6.7%

**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><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>View Park Preparatory Accelerated Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> <li>21 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>4 Enrichment Instructors: PE, Art, Dance &amp; computers</li> <li>10 Instructional Aides: provide academic support during the school day</li> <li>Leadership Team: in charge of meeting weekly; to review schoolwide data; CAASPP Results, scheduling, discipline, operations; parent engagement <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> </ul> </li> </ol>	<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>View Park Preparatory Accelerated Charter School employed the following staff to support the school's educational program the goals, actions and services outlined in this LCAP.</p> <ol style="list-style-type: none"> <li>19 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>4 Enrichment Instructors: PE, Art, Dance &amp; computers</li> <li>8 Instructional Aides: provide academic support during the school day</li> <li>Leadership Team: in charge of meeting weekly; to review schoolwide data; CAASPP Results, scheduling, discipline, operations; parent engagement <ul style="list-style-type: none"> <li>Principal (shared with MS)</li> <li>Assistant Principal</li> </ul> </li> </ol>	<p>\$3,006,352</p> <ol style="list-style-type: none"> <li>LCFF Base (\$1,543,482)</li> <li>LCFF S&amp;C (\$141,855)</li> <li>LCFF S&amp;C (\$332,384)</li> <li>LCFF Base (\$616,671)</li> <li>LCFF Base (\$256,739)</li> <li>LCFF Base (\$76,972)</li> <li>LCFF S&amp;C (\$28,925)</li> </ol> <ol style="list-style-type: none"> <li>1110</li> <li>2100</li> <li>2100</li> <li>1300, 2400, 2900</li> <li>1175, 1200, 1300</li> <li>2200, 2400</li> <li>1200</li> </ol>	<p>\$2,785,628</p> <ol style="list-style-type: none"> <li>LCFF Base (\$1,449,296)</li> <li>LCFF S&amp;C (\$122,177), LCFF Base (\$71,736)</li> <li>LCFF S&amp;C (\$271,299)</li> <li>LCFF Base (\$112,500), LCFF S&amp;C (239,944)</li> <li>LCFF Base (\$100,850)</li> <li>LCFF Base (\$61,870), LCFF S&amp;C (\$28,000)</li> <li>Special Ed (\$327,956)</li> </ol> <ol style="list-style-type: none"> <li>1000, 3000</li> <li>2000, 3000</li> <li>2000, 3000</li> <li>1000, 2000, 3000,</li> </ol>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Instructional Specialist</li> <li>• School Operations Manager</li> <li>• Student Information Coordinator</li> <li>• Community Relations Coordinator</li> <li>• School Counselor</li> </ul> <p>5. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> <li>• Principal (see #4 above)</li> <li>• Assistant Principal (see #4 above)</li> <li>• Instructional Specialist (see #4 above)</li> <li>• Language Literacy Specialist</li> <li>• Math Specialist</li> <li>• Teacher Leaders</li> <li>• RSP Teachers</li> </ul> <p>6. Classified staff:</p> <ul style="list-style-type: none"> <li>• Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism</li> <li>• Janitorial Staff: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Specialist</li> <li>• School Operations Manager (shared with MS)</li> <li>• Student Information Coordinator (Shared with MS) – See #6 below</li> <li>• Community Relations Coordinator (shared with MS)</li> <li>• School Counselor</li> <li>• Licensed Vocational Nurse (2)</li> </ul> <p>5. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional interventions; and ensure school-wide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> <li>• Principal (see #4 above)</li> <li>• Assistant Principal (see #4 above)</li> <li>• Instructional Specialist (see #4 above)</li> <li>• Language Literacy Specialist</li> <li>• Teacher Leaders</li> </ul> <p>6. Classified staff:</p> <ul style="list-style-type: none"> <li>• Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism</li> </ul>		<p>5000</p> <p>5. 1000, 3000</p> <p>6. 2000, 3000, 5000</p> <p>7. 1000, 2000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. LAUSD serves as the school's SELPA Provider:</p> <ul style="list-style-type: none"> <li>• 2 RSP Teachers</li> <li>• 2 Instructional Assistants</li> <li>• 1 Psychologist</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 2 Behavior Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>• Janitorial Staff: 2</li> <li>• IT Technician</li> <li>• Security</li> </ul> <p>7. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. LAUSD serves as the school's SELPA Provider:</p> <ul style="list-style-type: none"> <li>• 2 RSP Teachers</li> <li>• Intervention Specialist</li> <li>• 1 Psychologist</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 2 Behavior Interventionists</li> </ul>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <p>1. View Park Preparatory Accelerated Charter 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"> <li>• NWEA MAP ELA &amp; Math: 3 times/year (Grades 2-5)</li> <li>• Fountas &amp; Pinnell BAS Assessment: Grades TK-5</li> <li>• Interim Assessment Block (IAB)</li> <li>• Lucy Calkins Writing Assessments</li> <li>• Formative &amp; Summative across all disciplines</li> </ul> <p>2. In addition, View Park Preparatory Accelerated Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-5</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 5</li> </ul>	<p><b><u>ASSESSMENTS</u></b></p> <p>1. View Park Preparatory Accelerated Charter School staff has 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"> <li>• NWEA MAP ELA &amp; Math: 3 times/year (Grades 2-5)</li> <li>• Fountas &amp; Pinnell BAS Assessment: Grades TK-5</li> <li>• Interim Assessment Block (IAB)</li> <li>• Lucy Calkins Writing Assessments</li> <li>• Formative &amp; Summative across all disciplines</li> <li>• iReady Assessments: 2 times/year</li> </ul> <p>2. In addition, View Park Preparatory Accelerated Charter School students also participated in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-5</li> <li>• CELDT: Initial only</li> </ul>	<p>\$57,850</p> <p>LCFF S&amp;C</p> <p>4310</p>	<p>\$11,639</p> <p>LCFF S&amp;C</p> <p>4000</p>

Planned  
Actions/Services

- Physical Fitness Test (PFT): Grades 5

Actual  
Actions/Services

- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5
- Physical Fitness Test (PFT): Grade 5

Budgeted  
Expenditures

Estimated Actual  
Expenditures

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>View Park Preparatory Accelerated Charter 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"> <li>Based on student performance on internal assessments, students will be placed on tier 1, 2, or 3 of RTI. Tier 1 students will receive Core Classroom Instruction. Tier 2 students will receive Targeted Small Group Instruction. Tier 3 students will receive Intensive Individual Intervention to include referral to the SST, where specific strategies can be incorporated to help the student progress.</li> <li>Possible Interventions</li> </ol>	<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>View Park Preparatory Accelerated Charter 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 have been assessed for intervention and describe the types of intervention strategies that have been implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>Based on student performance on internal assessments, students were placed on tier 1, 2, or 3 of RTI. Tier 1 students will receive Core Classroom Instruction. Tier 2 students received Targeted Small Group Instruction. Tier 3 students will receive Intensive Individual Intervention to include referral to the SST, where specific strategies can be incorporated to help the student progress.</li> <li>Possible Interventions</li> </ol>	<p>\$84,113</p> <p>Title I</p> <p>2100</p>	<p>\$3,625</p> <p>LCFF S&amp;C</p> <p>1000, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• After-School Tutoring</li> <li>• Targeted Group Structures during the school day</li> <li>• Pull-out/push-in targeted academic support provided by the Instructional Aides.</li> <li>• iReady, Spelling City - are used for intervention</li> <li>• Student Success Team Referral</li> </ul> <p>3. Students who require additional support will participate in an after-school intervention program that is led by his/her classroom teacher or another teacher of the same grade level.</p>	<ul style="list-style-type: none"> <li>• After-School Tutoring – by a credentialed teacher: 2 times/week</li> <li>• Targeted Group Structures during the school day</li> <li>• Pull-out/push-in targeted academic support provided by the Instructional Aides.</li> <li>• iReady, Spelling City - are used for intervention: TK-5</li> <li>• Student Success Team Referral</li> <li>• Saturday School: instruction by credentialed teacher</li> </ul> <p>3. Students who require additional support participated in an after-school intervention program that is led by his/her classroom teacher or another teacher of the same grade level. (See #2 above)</p>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b></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"> <li>• <b>Designated Instructional Services (DIS) Counseling</b></li> <li>• <b>General Education Counseling Services</b></li> <li>• <b>Families in Transition-</b> A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student’s environment so they can grow personally and academically.</li> <li>• <b>Imagine Etiquette-</b> Girls Mentoring Program; Boys Intervention</li> <li>• <b>Chess Tutors</b> - Behavioral Modification and Intervention through Chess</li> </ul>	<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b></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 were provided to meet the needs of our students</p> <ul style="list-style-type: none"> <li>• <b>Designated Instructional Services (DIS) Counseling</b></li> <li>• <b>General Education Counseling Services</b></li> <li>• <b>Families in Transition-</b> A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student’s environment so they can grow personally and academically.</li> <li>• <b>Imagine Etiquette-</b> Girls Mentoring Program; Boys Intervention</li> <li>• <b>Chess Tutors</b> - Behavioral Modification and Intervention through Chess</li> </ul>	<p>\$45,000</p> <p>LCFF S&amp;C</p> <p>5851</p>	<p>\$21,882</p> <p>LCFF S&amp;C</p> <p>5000</p>

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STUDENT ENGAGEMENT</u></b> 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"> <li>1. Provide field (learning) trips aligned to the content standards: Museums, Mission, Discovery Cube, Science Center, Riley’s Farm, Astro Camp, etc.</li> <li>2. Host Historically Black Colleges University (HBCU) Week, promoting college-going culture.</li> <li>3. Provide students with leadership opportunities through student council.</li> <li>4. Provide students with various educational experiences through arc, the after-school program</li> <li>5. Provide a variety of after-school programs to include: <ul style="list-style-type: none"> <li>• Imagine Etiquette- Girls Mentoring</li> </ul> </li> </ol>	<p><b><u>STUDENT ENGAGEMENT</u></b> In order to provide students with relevant learning experiences outside of the classroom, our school has hosted and/or provide the following:</p> <ol style="list-style-type: none"> <li>1. Provided field (learning) trips aligned to the content standards: Museums, Mission, Discovery Cube, Science Center, Riley’s Farm, Astro Camp, Guided Discovery, and STAR Eco Station.</li> <li>2. Host Historically Black Colleges University (HBCU) Week, promoting college-going culture.</li> <li>3. Provided students with leadership opportunities through student council.</li> <li>4. Provided students with various educational experiences through ARC, the after-school program sports program: Rugby, Soccer and Lacrosse.</li> </ol>	<p>\$204,500</p> <ol style="list-style-type: none"> <li>1. LCFF S&amp;C (\$15,000)</li> <li>2. LCFF S&amp;C (\$1,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> <li>4. ASES (\$112,500)</li> <li>5. LCFF S&amp;C (\$75,000)</li> </ol> <ol style="list-style-type: none"> <li>1. 5812</li> <li>2. 4390</li> <li>3. 1175</li> <li>4. 5851</li> <li>5. 5851</li> </ol>	<p>\$129,500</p> <ol style="list-style-type: none"> <li>1. LCFF S&amp;C (\$17,000)</li> <li>2. No additional cost</li> <li>3. No additional cost</li> <li>4. ASES (\$112,500)</li> <li>5. See Goal 1, Action 4</li> </ol> <p>5000</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Program; Boys Intervention <ul style="list-style-type: none"> <li>• Chess Tutors</li> <li>• H.M. Logi Tech Robotics</li> <li>• STEAM for girls</li> <li>• Jordan Martial Arts</li> </ul>	5. Provided a variety of after-school programs to include: <ul style="list-style-type: none"> <li>• Imagine Etiquette- Girls Mentoring Program; Boys Intervention</li> <li>• Chess Tutors</li> </ul>		

### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: Art, Dance, Computer/Keyboarding, &amp; PE.</p>	<p><b><u>COURSE ACCESS:</u></b></p> <p>In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects that included: Art, Dance, Computer/Keyboarding, &amp; PE.</p>	See Goal 1, Action 1  LCFF Base  2100	See Goal 1, Action 1

## Analysis

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

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

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

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

Our school 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 with Actions 2-5 are a result of staffing expenses were already allocated in Goal 1, Action 1.

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

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

### Annual Measureable Outcomes

Expected

Actual

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

100% Outcome Met

**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.**

<b>ELA</b>	<b>3</b>
<b>ELD</b>	<b>2</b>
<b>MATH</b>	<b>3</b>
<b>NGSS</b>	<b>2</b>
<b>HISTORY</b>	<b>2</b>

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

100% Outcome Met

**Increase percentage of EL who progress in English Proficiency**

2017-18: 0% - Outcome Not Met

Expected

Actual

(CELDT): 20%

Increase English Learner reclassification rate: 38%

20% Outcome Not Met

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

## Actions / Services

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

#### PROFESSIONAL DEVELOPMENT

- 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:
  - Lucy Calkins Reader’s Workshop
  - Lucy Calkins Writer’s Workshop
  - SWUN Math
  - Analyzing & understanding NWEA MAP assessment

#### PROFESSIONAL DEVELOPMENT

- 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 included the following topics:
  - Lucy Calkin’s Readers and Writers Workshop
  - SWUN Math
  - NGSS
  - Guided Reading
  - Phonics Instruction: K-1
  - Implementing an Effective Daily 5

\$49,500

LCFF S&C

- 5850
- 1175
- 5200
- 5860

\$48,688

LCFF S&C

5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD beginning August 1 through August 12.</li> <li>• Early dismissal Wednesdays PDs.</li> <li>• 3 Non-instructional days for Data analysis</li> </ul> <p>3. Members of our teaching staff and/or Instructional Leadership Team plan to attend the following conferences:</p> <ul style="list-style-type: none"> <li>• California Charter Schools Association (CCSA) Conference</li> <li>• Professional Learning Communities Conference</li> <li>• TK-Kinder Conference</li> </ul> <p>4. Administer teacher survey to gather input and feedback on PD, support and needs.</p>	<p>Workshop</p> <ul style="list-style-type: none"> <li>• Developing Standards-Based Assessments</li> <li>• PBIS</li> <li>• Claims &amp; Targets: Grades 3-5</li> <li>• Using the Digital Library</li> <li>• Understanding shifts in CC Math</li> <li>• iReady: Using data to guide instruction and intervention</li> <li>• Teacher Effectiveness Framework (TEF)</li> </ul> <p>2. Professional development for all teachers took place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 week institute</li> <li>• 4 Non-instructional Days: Focus - Data Days</li> <li>• Weekly Wednesday PD: during the academic school year</li> <li>• Lesson Study: 2 times/month</li> </ul> <p>3. Members of our teaching staff and/or Leadership team attended in the following conferences:</p> <ul style="list-style-type: none"> <li>• Language Literacy Intervention Conference</li> </ul>		

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

4. Teacher survey was administered to gather input and feedback on PD, support and needs.

## Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

### **ELD PROGRAM**

View Park Preparatory Accelerated Charter 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.

### **ELD PROGRAM**

ICEF View Park Preparatory Charter 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 CELDT Coordinator (Credentialed LLI teacher) administered the CELDT, and ELPAC assessment. Throughout the year, the principal and teachers review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments and student

\$6,000

Title I

5850

No additional cost to school

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

work to ensure academic growth in ELA  
and math.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CURRICULUM</u></b> Every student has access to standards-aligned curriculum. ICEF View Park Preparatory Charter School will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell: Leveled Literacy Intervention</li> <li>• SWUN Math</li> <li>• iReady (subscription)</li> </ul>	<p><b><u>CURRICULUM</u></b> Every student has access to standards-aligned curriculum. As such, our school purchased the following curriculum:</p> <ul style="list-style-type: none"> <li>• Reading Units of Study</li> <li>• SWUN Math</li> </ul> <p>The following are the supplemental curriculum purchased primarily for academic intervention.</p> <ul style="list-style-type: none"> <li>• iReady (subscription)</li> <li>• Brain Pop</li> <li>• Flocabulary</li> <li>• Imagine It Phonics</li> </ul>	<p>\$93,289</p> <p>LCFF S&amp;C</p> <p>4110, 4210</p>	<p>\$46,129</p> <p>LCFF Base (\$20,556.), LCFF S&amp;C (\$25,572)</p> <p>4000</p>



## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b> At View Park Elementary Charter School, the student to device ratio is 1:1.</p> <ol style="list-style-type: none"> <li>The Principal will also develop an annual needs assessment for future purchases and upgrades.</li> <li>IT Tech Support is provided by the ICEF Home office that includes installation of devices, tech support and maintenance.</li> </ol>	<p><b><u>TECHNOLOGY</u></b> In order to provide all students with access to digital media, our school has purchased/leased the following:</p> <ol style="list-style-type: none"> <li>Chromebook replacement laptops.</li> <li>IT Technician provided tech support with all technology devices including web browser security updates on laptops for state mandated testing requirements.</li> </ol>	<p>\$13,000</p> <ol style="list-style-type: none"> <li>LCFF Base (See Goal 1, Action 1)</li> <li>LCFF Base (\$13,000)</li> </ol> <p>1. 1300 2. 7311</p>	<p>\$18,810</p> <ol style="list-style-type: none"> <li>LCFF S&amp;C (\$1,468)</li> <li>LCFF Base (\$17,343)</li> </ol> <p>1. 4000 2. 2000, 3000</p>

## Analysis

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

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

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

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

This year was the initial year of SWUN Math implementation and our teachers received ongoing robust professional development, coaching, observation and feedback. Our school is working towards revising its EL Master Plan using ELPAC results, findings from other assessments, and feedback from teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are as follows:

- Action 2: no additional costs because the ELD coordinator's salary was included in Goal 1, Action 1
- Action 3: Costs for curriculum were less than budgeted for.
- Action 4: Costs for technology

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 0.5%: 2.7%**

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	580	19	17	2.9%	88.2%	11.8%
AFRICAN-AMERICAN	536	16	14	2.6%	85.7%	14.3%
HISPANIC	23	2	2	8.7%	100.0%	0.0%
EL	*	*	*	*	*	*
SOC. ECON DISADV	505	16	14	2.8%	85.7%	14.3%
SPED	39	2	2	5.1%	100.0%	0.0%

2016-17: 2.9% - Outcome not Met

Expected

Actual

Expected	Actual
<b>Maintain expulsion rates: &lt;1%</b>	2016-17: 0% Outcome Met
<b>Facilities Inspection Tool (FIT) Score: Good or Better</b>	Spring 2018 FIT Score: Good – Outcome Met
<b>Increase parent participation rate on parent survey:</b>	2017-18: 20% 87 Parents (Baseline)
<b>Increase student participation rate on student survey:</b>	2017-18: 100% Grades 3-5 (Baseline)

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

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> View Park Preparatory Accelerated Charter 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"> <li>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.</li> <li>2. The Principal &amp; Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school.</li> <li>3. View Park Preparatory Accelerated Charter School has implemented the REAL SHARP character education program.</li> </ol>	<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> View Park Preparatory Accelerated Charter School has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> <li>1. The Leadership Team annually reviews and revises the Comprehensive School Safety Plan. The school’s entire staff received training on the School Safety Plan; Crisis Prevention Institute Training, Safe Schools; and HR Mandated Reporter. Monthly drills have taken place including active shooter, and lock-down.</li> <li>2. The Principal &amp; Assistant Principal developed a supervision schedule that included supervision of students’ before/during and after-school.</li> </ol>	<p>\$15,500</p> <ol style="list-style-type: none"> <li>1. LCFF Base (See Goal 1, Action1)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF S&amp;C (\$5,000)</li> <li>4. LCFF S&amp;C (\$3,000)</li> <li>5. LCFF S&amp;C (\$3,000)</li> <li>6. LCFF S&amp;C (\$1,500)</li> <li>7. LCFF S&amp;C (\$3,000)</li> </ol> <ol style="list-style-type: none"> <li>1. 1300, 2400, 2900</li> <li>2. 1300</li> <li>3. 4310</li> <li>4. 4390</li> <li>5. 4390</li> <li>6. 4390</li> <li>7. 4390</li> </ol>	<p>No additional cost to school</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Assemblies will take place each trimester to recognize students for the following: perfect attendance and academic achievement.</p> <p>5. Monthly REAL SHARP Breakfast acknowledges students who demonstrate the character trait of the month.</p> <p>6. Knight Kudos takes place weekly to recognize students who exhibit the REAL SHARP character trait for the month.</p> <p>7. Student of the Month awards.</p>	<p>3. View Park Preparatory Accelerated Charter School has implemented the SHARP character education program.</p> <p>4. Assemblies took place monthly to recognize students for the following: perfect attendance and academic achievement.</p> <p>5. Monthly SHARP Breakfast acknowledged students who demonstrate the character trait of the month.</p> <p>6. Knight Kudos did not take place this year.</p> <p>7. Student of the Month awards did not take place, but rather the focus was on the SHARP Character Traits.</p> <p>8. In order to address and improve chronic absenteeism rates, our school issued letters to household, meetings with parents of chronically absent students and identify/provide resources to improve student attendance rates.</p>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b> At View Park Preparatory Accelerated Charter School, parent input in decision-making will take place through the School Site Council (SSC).</p>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b> At View Park Preparatory Accelerated Charter School, parent input in decision-making took place through the 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><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b> View Park Preparatory Accelerated Charter 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"> <li>1. Volunteer in school-wide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing.</li> </ol>	<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b> View Park Preparatory Accelerated Charter School provided the following opportunities to engage parents as partners in their child's education. They include:</p> <ol style="list-style-type: none"> <li>1. Volunteer opportunities in school-wide events; to assist teachers in the classroom. All volunteers were TB tested.</li> </ol>	<p>\$6,000</p> <ol style="list-style-type: none"> <li>1. LCFF Base (\$500</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF S&amp;C (\$5,000)</li> <li>4. LCFF S&amp;C (\$500)</li> <li>5. LCFF Base (See Goal 1, Action 1)</li> </ol>	<p>\$28,125</p> <p>LCFF S&amp;C</p> <ol style="list-style-type: none"> <li>1. 2000, 3000</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. The Community Relations Coordinator (CRC) serve as the liaison for parent events, planning, involved in student recruitment, etc.</p> <p>3. PIM Meetings (workshops) on the following topics as requested by parents:</p> <ul style="list-style-type: none"> <li>• Financial Assistance</li> <li>• Homework Assistance</li> <li>• Bullying</li> <li>• Common Core</li> </ul> <p>4. Administer an annual parent survey.</p> <p>5. The CRC will ensure that the school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<p>2. The Community Relations Coordinator (CRC) served as the liaison for parent events, planning, involved in student recruitment, etc.</p> <p>3. PIM monthly meetings (workshops) on the following topics as requested by parents:</p> <ul style="list-style-type: none"> <li>• Financial Assistance</li> <li>• Bullying</li> <li>• Common Core</li> <li>• Social Media</li> </ul> <p>4. Parent surveys were administered. Results will be shared with stakeholders.</p> <p>5. The CRC updated the school's website and social media on a regular basis as a method to communicate with parents.</p>	<p>1. 5890</p> <p>2. 2400</p> <p>3. 4390</p> <p>4. 5300</p> <p>5. 2400</p>	



## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b> 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"> <li>1. Annual facility leasing cost for school site.</li> <li>2. Costs for facility upgrades and/or expansion, maintenance/repairs.</li> <li>3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</li> </ol>	<p><b><u>FACILITIES</u></b> ICEF View Park Preparatory Charter School has implemented 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"> <li>1. Annual facility leasing cost for school site.</li> <li>2. The following upgrades, maintenance, and/or repairs took place this year: playground turf installation, plumbing repairs, gate repairs and additional signage.</li> <li>3. A Facility Inspection (FIT) report was completed.</li> <li>4. Our school subscribes and utilizes <b>Raptor</b> Visitor Management Software; and <b>Go Guardian</b>, Chromebook Management Solutions that keep students safer online and making teaching easier.</li> </ol>	<p>\$773,704</p> <ol style="list-style-type: none"> <li>1. LCFF Base (\$381,054)/SB-740 (\$376,650)</li> <li>2. LCFF S&amp;C (\$15,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> </ol> <p>1. 5610 2. 5630 3. 5860</p>	<p>\$816,820</p> <ol style="list-style-type: none"> <li>1. LCFF Base (\$463,349)/SB-740 (\$338,138)</li> <li>2. LCFF S&amp;C (\$13,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> <li>4. LCFF S&amp;C (\$1,333)</li> </ol> <p>1-4. 5000</p>

## Analysis

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

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

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

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

The actions and services were highly effective in increasing parent engagement schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences occurred with the following actions:

- Action 1: costs for staff to implement this action was identified in Goal 1, Action 1
- Action 3: there were additional costs for increasing parent engagement this year with the addition of a Community Resource Coordinator.

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

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

# Stakeholder Engagement

LCAP Year: 2017-18

## Involvement Process for LCAP and Annual Update

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

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

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

## Impact on LCAP and Annual Update

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

Consultations with stakeholders impacted the LCAP as follows:

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



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

## Goal 1

**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
<b>Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8</b>	-69.7 points below DFL3	-64.7 points below DFL3	-59.7 points below DFL3	-54.7 points below DFL3
<b>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8</b>	-79.4 points below DFL3	-74.4 points below DFL3	-69.4 points below DFL3	-64.4 points below DFL3
<b>Increase attendance rates:</b>	92%	93%	93.5%	94%
<b>Decrease Chronic Absenteeism rates: (1% decline annually)</b>	26.9%	26%	25%	24%
<b>% of students access broad course of study: PE, Art, Dance &amp; Computers.</b>	100%	100%	100%	100%
<b>Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT</b>	6.7%	8.7%	10.7%	12.7%

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

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

2018-19 Actions/Services

**STAFF TO SUPPORT SCHOOL'S BASE PROGRAM**

2019-20 Actions/Services

2017-18 Actions/Services

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

1. 21 Classroom Teachers that are appropriately credentialed and assigned.
2. 4 Enrichment Instructors: PE, Art, Dance & computers
3. 10 Instructional Aides: provide academic support during the school day
4. Leadership Team: in charge of meeting weekly; to review schoolwide data; CAASPP Results, scheduling, discipline, operations; parent engagement
  - Principal
  - Assistant Principal
  - Instructional Specialist
  - School Operations Manager
  - Student Information Coordinator
  - Community Relations Coordinator
  - School Counselor
5. Instructional Leadership Team: student achievement data; assess impact of academic and social-emotional

2018-19 Actions/Services

ICEF View Park Preparatory Charter School (TK-5) will employ **19 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

2019-20 Actions/Services



2017-18 Actions/Services

interventions; and ensure school-wide policies and procedures are adhered to:

- Principal (see #4 above)
- Assistant Principal (see #4 above)
- Instructional Specialist (see #4 above)
- Language Literacy Specialist
- Math Specialist
- Teacher Leaders
- RSP Teachers

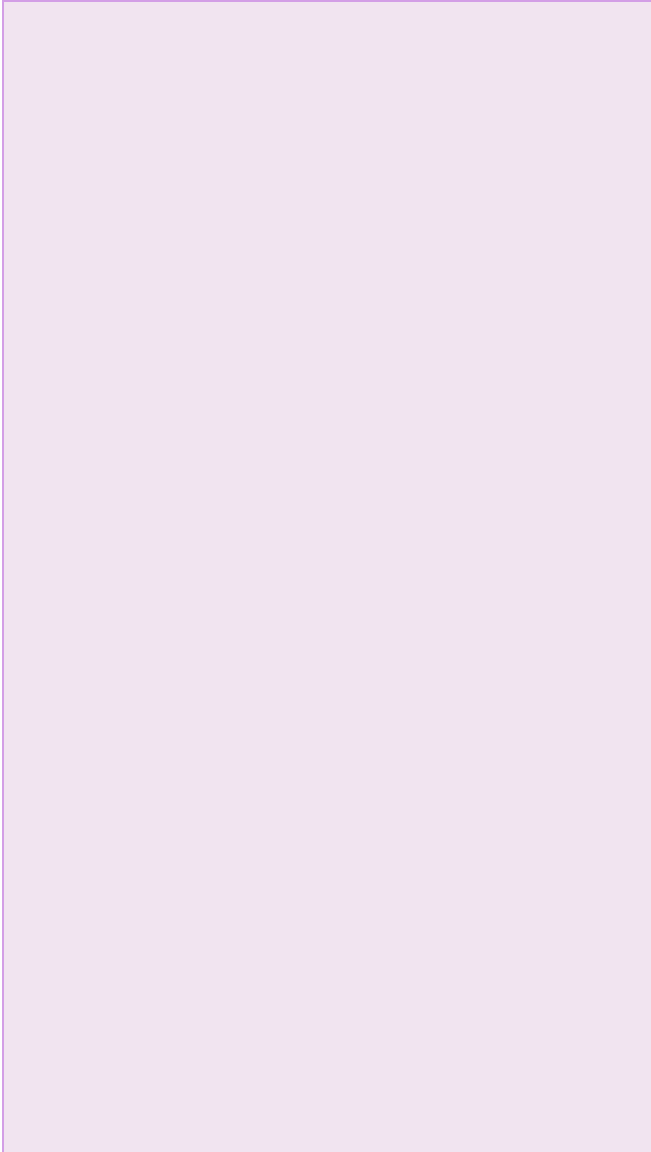
6. Classified staff:

- Student Information Coordinator: in charge of CALPADS Coordinator, registration, attendance, chronic absenteeism
- Janitorial Staff: 2

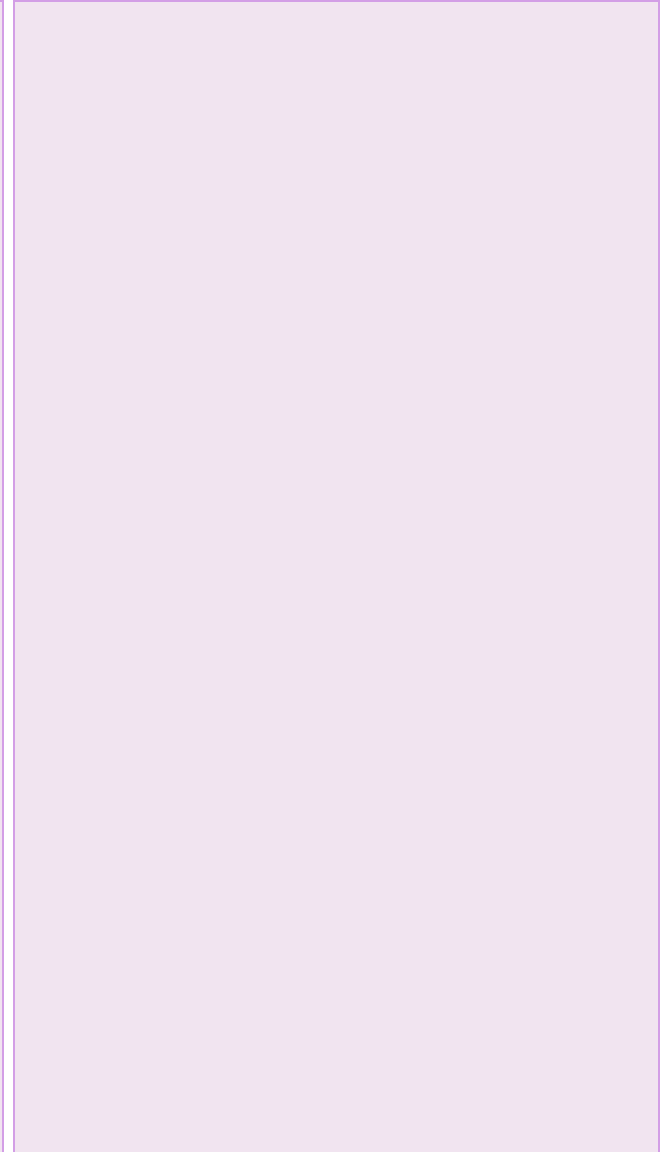
7. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. LAUSD serves as the school's SELPA Provider:

- 2 RSP Teachers
- 2 Instructional Assistants
- 1 Psychologist
- 1 Speech Pathologist (contracted)
- 1 Occupational Therapist (contracted)
- 2 Behavior Interventionists

2018-19 Actions/Services



2019-20 Actions/Services



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,006,352	\$1,580,736	\$1,643,965
Source	1. LCFF Base (\$1,543,482) 2. LCFF S&C (\$141,855) 3. LCFF S&C (\$332,384) 4. LCFF Base (\$616,671) 5. LCFF Base (\$256,739) 6. LCFF Base (\$76,972) 7. LCFF S&C (\$28,925)	LCFF Base	LCFF Base
Budget Reference	1. 1110 2. 2100 3. 2100 4. 1300, 2400, 2900 5. 1175, 1200, 1300 6. 2200, 2400 7. 1200	1000, 3000	1000, 3000

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**ASSESSMENTS**

1. View Park Preparatory Accelerated Charter School staff will implement multiple types of assessments in order to

2018-19 Actions/Services

**ASSESSMENTS**

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: 3 times/year (Grades 2-5)</li> <li>• Fountas &amp; Pinnell BAS Assessment: Grades TK-5</li> <li>• Interim Assessment Block (IAB)</li> <li>• Lucy Calkins Writing Assessments</li> <li>• Formative &amp; Summative across all disciplines</li> </ul> <p>2. In addition, View Park Preparatory Accelerated Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-5</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 5</li> <li>• Physical Fitness Test (PFT): Grades 5</li> </ul>	<p>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"> <li>• Fastbridge ELA &amp; Math: 3 times/year</li> <li>• Benchmark Assessment System (BAS) Fountas &amp; Pinnell - 3 times/year</li> <li>• Lucy Calkins Writing Assessments</li> <li>• Swun Math Trimester Benchmarks - 3 times/year</li> </ul> <p>In addition, View Park Preparatory Charter School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• ELPAC: Initial &amp; Summative for ELL</li> <li>• CAASPP: ELA &amp; Math – Grades 3-5</li> <li>• CA Science Test (CAST): Grade 5</li> <li>• Physical Fitness Test: Grade 5</li> </ul>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$57,850	\$10,000	\$10,000

Year	2017-18	2018-19	2019-20
Source	LCFF S&C	LCFF Base	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)

**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

**ACADEMIC INTERVENTIONS**  
View Park Preparatory Accelerated Charter School will align academic interventions to core instruction; and grade level content to

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**  
ICEF View Park Preparatory Charter School

2019-20 Actions/Services

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

## 2018-19 Actions/Services

will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps.

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by the **Assistant Principal of Instruction**. The **Math Specialist** coaches all teachers on the newly implemented Math curriculum, Swun Math, models lessons and provides essential feedback. The **Language Literacy Specialist** primarily focuses on low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies.

In order to support our struggling unduplicated students, our **(6) Instructional Assistants** with an additional **(2) Instructional Assistants** that will focus on Literacy support in the classroom during the instructional day.

As a result of our school's performance on

## 2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

CAASPP, and NWEA assessments the master calendar has been modified to include intervention blocks for ELA and Math.

- **ELA Daily 5:** 50-minutes of push-in support by the Literacy Specialist and literacy Instructional Assistants, using Fountas & Pinnell LLI.
- **Math:** the Math Instructional Assistants provide push-in support in the classroom during the 30-minute intervention block using Number Worlds and Beyond the Basic Facts from SWUN Math (newly adopted math curriculum).

Additionally, our school will provide **Saturday School** led by credentialed teachers based on the Core Power Standards, focusing on students who are at the Level 2 on CAASPP (standard nearly met). This 10-week intervention program will include pre and post assessments to measure student progress and growth, and the program's effectiveness.

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

2019-20 Actions/Services

[Empty box for 2019-20 Actions/Services]



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- **iReady web-based (subscription)**
- **Number Worlds (subscription)**
- **Brain Pop (subscription)**
- **Flocabulary (subscription)**
- **Thinking Maps materials**

ICEF View Park Preparatory Charter School provides an **after-school academic and social enrichment** program in partnership with ARC.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$84,113	\$755,292	\$780,589
Source	Title I	1. LCFF S&C (457,490) 2. Title I (\$174,952) 3. ASES (\$122,850)	1. LCFF S&C (475,789) 2. Title I (\$181,950) 3. ASES (\$122,850)
Budget Reference	2100	1. 1000, 3000 2. 1000, 2000, 3000 3. 5000	1. 1000, 3000 2. 1000, 2000, 3000 3. 5000

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

## 2017-18 Actions/Services

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

- **Designated Instructional Services (DIS) Counseling**
- **General Education Counseling Services**
- **Families in Transition-** A program designed to identify, provide outreach, and connect homeless and transitional students and their families to the appropriate services needed to stabilize a student's environment so they can grow personally and academically.
- **Imagine Etiquette-** Girls Mentoring Program; Boys Intervention
- **Chess Tutors -** Behavioral Modification and Intervention through Chess

## 2018-19 Actions/Services

### **SUPPORT/INTERVENTION:**

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

ICEF View Park Preparatory Charter School has also implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the **Assistant Principal of Culture**, who closely monitors chronic absenteeism rates and meets with families; **(2) School Counselors** who provides social-emotional counseling, **Counseling Assistants (2) from Counseling Partners of Los Angeles**, who work directly with students under the supervision of the Counselors. The **School Information Coordinator** tracks and monitors student attendance, chronic absenteeism rates, and behavior, and communicates (phone calls/correspondence) with families and the AP of Culture.

## 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$279,362	\$290,016
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	5851	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STUDENT ENGAGEMENT**

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

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

2017-18 Actions/Services

- classroom, our school will host and/or provide the following:
1. Provide field (learning) trips aligned to the content standards: Museums, Mission, Discovery Cube, Science Center, Riley’s Farm, Astro Camp, etc.
  2. Host Historically Black Colleges University (HBCU) Week, promoting college-going culture.
  3. Provide students with leadership opportunities through student council.
  4. Provide students with various educational experiences through arc, the after-school program
  5. Provide a variety of after-school programs to include:
    - Imagine Etiquette- Girls Mentoring Program; Boys Intervention
    - Chess Tutors
    - H.M. Logi Tech Robotics
    - STEAM for girls
    - Jordan Martial Arts

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
  - Math Field Day Competition
  - Art Competition
  - Provide after-school clubs and organizations
  - Field Trips to colleges/universities
  - Establish student council
- Continued partnership with Getty Museum and LACMA to incorporate the arts in classroom instruction. This partnership provides professional development for the Art teacher and field trips to Getty.

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$204,500	\$27,000	\$27,000
Source	1. LCFF S&C (\$15,000) 2. LCFF S&C (\$1,000) 3. LCFF S&C (\$1,000) 4. ASES (\$112,500) 5. LCFF S&C (\$75,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 5812 2. 4390 3. 1175 4. 5851 5. 5851	5000	5000

## Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS:**

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

**COURSE ACCESS:**

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



2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$160,230	\$166,639
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	2100	2000, 3000	2000, 3000

# Action 7

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:**

SPED Team: to provide instructional and

2017-18 Actions/Services

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2018-19 Actions/Services

<p>social emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> <li>• 1 RSP Teachers</li> <li>• 2 Intervention Specialist</li> <li>• Counselor (2): .30PTE</li> <li>• Psychologist (1)</li> <li>• IEP Clerk</li> <li>• Contracted services: Speech Pathologist, Occupational Therapist, Nurse</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$323,007	\$333,928
Source		Special Education	Special Education
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
<b>% of students that will have access to standards-aligned instructional materials:</b>	100%	100%	100%	100%
<b>% of teachers who are appropriately credentialed and assigned.</b>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
<b>Increase percentage of EL who progress in English Proficiency (CELDT):</b>	17%	0%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.			
<b>Increase English Learner reclassification rate:</b>	33%	20%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.			
<b>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.</b>	Baseline	<b>ELA</b>	<b>3</b>	<b>ELA</b>	<b>3</b>	<b>ELA</b>	<b>4</b>
		<b>ELD</b>	<b>2</b>	<b>ELD</b>	<b>3</b>	<b>ELD</b>	<b>3</b>
		<b>MATH</b>	<b>3</b>	<b>MATH</b>	<b>3</b>	<b>MATH</b>	<b>4</b>
		<b>NGSS</b>	<b>2</b>	<b>NGSS</b>	<b>3</b>	<b>NGSS</b>	<b>3</b>
		<b>HISTORY</b>	<b>2</b>	<b>HISTORY</b>	<b>2</b>	<b>HISTORY</b>	<b>3</b>

**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 School provides all teachers with evidence based

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:

- Lucy Calkins Reader's Workshop
- Lucy Calkins Writer's Workshop
- SWUN Math
- Analyzing & understanding NWEA MAP assessment

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

- Summer PD beginning August 1 through August 12.
- Early dismissal Wednesdays PDs.
- 3 Non-instructional days for Data analysis

3. Members of our teaching staff and/or Instructional Leadership Team plan to attend the following conferences:

- California Charter Schools Association (CCSA) Conference
- Professional Learning Communities Conference
- TK-Kinder Conference

## 2018-19 Actions/Services

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

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

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

## 2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

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

- LAUSD PBIS Training
- CCSA Conference
- Lucy Calkins (Teacher’s College)
- Thinking Maps

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$49,500	\$21,650	\$21,650
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	1. 5850 2. 1175 3. 5200 4. 5860	5000	5000



## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners

Limited to Unduplicated Student Group

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ELD PROGRAM**

View Park Preparatory Accelerated Charter

**ELD PROGRAM**

ICEF View Park Preparatory Charter School

2017-18 Actions/Services

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.

2018-19 Actions/Services

will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The Language Literacy Specialist will administer the ELPAC and provide Designated ELD instruction daily for 30 minutes. Our school will also purchase **National Geographic: Reach for Reading** for its ELD Curriculum for implementation. The principal, Language Literacy Specialist and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$10,000	\$10,000
Source	Title I	LCFF S&C	LCFF S&C
Budget Reference	5850	4000	4000

## Action 3

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

**Students to be Served:**

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

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. 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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- supplemental instructional materials:
- Fountas & Pinnell: Leveled Literacy Intervention
  - SWUN Math
  - iReady (subscription)

- Preparatory Charter School plans to purchase the following curriculum which includes but is not limited to:
- SWUN Math Consumable

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$93,289	\$30,000	\$30,000
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

**TECHNOLOGY**  
At View Park Elementary Charter School, the student to device ratio is 1:1.

2018-19 Actions/Services

**TECHNOLOGY**  
ICEF View Park Preparatory Charter School has successfully implemented a 1:1 student

2019-20 Actions/Services

2017-18 Actions/Services

1. The Principal will also develop an annual needs assessment for future purchases and upgrades.
2. IT Tech Support is provided by the ICEF Home office that includes installation of devices, tech support and maintenance.

2018-19 Actions/Services

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

- Chromebooks (replacement)

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$4,000	\$4,000
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (\$13,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 1300 2. 7311	4000	4000

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

Unchanged Goal

### Goal 3

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

#### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

#### Identified Need:

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

#### Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:</b>	Met	Met	Met	Met
<b>Decrease suspension rates annually by 0.5%</b>	2.9%	2.4%	Maintain <2%	<2%
<b>Maintain expulsion rates:</b>	0%	<1%	<1%	<1%
<b>Administer Facility Inspection Tool (FIT): Score Good or Better</b>	Good	Good	Good	Good
<b>Increase parent participation rate on parent survey:</b>	Baseline	20% (87 parents)	22%	24%
<b>Maintain student participation rate on student survey:&gt;90%</b>	Baseline	100% Grades 3-5	>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)

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)

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

Unchanged

2019-20 Actions/Services

2017-18 Actions/Services

**SCHOOL CLIMATE & SAFETY**

View Park Preparatory Accelerated Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. The Principal & Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. View Park Preparatory Accelerated Charter School has implemented the REAL SHARP character education program.
4. Assemblies will take place each trimester to recognize students for the following: perfect attendance and academic achievement.
5. Monthly REAL SHARP Breakfast acknowledges students who demonstrate the character trait of the month.

2018-19 Actions/Services

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

ICEF View Park Preparatory Charter 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)**
- Continue to implement SHARP Character Education program
- Monthly and End of Year Award Assembly
- Administer student and staff survey to measure student engagement, school climate and safety.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- 6. Knight Kudos takes place weekly to recognize students who exhibit the REAL SHARP character trait for the month.
- 7. Student of the Month awards.

ICEF View Park Preparatory Charter 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	\$15,500	\$66,536	\$69,095
Source	<ul style="list-style-type: none"> <li>1. LCFF Base (See Goal 1, Action1)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF S&amp;C (\$5,000)</li> <li>4. LCFF S&amp;C (\$3,000)</li> <li>5. LCFF S&amp;C (\$3,000)</li> <li>6. LCFF S&amp;C (\$1,500)</li> <li>7. LCFF S&amp;C (\$3,000)</li> </ul>	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference	1. 1300, 2400, 2900 2. 1300 3. 4310 4. 4390 5. 4390 6. 4390 7. 4390	2000, 3000, 5000	2000, 3000, 5000

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

At View Park Preparatory Accelerated Charter School, parent input in decision-

2018-19 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

ICEF View Park Preparatory Charter School

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

making will take place through the School Site Council (SSC).

parent input in decision-making will take place through the School Site Council (SSC).

**Budgeted Expenditures**

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

## Action 3

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**OPPORTUNITIES FOR PARENT PARTICIPATION**

View Park Preparatory Accelerated Charter

**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

## 2017-18 Actions/Services

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

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

## 2018-19 Actions/Services

ICEF View Park Preparatory Charter 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)
- Parent workshops
- Communicate with families
- Provide translation services
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Families/guardians will also have access to **Illuminate (parent portal)** where they can view their child's academic progress and communicate with teachers.
- Ensure school's website is updated regularly for parents
- Administer annual **Parent Survey**

## 2019-20 Actions/Services



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$40,153	\$41,428
Source	1. LCFF Base (\$500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$5,000) 4. LCFF S&C (\$500) 5. LCFF Base (See Goal 1, Action 1)	LCFF S&C	LCFF S&C
Budget Reference	1. 5890 2. 2400 3. 4390 4. 5300 5. 2400	2000, 3000, 5000	2000, 3000, 5000

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**FACILITIES**

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's

2018-19 Actions/Services

**FACILITIES**

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>program:</p> <ol style="list-style-type: none"> <li>1. Annual facility leasing cost for school site.</li> <li>2. Costs for facility upgrades and/or expansion, maintenance/repairs.</li> <li>3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</li> </ol>	<ul style="list-style-type: none"> <li>• Facility Site (leasing costs)</li> <li>• Provide maintenance and repairs to ensure a clean and safe facility</li> <li>• Administer annual FIT report</li> </ul>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$773,704	\$841,992	\$866,952
Source	<ol style="list-style-type: none"> <li>1. LCFF Base (\$381,054)/SB-740 (\$376,650)</li> <li>2. LCFF S&amp;C (\$15,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> </ol>	LCFF Base (\$391,464), SB-740 (\$440,528), LCFF S&C (\$10,000)	LCFF Base (\$416,424), SB-740 (\$440,528), LCFF S&C (\$10,000)
Budget Reference	<ol style="list-style-type: none"> <li>1. 5610</li> <li>2. 5630</li> <li>3. 5860</li> </ol>	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

\$ 1,144,463

31.82%

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

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

## **2018-19:**

ICEF View Park Preparatory Charter 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.

ICEF View Park Preparatory Charter School will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

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

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by the Assistant Principal of Instruction. The Math Specialist coaches all teachers on the newly implemented Math curriculum, Swun Math, models lessons and provides essential feedback. The Language Literacy Specialist

primarily focuses on low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies.

In order to support our struggling unduplicated students, our (6) Instructional Assistants with an additional (2) Instructional Assistants that will focus on Literacy support in the classroom during the instructional day.

As a result of our school's performance on CAASPP, and NWEA assessments the master calendar has been modified to include intervention blocks for ELA and Math.

- ELA Daily 5: 50-minutes of push-in support by the Literacy Specialist and literacy Instructional Assistants, using Fountas & Pinnell LLI.

- Math: the Math Instructional Assistants provide push-in support in the classroom during the 30-minute intervention block using Number Worlds and Beyond the Basic Facts from SWUN Math (newly adopted math curriculum).

Additionally, our school will provide Saturday School led by credentialed teachers based on the Core Power Standards, focusing on students who are at the Level 2 on CAASPP (standard nearly met). This 10-week intervention program will include pre and post assessments to measure student progress and growth, and the program's effectiveness.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program: iReady web-based (subscription), Number Worlds (subscription), Brain Pop (subscription), Flocabulary (subscription), and Thinking Maps materials.

**- 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 School has also implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the Assistant Principal of Culture, who closely monitors chronic absenteeism rates and meets with families; (2) School Counselors who provides social-emotional counseling, Counseling Assistants (2) from Counseling Partners of Los Angeles, who work directly with students under the supervision of the Counselors. The School Information Coordinator tracks and monitors student attendance, chronic absenteeism rates, and behavior, and communicates (phone calls/correspondence) with families and the AP of Culture.

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

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

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

- Field trips aligned to the content standards.
- Math Field Day Competition
- Art Competitions
- Access to clubs/organization

**- Goal 1, Action 6: COURSE ACCESS**

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

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

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

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

- PBIS

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

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

ICEF View Park Preparatory Charter School will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will purchase National Geographic: Reach for Reading ELD curriculum for implementation. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program

**- Goal 2, Action 4: TECHNOLOGY**

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

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

ICEF View Park Preparatory Charter 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 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 School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

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

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

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

### **2017-18**

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

- Goal 1 includes additional counselor time to provide academic/social-emotional additional support to unduplicated students (Goal 1, Actions 1, 3, 4, 5) and staff development on working with Unduplicated Pupils (Goal 2, Action 1)
- Goal 1 includes Instructional Specialist
- Professional Development for certificated staff on teaching strategies for struggling readers (Unduplicated students); PBIS, Close Reading and Annotating, and Teacher Effectiveness Framework)
- In Goal 2, the S/C funds are being used to provide unduplicated students with access to academic intervention programs: Achieve 3000, iReady, for ELA & Math provided by the Literacy Specialist and Math Specialist (Goal 1, Action 1; Goal 1, Action 3)
- Community Resource Coordinator (CRC) (Goal 1, Action 1; Goal 3 (Action 2-3), to collaborate with parents to increase parent engagement opportunities in order to support their child academically at home, including workshops on parenting.



- Social-emotional supports (Goal 1, Action 4), the DIS Counselor provides social-emotional counseling for unduplicated students.

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.