

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
ICEF VISTA MIDDLE ACADEMY (6-8)	Kristen Buczek, Principal	<a href="mailto:kbuczek@icefps.org">kbuczek@icefps.org</a> 323.298.6400

## 2017-20 Plan Summary

### The Story

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

ICEF Vista Elementary Academy was established in Fall 2008 as a direct-funded charter school and currently serves 357 students in grades TK-5 with a rigorous standards-aligned curriculum. Our student demographics include: 96% Hispanic, 4% African American, of which, 10% are Students with Disabilities; 29% English Language Learners (ELL); and 97% who qualify for free/reduced lunch.

IVMA has implemented the Targeted Group Structures instructional model in all core classes. This model is designed to allow students to received targeted instruction from their teacher in a small group setting, work in a collaborative group with their peers, and work independently through adaptive technology. ICEF Vista Elementary Academy has used this model for the past two years successfully.

#### MISSION & VISION

ICEF Vista Middle Academy’s Mission and Vision:

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

- To achieve the mission by discovering and by developing each students' gift and talents
- Statement: To be a transformative environment where STUDENTS become SCHOLARS

## LCAP Highlights

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

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

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

# Review of Performance

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

## Greatest Progress

ICEF Vista Middle Academy is proud of the progress of all of our EL students in the English Learner Progress Indicator (ELPI) designated “blue” on the CA dashboard. In addition, IVMA earned a designation of “Met” for all local indicators.

- Basics
- Implementation of Academic Standards
- Parent Engagement
- Local Climate Survey

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

## Greatest Needs

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

- **English Language Arts:** our school has fully implemented Lucy Calkins Writer’s Workshop and our teachers have received extensive professional development and coaching. Through extensive coaching our teachers have been trained on using item specifications as a teaching tool in classroom. For ELL, the ELD Designated instructional minutes have doubled this school year to provide our EL additional support. As a result, there is an increase in academic rigor, and anticipate our students performance on CAASPP will improve.
- **Mathematics:** this school year was our initial adoption of SWUN Math curriculum. Our teachers received coaching session from SWUN on implementation, using data to inform instruction, and the use of small group instruction. This year our school added a “Math Challenge Group” during College Bound Prep Period at the end of the day so that advanced students will be challenged academically.

- **Suspension Rates:** Currently our school is in year 2 of implementation of PBIS. Our PBIS team continues to receive extensive professional development from LAUS's PBIS trainings. Our school has developed and implemented the following tiered layers of intervention. Our staff has also received extensive training on Restorative Practices.

### **Tier 1 - Preventative Interventions:**

ICEF Vista has several tier 1 interventions in place that have been implemented school-wide.

- **School-Wide Homeroom Lessons** | Every morning during homeroom block, teachers present uniform lessons, made by our Assistant Principal of Culture on character building, growth mindset, school-wide character traits of the month. Additionally, every Friday morning our teachers facilitate weekly Community Peace Circles.

- **School-Wide Behavior Management Program** | The middle school uses a school-wide behavior incentive program called Class Dojo which allows all staff to monitor and address student behavior in every classroom. Additionally, it allows all members of our team to communicate frequently with parents in order maximize parental involvement and create open lines of communication surrounding their students behavior at school.

- **School-Wide Behavior Matrix** | The middle school team worked together to create a uniform behavior matrix, recommended per our PBIS trainings, that provides an objective set of restorative consequences for students who present behavior concerns.

- **School-Wide Behavior Expectations (Displayed throughout the School)** | The school has also updated its physical environment with many banners and signs that display our school mission and vision. Additionally, we have added posters displaying scholarly behavior expectations in all areas of our school (ie. playground, lunch area, lining up, in the classroom, etc.)

- **Student Support and Progress Team** | A group of individuals comprised of teachers, counselors, and other staff members. The goal of the group is to continuously improve our practices that address the needs of ALL students. The group serves as a vehicle for Vista to identify students that require additional support/enrichment, provide interventions, and monitor student growth. The team serves as experts to support classroom teachers in providing supports to struggling students. The team meets regularly to monitor student progress in order to ensure growth.

- **Eagle Families** | Every student TK-8 and every adult on campus has been placed into one of 18 families. These families meet once a month, and the sessions are led by the 8th grade students in the families. The students lead their families in small community building activities such as story readings, four corners lessons, and other small events. The goal is for these families to stay together every year. These families give the 8th graders a leadership opportunity to be role models to their peers. Additionally, the students in the families create bonds and relationships with other students across grade levels.

- **Mind Yeti** | During some homeroom mornings, students are engaged in an online meditation program called Mind Yeti. Mind Yeti provided students with guided mindfulness to help the students calm down, get focused, de-stress, and ease anxiety before the day starts.

## **Tier 2 - Targeted Supports:**

For the estimated 20% of students who will display behavior concerns despite the school-wide supports, ICEF Vista has created and implemented several targeted supports.

- **Counseling** | We have one credentialed counselor on our staff who meets with a range of students. Students may self recommend, or be recommended by staff or family members.
- **Peace Conferences** | Whenever there is an incident between two students, whether it is physical or emotional, a peace conference is held. Both parties, and the AP attend. The AP moderates the meeting, and has both students share what happened from their point of view. From there the students talk about what they could have done differently to avoid future incidents.
- **Boys Group/Girls Group** | The school counselor holds a weekly meeting with a set of boys. These students have been recommended by their teachers because of the behavior challenges they pose in the classroom. The purpose of these meetings is to talk to one another about the purpose of school, and how their behavior impacts the level of learning that happens in the classroom. The same group is held for girls.
- **Check in-Check out** | Identified students who need additional support choose a trusted adult on campus. They meet with this adult before school for 5-10 minutes to “Check-in” for the day, and then meet for 5-10 minutes at the end of the day to “Check-Out” to reflect on their day. This trusted adult communicates with students parents about the data they collect during the check-ins and outs.
- **Opportunity Room** | For students who commit larger behavior incidents, they are invited to our after school “Opportunity Room.” During opportunity room, students work on homework silently for 1 hour, and then spend 2 hours working on a virtual module on Google Classroom that relates to the behavior incident they were a part of. For example, anger management modules, mutual respect modules, etc.
- **Detention (Lunch/After school)** | Students may also be assigned lunch detention or after school detention. During these sessions, students read articles from News ELA at their individual Lexile levels on current event issues that are happening in the state and/or in their community.

## **Tier 3 - Intensive Intervention:**

For the estimated 1-5% of students who need intensive intervention, ICEF Vista has created and implemented several additional supports.

- **Behaviors Contracts** | Students who have trouble meeting the outlined school-wide behavior expectations, are placed on an ongoing personal behavior contract. The contracts work like contingency plans, whereby students choose their own rewards and consequences, which they receive for meeting, or not meeting their weekly goal. Contracts begin by holding a meeting with the student, their parents, their teachers, and a school administrator. The student goes through the plan, and chooses their own rewards and consequences. Every Friday, the student meets with their chosen adult on campus to review the contract from the week. Then, the contract is sent home for the family to sign. Students with more severe behaviors are asked to get their contract signed per week. Contracts are monitored closely by the school AP, and adjustments are made whenever necessary.

- **Fight Contracts** | When students participate in a physical fight, they are placed on a fight contract. Unlike a behavior contract, which is ongoing and monitored every week, fight contracts serve as a one-time warning for students that engage in physical altercations. A meeting is held with students and parents, during which the contract is reviewed, Ed. Code is stated, school rules and expectations are reviewed, and the document is signed by all parties.
- **Illegal Substance Use Contract** | If students participate in the use of any illegal substances, they are placed on a substance contract.. During a meeting with students and parents, the contract is reviewed and signed by all parties.
- **SSPT** | Students who continue to present both behavioral and/or academic challenges despite the tier 1 or tier 2 interventions, will receive an SST - or a Student Success Team. Students are recommended based on qualitative and quantitative data from their teachers, and a case manager is assigned (usually the assistant principal). The manager will gather together all members of the student's success team - usually the principal, the student, their teachers, their parents/guardians, and any counselors/other support staff. Together, this team will lay out the student's strengths, areas of growth, and then create a plan. The plan should state what each member of the team will do in order to ensure that the student will make progress towards their behavioral or academic goals. The SST will meet again in 6-8 weeks to review data and make any necessary revisions to this plan.
- **Saturday School** | Once a month, Vista holds a Saturday School both for students who have committed a larger behavioral offense, or are behind on their academics. During this time, students who are in behavior Saturday school complete a virtual module on whatever behavior got them invited to Saturday School. For example, students who get in a fight would complete an online module on Anger Management. These online modules consist of videos, readings, and written responses. If any student finishes early, they should work on missing assignments, or read silently.

### **Positive Incentives:**

In addition to the tiered levels of support provided by ICEF Vista Middle Charter Academy, we also provide many positive incentives for students who are continually displaying scholarly behavior around school. Some of those positive incentives are:

- Fun Friday
- Extra Curricular Field Trips
- Sports Eligibility
- Free Dress
- Teacher Helpers
- Student Store

ICEF Vista Middle Academy 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.

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

## Performance Gaps

There are no identified performance gaps.

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

## Increased or Improved services

ICEF Vista Middle Academy will continue to expand and strengthen its comprehensive student support services that provide academic, social-emotional and behavioral intervention. In addition, teachers will attend ongoing professional development during the summer, and the academic year, and will also receive additional coaching by the Assistant Principal of Instruction including classroom observations, and feedback.

For our English Language Learners, ICEF Vista Middle Academy has implemented the following:

- Doubled the ELD Designated instructional minutes from 75 minutes/week to 140 minutes
- Focused on 3.3B Academic Discourse as a schoolwide teaching indicator
- Increased progress monitoring of our LTEL’s and increased communication with families regarding LTEL status.
- Increase focus on writing and literacy and having students track their own progress during College Bound Prep course, which meets 4 times/year.
- Reading Intervention Teacher will plan ELD Designated instructional lessons and deliver them daily.

For our Low-Income students, ICEF Vista Middle Academy has implemented numerous interventions that have been principally directed towards unduplicated students but this year we’ve seen it has also benefited academic outcomes for all students. The three most impactful improved services include:

- Added a full-time counselor (versus last year which had 1 DIS counselor shared between the elementary and middle school).
- Extended the hours of after school to before school to allow students to have additional time to use computers/laptops to complete their homework.
- Continued our partnership with PML, distributing laptops to the incoming 6<sup>th</sup> graders for the second year in a row. We have offered parent workshops through this partnership that has shared resources for accessing and utilizing this technology at home.

## 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	\$ 2,760,536
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,689,316

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	\$ 2,107,623

# Annual Update

LCAP Year Reviewed: 2017-18

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

### Annual Measureable Outcomes

Expected

Actual

**Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8: -11.2 DFL3**

2016-17: -26.8 points below DFL3

**Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8: -15 DFL3**

2016-17: -60.4 points below DFL3

**Increase attendance rates: >96%**

2016-17 ADA: 97% - Outcome Met

**Decrease Chronic Absenteeism rates: (2% decline annually): 8%**

2016-17 Chronic Absenteeism Rate: 4% - Outcome Met

Expected

Actual

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ICEF VISTA MIDDLE ACADEMY			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	247	10	4.0%
AFRICAN-AMERICAN	11	2	18.2%
HISPANIC	235	8	3.4%
ELL	61	1	1.6%
SOC. ECON DISADV	237	10	4.2%
SPED	22	1	4.5%

**Maintain Middle School Dropout Rates: 2.3%**

2016-17 MS Dropout Rate: 3.3% - Outcome Not Met

**% of students access broad course of study: 100%**

100% - Outcome Met

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

2016-17 PFT: 24.4%

**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> ICEF Vista Middle Charter Academy 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>11 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>2 Instructional Aides: provide academic support in the classroom</li> <li>Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure school wide policies and procedures are adhered to: <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal - School Culture</li> </ul> </li> </ol>	<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b> ICEF Vista Middle Charter Academy employed the following staff/positions that has served to support the school's educational program and the goals outlined throughout this LCAP.</p> <ol style="list-style-type: none"> <li>10 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>3 Instructional Aides: provide academic support in the classroom</li> <li>Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure school wide policies and procedures are adhered to: <ul style="list-style-type: none"> <li>Principal – shared with ES</li> <li>Assistant Principal - School Culture</li> </ul> </li> </ol>	<p>\$1,368,860</p> <p>1-4. LCFF Base (1,150,822)</p> <p>5. LCFF Base (\$203,037)/Special Ed AB602 (\$,15,000)</p> <p>1. 1110</p> <p>2. 2100</p> <p>3. 1200, 1300</p> <p>4. 1300,1110,2100</p> <p>5. 1110, 2100, 5851</p>	<p>\$1,291,996</p> <p>1. LCFF Base (\$714,426)</p> <p>2. LCFF S&amp;C (\$104,922)</p> <p>3. LCFF S&amp;C (\$163,781)</p> <p>4. LCFF Base (\$48,203), LCFF S&amp;C (\$29,613)</p> <p>5. LCFF Base (\$79,454)/Special Ed (\$151,597)</p> <p>1. 1000, 3000</p> <p>2. 2000, 3000</p> <p>3. 1000, 3000</p> <p>4. 2000, 3000</p> <p>5. 1000, 2000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Assistant Principal - Instruction</li> <li>• School Counselor</li> </ul> <p>4. Classified staff:</p> <ul style="list-style-type: none"> <li>• School Information Coordinator: CALPADS Coordinator (shared between ES/MS)</li> <li>• Janitorial Staff: 2 (shared with ES)</li> </ul> <p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 2 Instructional Assistants</li> <li>• 1 Psychologist (50%)</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 Adaptive PE (contracted)</li> </ul>	<ul style="list-style-type: none"> <li>• Assistant Principal - Instruction</li> <li>• School Counselor – provides social-emotional counseling</li> </ul> <p>4. Classified staff:</p> <ul style="list-style-type: none"> <li>• School Information Coordinator: CALPADS Coordinator (shared between ES/MS)</li> <li>• Janitorial Staff: 1</li> </ul> <p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 1 Instructional Assistants</li> <li>• 1 Psychologist</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 Adaptive PE (contracted)</li> </ul>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <p>1. ICEF Vista Middle Charter Academy staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: 3 times/year</li> <li>• Writing Assessments</li> <li>• SWUN Math Unit Assessments</li> </ul> <p>2. In addition, ICEF Vista Middle Charter Academy students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 6-8</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 8</li> <li>• Physical Fitness Test (PFT): Grades 7</li> </ul>	<p><b><u>ASSESSMENTS</u></b></p> <p>1. ICEF Vista Middle Charter Academy staff implemented multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: 3 times/year</li> <li>• Lucy Calkins Writing Assessments</li> <li>• SWUN Math Unit Assessments</li> <li>• Interim Assessment Blocks (IAB)</li> <li>• Performance Tasks: 2 times/year</li> </ul> <p>2. In addition, ICEF Vista Middle Charter Academy students also participated in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 6-8</li> <li>• CELDT for ELL</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 8</li> <li>• Physical Fitness Test (PFT): Grades 7</li> </ul>	<p>\$11,984</p> <p>LCFF S&amp;C</p> <p>4310</p>	<p>\$3,453</p> <p>LCFF S&amp;C</p> <p>4000, 5000</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>ICEF Vista Middle Charter Academy will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Pre-SST Meetings - Provides an opportunity for teachers to bring up their struggling students in a “think-tank” atmosphere to receive ideas from peers on how to address student needs. Pre-SST meetings are held every 3 weeks. During these meetings, lead teachers, at least 1 administrator, school counselor and school psychologist serve as a sounding board for any teacher that has identified a student in need of intensive intervention. The team,</li> </ol>	<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>ICEF Vista Middle Charter Academy has aligned its 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 describes the types of intervention strategies that have been implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Pre-SST Meetings – no longer takes place because the process was very time consuming, thus delaying the actual SST process; and implementation of supports for students. Rather, RTI was implemented and led by the Instructional Leadership Team to address students in Tiers 1-3, which met weekly. The ILT is comprised of the Principal, Assistant Principal and Lead Teachers.</li> <li>2. Targeted Group Structures - This</li> </ol>	<p>\$7,000</p> <ol style="list-style-type: none"> <li>1. LCFF S&amp;C (\$4,000)/LCFF Base (See Goal 1, Action 1)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF Base (See Goal 1, Action 1)</li> <li>4. LCFF S&amp;C (\$3,000)</li> </ol> <ol style="list-style-type: none"> <li>1. 1175, 1200</li> <li>2. 1110</li> <li>3. 1110</li> <li>4. 1175</li> </ol>	<p>\$22,105</p> <p>LCFF S&amp;C</p> <p>1000, 3000, 4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>including the classroom teacher, discusses possible interventions and an action plan is implemented. The teacher implements the action plan and documents outcomes. The teacher then returns to the next Pre-SST session to report outcomes.</p> <p>2. Targeted Group Structures - This model allows teachers to use formative data to create instructional groups. As these students progress through the stations (Direct Instruction, Collaborative, Independent) instruction can be more carefully tailored to the students' needs. Using formative data, the teacher creates three student groups. Student groups are then assigned to one of the 3 stations (the number of stations may change given the teacher's design of learning activities).</p> <p>3. College Bound Prep - ELA/Math Intervention Block - 30 minutes 4 days a week.</p>	<p>model allows teachers to use formative data to create instructional groups. As these students progress through the stations (Direct Instruction, Collaborative, Independent) instruction can be more carefully tailored/differentiated to the students' individual needs. Using formative data, the teacher then creates three student groups. Student groups are then assigned to one of the 3 stations (the number of stations may change given the teacher's design of learning activities).</p> <p>3. College Bound Prep - ELA/Math Intervention Block - 30 minutes 4 days a week, where they receive ELA support 2 days/week; and Math support 2 days per week. Students are identified based on <b>Achieve 3000 and iReady math</b> results, in addition to CAASPP results. For students who are in advanced Math, during this block they are challenged academically to further progress. For EL</p>		

Planned  
Actions/Services

4. After-School Tutoring: Each teacher has tutoring on Mondays and Thursdays. Students are invited to come to tutoring for both homework help and targeted academic intervention. Students sign in to tutoring each day that they attend

Actual  
Actions/Services

students, they receive designated ELD instruction, 4 times per week.

4. After-School Tutoring: Each teacher has tutoring on Mondays and Thursdays. Students are strongly encouraged to participate in tutoring for both homework assistance and targeted academic intervention. Our school documents student attendance for each tutoring session as part of our program evaluation.

Budgeted  
Expenditures

Estimated Actual  
Expenditures

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b> 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>Advisory - This time is provided regularly for students to meet as a class and work on skills, ideas and community building outside of an academic content area. This time is where students can be equipped and build on necessary foundational skills, information can be disseminated, community can be built, and students can build and maintain the high personal standards expected at ICEF Vista. The schedule is created in such a way to allow each cohort of students a 20-minute block of time four days a week. Uniform lessons are provided to each homeroom/advisory teacher</li> </ul>	<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b> Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school identified the following social-emotional support system that have been provided to meet the needs of our students this academic year.</p> <ul style="list-style-type: none"> <li>Homeroom period (formerly Advisory) - This time was provided regularly for students to meet as a class and work on skills, ideas and community building outside of an academic content area. During Home Room, students are able to build on necessary foundational skills, information is disseminated, community building takes place, and students are able to build and maintain the high personal standards expected at ICEF Vista. The schedule was created to allow each cohort of students a 20-minute block of time four days a week. Uniform lessons were provided to each</li> </ul>	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1200</p>	<p>No additional cost to school</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>regarding topics such as executive functions, character development, anti-bullying, and school wide expectations. Any time a school event is coming up information and presentations about the event are also disseminated.</p> <ul style="list-style-type: none"> <li>• Counseling: The counselor checks in with students referred for up to one time to assess the students needs before getting a signed consent form from families to continue counseling. Once the consent form is turned in, the counselor works with the student in either a small group or one-on-one setting to build skills or support during difficult times. Students can be seen for a long-term basis or shorter. Students are also referred to local community resources as needed.</li> <li>• All students will be members of an “Eagle Family” comprised of a few students from each grade level. This family will come together monthly to engage in community building (to be led by</li> </ul>	<p>homeroom/advisory teacher regarding topics such as executive functions, character development, anti-bullying, and school wide expectations. During homeroom, upcoming schoolwide events are also promoted.</p> <ul style="list-style-type: none"> <li>• Counseling: The counselor checks in with students referred for initially to assess the students needs before obtaining a signed consent form from families to continue counseling services. Once the school receives the consent form, the counselor works with the student in either a small group or one-on-one setting to build skills or support during difficult times. Students may be seen for a long-term basis or shorter. Students may also be referred to local community resources as needed.</li> <li>• All students are members of an “Eagle Family” comprised of a few students from each grade level. This family meets monthly</li> </ul>		

Planned  
Actions/Services

8th graders) and service activities. Students will remain with their “Eagle Family” for the duration of their time as students at both Vista schools.

- Research & develop Mentoring Program) - Every student on campus will be guaranteed a trusted adult they can check-in with (kind of like a campus parent)

Actual  
Actions/Services

to engage in community building (led by 8th graders) and service activities. Students remain with their “Eagle Family” for the duration of their time as students at both Vista schools.

- In partnership with Loyola Marymount University (LMU)’s Lions for Learning, college students that participate in work-study providing tutoring services onsite in the classroom.

Budgeted  
Expenditures

Estimated Actual  
Expenditures

## 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>Provide field (learning) trips to the following museums. <ul style="list-style-type: none"> <li>LACMA</li> <li>Getty</li> <li>Newport Beach Whale Watching</li> <li>Norton Simon Museum</li> <li>Knott’s Berry Farm</li> <li>Getty Villa</li> <li>Pali Institute</li> </ul> </li> <li>As part of our school’s college-going culture, all students will visit 2 colleges-universities. <ul style="list-style-type: none"> <li>Loyola Marymount University</li> <li>UCLA</li> </ul> </li> <li>Provide students with leadership opportunities through <ul style="list-style-type: none"> <li>Student Council</li> <li>Reading Buddies</li> <li>Math Field Day</li> <li>Spelling Bee Participation</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 the following this academic year:</p> <ol style="list-style-type: none"> <li>Provided field (learning) trips to the following museums. <ul style="list-style-type: none"> <li>LACMA</li> <li>Getty</li> <li>Norton Simon Museum</li> <li>Knott’s Berry Farm</li> <li>Getty Villa</li> <li>Pali Institute</li> </ul> </li> <li>As part of our school’s college-going culture, students visited UCLA. .</li> <li>Provide students with leadership opportunities through <ul style="list-style-type: none"> <li>Student Council</li> <li>Reading Buddies – MS students read to ES students.</li> <li>Math Field Day</li> <li>Spelling Bee Participation</li> <li>Environmental Club</li> </ul> </li> </ol>	<p>\$7,500</p> <p>1-2. LCFF S&amp;C 3-4. N/A</p> <p>1-2. 5812 3-4. N/A</p>	<p>\$18,105</p> <p>LCFF S&amp;C</p> <p>1000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Offer after-school clubs and organizations.</p> <ul style="list-style-type: none"> <li>• Photography Club</li> <li>• Arts Club</li> <li>• Choir</li> <li>• Soaring Eagles (Reading Club)</li> <li>• Drama Club</li> <li>• Environmental club</li> <li>• STEAM Club</li> </ul>	<p>4. Offer after-school clubs and organizations.</p> <ul style="list-style-type: none"> <li>• Choir</li> <li>• Soaring Eagles (Reading Club)</li> <li>• Environmental club</li> <li>• STEAM Club</li> <li>• Yearbook Club</li> <li>• Reading Club: Dungeons &amp; Dragons</li> <li>• Eagle Families – presented Cloud 9 traits to school and families in order to build a positive school climate.</li> </ul>		

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b> 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, and PE.</p>	<p><b><u>COURSE ACCESS:</u></b> 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 included: Art, Dance, Computer/Keyboarding, and PE.</p>	<p>\$30,000</p> <p>LCFF S&amp;C</p> <p>2100</p>	<p>See Goal 1, Action 1</p>

## Analysis

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

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

All actions/services for Goal #1 were implemented with fidelity. The use and implementation of academic and social-emotional interventions were based on assessment findings, SST, and meetings with families/parents. In order to provide students with additional in-class support, our school hired 3 instructional aides (one per grade level) rather than 2.

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

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

This year the Pre-SST meetings were not continued mid-year because we found them to be ineffective. Rather, the Rtl process was strengthened and increased the frequency of 1:1 check-ins directly with teachers to address student growth, interventions/needs.

During College Bound Prep, our school adjusted some of the classes by placing advanced math students in a math challenge courses and EL received ELD designated instruction four times per week.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences include:

- Action 1: Estimated actual expenditures for assessments were significantly less than budgeted for, since the intervention programs and curriculum include assessments.
- Action 2: The actual expenditures for Academic Interventions was significantly higher than budgeted as a result of our student's academic performance on local assessments and state-mandated assessments.
- Action 5: The actual expenditures for student engagement exceeded the budgeted expenditures because of the numerous programs our school implemented to increase student engagement, resulting in improved academic outcomes, and positive school climate.

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

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1

### Annual Measureable Outcomes

Expected

Actual

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

100% - Outcome Met

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

100% - Outcome Met

**Increase percentage of EL who progress in English Proficiency CELDT/ELPAC:**

2017-18: 55%

**Increase English Learner reclassification rate: 15.3%**

2017-18: 18%

Expected

Actual

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

<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>

**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:
  - Writer’s Workshop

#### **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 has been on the following topics:
  - Lucy Calkins Reader’s and Writer’s Workshop

\$38,241

- LCFF S&C (\$36,500)
- LCFF Base (See Goal 1, Action 1)
- LCFF S&C (\$1,241)
- LCFF S&C (\$500)

1. 5850

\$34,388

LCFF S&C  
5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• SWUN Math</li> <li>• Analyzing &amp; understanding NWEA MAP assessment</li> </ul> <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: 2 weeks</li> <li>• 4 Non-instructional Days during the school year: Data Days</li> <li>• 1 formalized PD/month</li> <li>• 2 PLC per month</li> <li>• 1 ICEF-wide PD per month</li> </ul> <p>3. Members of our teaching staff and/or Leadership team will attend educational conferences to improve their practice.</p> <p>4. Administer teacher survey to gather input and feedback on professional development, teacher support and needs.</p>	<ul style="list-style-type: none"> <li>• Analyzing &amp; understanding NWEA MAP assessment</li> <li>• NGSS unit Lesson planning and instructional strategies</li> <li>• SWUN Math Lesson Design</li> <li>• Close Reading</li> <li>• Mandated Reporting</li> <li>• NGSS Standards &amp; Resources</li> <li>• Understanding shifts in Common Core Math</li> <li>• Analyzing SBAC: Claims &amp; targets</li> <li>• Implementing Formative Assessments in ELA &amp; Math</li> <li>• PBIS</li> <li>• Power My Learning</li> </ul> <p>2. Professional development for all teachers has taken place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 weeks</li> <li>• 4 Non-instructional Days during the school year: Data Days</li> <li>• 1 formalized PD/month</li> <li>• 2 PLC per month – classroom planning time</li> <li>• 1 ICEF-wide PD per month</li> </ul> <p>3. Members of our teaching staff and/or Leadership team did not attend educational conferences this year.</p>	<p>2. 1110</p> <p>3. 5200</p> <p>4. 5860</p>	

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

4. Teacher surveys were administered to gather input and feedback on professional development.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>ELD PROGRAM</b> ICEF Vista Middle Charter Academy will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p><b>ELD PROGRAM</b> ICEF Vista Middle Charter Academy reviewed and revised its EL Master Plan to align with the CDE's recent reclassification guidance; a shift from CELDT to implementation of the ELPAC; ELD Standards, curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, and targeted ELD designated and integrated instruction. Teachers provide EL with guided reading at least 3 times/week. The ELA teachers administered the CELDT, and ELPAC assessment and provided designated ELD 4 days/week (32 minutes). Integrated ELD takes place across all disciplines. Throughout the year, the principal and teachers review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments and student work to ensure academic growth in ELA and math.</p>	<p>See Goal 1, Action 1  LCFF Base  1300</p>	<p>See Goal 1, Action 1</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>CURRICULUM</b> Every student has access to standards-aligned curriculum. ICEF Vista Middle Charter Academy will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• SWUN Math</li> <li>• Writer’s Workshop Units of Study</li> <li>• Achieve3000 (subscription)</li> <li>• iReady (subscription)</li> <li>• Math IXL (subscription)</li> <li>• Classroom Libraries</li> </ul>	<p><b>CURRICULUM</b> Every student has access to standards-aligned curriculum. ICEF Vista Middle Charter Academy has purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• SWUN Math</li> <li>• Writer’s Workshop Units of Study</li> <li>• Achieve3000 (subscription)</li> <li>• iReady Math (subscription)</li> <li>• Math IXL (subscription)</li> <li>• Classroom Libraries</li> <li>• Houghton-Mifflin Diversion Science curriculum: grades 6-8</li> </ul>	<p>\$18,130</p> <p>LCFF S&amp;C</p> <p>4400</p>	<p>\$6,264</p> <p>LCFF Base</p> <p>4000</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b> In order to provide all students with access to digital media, our school will purchase/lease the following:</p> <ol style="list-style-type: none"> <li>School will replace dated document readers, LCD projectors and bulbs.</li> <li>Principal will develop an annual technology needs assessment based on feedback from staff.</li> </ol>	<p><b><u>TECHNOLOGY</u></b> In order to provide all students with access to digital media, our school has purchased the following:</p> <ol style="list-style-type: none"> <li>Chromebook replacement laptops.</li> <li>Principal in collaboration with the IT support have developed an annual technology needs assessment based on feedback from staff.</li> </ol>	<p>\$7,000</p> <ol style="list-style-type: none"> <li>LCFF S&amp;C (\$7,000)</li> <li>LCFF Base (See Goal 1, Action 1)</li> </ol> <p>1. 4400 2. 1300</p>	<p>\$33,833</p> <p>LCFF S&amp;C (\$16,491) LCFF Base (17,342)</p> <p>2000, 3000, 4000</p>

## Analysis

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

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

Most actions and services outlined in Goal #2 were completed with fidelity. This year, ELD Designated instructional time was doubled from 75 minutes to 140 minutes/week, an increased focused on 3.3B Academic Discourse as a schoolwide teaching indicator; and increased progress monitoring of our LTELs and increased communication with families regarding LTEL status.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences include:

- Action 3: curricular purchases were less this year since purchases were made the prior year for implementation in 2017-18.
- Action 4: there was a significant increase in technology purchases (Chromebooks replacement) for student 1:1 use.

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

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

# Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

## Annual Measureable Outcomes

Expected

Actual

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

Outcome Met

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

Outcome Met

Decrease suspension rates annually by 1%: 3%

2016-17 suspension rate: 3.6%

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	247	15	9	3.6%	55.6%	44.4%
AFRICAN-AMERICAN	11	2	1	9.1%	0.0%	100.0%
HISPANIC	235	13	8	3.4%	62.5%	37.5%
EL	61	3	2	3.3%	50.0%	50.0%
SOC. ECON DISADV	237	15	9	3.8%	55.6%	44.4%
SPED	22	1	1	4.5%	100.0%	0.0%

Expected

Actual

<b>Maintain expulsion rates: &lt;1%</b>	2016-17 expulsion rate: 0%
<b>Administer Facility Inspection Tool (FIT): Score Good or Better</b>	2018 FIT Score: Good
<b>Increase parent participation rate on parent survey:</b>	2017-18: 705 (135 parents)
<b>Increase student participation rate on student survey:</b>	2017-18: 99% Grades 6-8

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> ICEF Vista Middle Charter Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> <li>1. The School Operations Manager in collaboration with the Principal 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. Assistant Principal will develop a supervision schedule that includes supervision of students' before/during and after-school.</li> <li>3. ICEF Vista Middle Charter Academy will continue to implement the following character education program: that includes Cloud9 World that integrates literacy as the vehicle for teaching character strengths. A series of books are used in both</li> </ol>	<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> ICEF Vista Middle Charter Academy has 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 School Operations Manager in collaboration with the Principal have reviewed and revised the Comprehensive School Safety Plan. The school's entire staff has been trained on the School Safety Plan, and monthly drills have taken place including active shooter drill.</li> <li>2. Assistant Principal developed a supervision schedule for the <b>2 campus aides</b> for supervision of students before/during and after-school. In addition, our school contracted school security patrol system.</li> <li>3. ICEF Vista Middle Charter Academy implemented a modified version of the Cloud 9 character traits.</li> </ol>	<p>\$80,250</p> <ol style="list-style-type: none"> <li>1. LCFF Base (\$77,250)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF Base (\$3,000)</li> <li>4. LCFF Base (See Goal 1, Action 1)</li> </ol> <ol style="list-style-type: none"> <li>1. 2400</li> <li>2. 1300</li> <li>3. 4310</li> <li>4. 1300</li> </ol>	<p>\$60,017</p> <p>LCFF S&amp;C</p> <p>2000, 3000</p>

Planned  
Actions/Services

schools and homes. Character and reading assessments, individual application rubrics and wide-ranging activities and materials are included.

4. Assemblies will take place monthly to recognize students for the following: Scholar of the Month based on Cloud 9 character trait.

Actual  
Actions/Services

4. Assemblies took place monthly to recognize students for the following: Scholar of the Month based on the modified character trait.
5. 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.

Budgeted  
Expenditures

Estimated Actual  
Expenditures

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b>            At ICEF Vista Middle Charter Academy, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC)</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• Proud Eagles Parent Group</li> </ul>	<p><b><u>PARENT INPUT IN DECISION-MAKING</u></b>            At ICEF Vista Middle Charter Academy, parent input in decision-making took place through the following:</p> <ul style="list-style-type: none"> <li>• School Site Council (SSC): 3-4 times/year</li> <li>• English Language Advisory Committee (ELAC): 3-4 times/year</li> <li>• Proud Eagles Parent Group: every 1-2 months</li> </ul>	<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> ICEF Vista Middle Charter Academy provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> <li>1. The Community Relations Coordinator (CRC) will facilitate parent meetings, school wide events and communicate with parents. This staff position is split 50/50 with the Elementary School.</li> <li>2. Parent Informational Meetings (PIM) (workshops) will focus on the following topics as requested by parents: <ul style="list-style-type: none"> <li>• How to support my child academically</li> <li>• Positive Discipline</li> <li>• Understanding CAASPP results</li> <li>• Financial Assistance</li> <li>• Internet Safety and Monitoring</li> </ul> </li> </ol>	<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b> ICEF Vista Middle Charter Academy provided the following opportunities to engage parents as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> <li>1. The Community Relations Coordinator (CRC) facilitated parent meetings, school wide events and communicate with parents. This staff position was split 50/50 with the Elementary School.</li> <li>2. Parent Informational Meetings (PIM) (workshops) focused on the following topics as requested by parents: <ul style="list-style-type: none"> <li>• How to support my child academically</li> <li>• Positive Discipline</li> <li>• Understanding CAASPP results</li> <li>• Financial Assistance</li> <li>• Internet Safety and Monitoring</li> <li>• Bullying</li> </ul> </li> <li>3. A parent survey was administered.</li> </ol>	<p>\$8,444</p> <ol style="list-style-type: none"> <li>1. No Cost</li> <li>2. Title I (\$5,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> <li>4. LCFF S&amp;C (\$2,444)</li> <li>5. No Cost</li> </ol> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. 4390</li> <li>3. 5860</li> <li>4. 4390</li> <li>5. N/A</li> </ol>	<p>\$3,750</p> <p>LCFF S&amp;C</p> <p>2000, 3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Bullying</li> </ul> <ol style="list-style-type: none"> <li>3. Administer an annual parent survey.</li> <li>4. Host schoolwide events to encourage parent participation: Monthly Family Reading Events, and Math Nights</li> <li>5. CRC will ensure school website and social media is updated on a regular basis as a method to communicate with parents.</li> </ol>	<p>Results will be shared with stakeholders.</p> <ol style="list-style-type: none"> <li>4. Hosted schoolwide events to encourage parent participation: Monthly Family Reading Events, and Math Nights. In addition, parent classes on the English language and Digital Literacy were provided.</li> <li>5. CRC maintained and updated the school's website and social on a regular basis as a method to communicate with parents.</li> </ol>		

## 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, and janitorial services.</li> <li>3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</li> <li>4. Install 2 additional security cameras and locks throughout the campus that will be monitored by the front office staff.</li> </ol>	<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 that included installation of A/C (HVAC system) and janitorial services.</li> <li>3. A Facility Inspection Tool (FIT) report; was completed.</li> <li>4. Installation of 2 additional security cameras and locks throughout the campus that will be monitored by the front office staff.</li> <li>5. Our school subscribes and utilizes <b>Raptor</b> Visitor Management Software; and <b>Go Guardian</b>, Chromebook Management Solutions</li> </ol>	<p>\$133,400</p> <ol style="list-style-type: none"> <li>1. LCFF Base (\$31,500)/SB-740 (\$94,050)</li> <li>2. LCFF S&amp;C (\$5,000)</li> <li>3. LCFF S&amp;C (\$1,000)</li> <li>4. LCFF S&amp;C (\$2,000)</li> </ol> <ol style="list-style-type: none"> <li>1. 5610</li> <li>2. 5630</li> <li>3. 5850</li> <li>4. 4400</li> </ol>	<p>\$137,300</p> <p>LCFF Base (\$41,825), SB740 (\$95,475)</p> <p>5000</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

that keep students safer online and making teaching easier.

## Analysis

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

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

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

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

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

This school year, we chose not to continue with Cloud 9 character education program, but rather create our own schoolwide weekly/monthly lesson plans focused on specific character traits that were selected by our entire instructional team. Scholar of the Month took place this year on the newly developed and implemented character traits. Upon review of our preliminary suspension rates year to date, we have seen a decline compared with last year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences include:

- Actions 1 & 3: The actual expenditures were less than budgeted since staff/personnel were identified in Goal 1, Action 1.

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

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

# Stakeholder Engagement

LCAP Year: 2017-18

## Involvement Process for LCAP and Annual Update

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

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

- School Site Council Committee: 9/21/17, 10/19/17, 12/7/17, 1/18/18, 3/1/18, 4/26/18
- ELAC Committee: 9/21/17, 10/19/17, 12/7/17, 1/18/18, 3/1/18, 4/26/18
- Parent Organization Meetings: held monthly during the academic school year
- Teachers: bi-weekly during staff development

## Impact on LCAP and Annual Update

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

Stakeholders provided positive feedback and parents would like to see more “fun” activities for students; and would like to see the Principal more “present.”

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

## Goal 1

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

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

State Priorities: 4, 5, 7, 8

Local Priorities:

### Identified Need:

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

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8	-26.8 DFL3	-21.8 DFL3	-16.8 DFL3	-11.8 DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8</b>	-44.4 DFL3	-39.4 DFL3	-34.4 DFL3	-29.4 DFL3
<b>Increase attendance rates:</b>	97%	>96%	>96%	>96%
<b>Maintain Chronic Absenteeism rates: &lt;4%</b>	4%	<4%	<4%	<4%
<b>Maintain Middle School Dropout Rates:</b>	3.3%	2.3%	1.3%	<1%
<b>% of students access broad course of study: (See Action 6)</b>	100%	100%	100%	100%
<b>Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT</b>	24.4%	26.4%	28.4%	30.4%

**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**

ICEF Vista Middle Charter Academy will

2018-19 Actions/Services

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

ICEF Vista Middle Academy (6-8) will

2019-20 Actions/Services

### 2017-18 Actions/Services

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

1. 11 Classroom Teachers that are appropriately credentialed and assigned.
2. 2 Instructional Aides: provide academic support in the classroom
3. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure school wide policies and procedures are adhered to:
  - Principal
  - Assistant Principal - School Culture
  - Assistant Principal - Instruction
  - School Counselor
4. Classified staff:
  - School Information Coordinator: CALPADS Coordinator (shared between ES/MS)
  - Janitorial Staff: 2 (shared with ES)
5. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:

### 2018-19 Actions/Services

employ **10 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

### 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ul style="list-style-type: none"> <li>• 1 RSP Teacher</li> <li>• 2 Instructional Assistants</li> <li>• 1 Psychologist (50%)</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 Adaptive PE (contracted)</li> </ul>		
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,368,860	\$656,648	\$682,914
Source	1-4. LCFF Base (1,150,822) 5. LCFF Base (\$203,037)/Special Ed AB602 (\$,15,000)	LCFF Base	LCFF Base
Budget Reference	1. 1110 2. 2100 3. 1200, 1300 4. 1300,1110,2100 5. 1110, 2100, 5851	1000, 3000	1000, 3000

## Action 2

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**ASSESSMENTS**

1. ICEF Vista Middle Charter Academy staff will implement multiple types of assessments in order to monitor each

2018-19 Actions/Services

**ASSESSMENTS**

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

2019-20 Actions/Services

[Empty box for 2019-20 Actions/Services]

2017-18 Actions/Services

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

- NWEA MAP ELA & Math: 3 times/year
- Writing Assessments
- SWUN Math Unit Assessments

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

- CAASPP ELA & Math: Grades 6-8
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 8
- Physical Fitness Test (PFT): Grades 7

2018-19 Actions/Services

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

- Fastbridge ELA & Math: 3 times/year
- Swun Math Trimester Benchmarks - 3 times/year

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

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 6-8
- CA Science Test: Grade 7
- Physical Fitness Test: Grade 7

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$11,984	\$5,000	\$5,000
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4310	4000, 5000	4000, 5000

## 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

**ACADEMIC INTERVENTIONS**

ICEF Vista Middle Charter Academy will align academic interventions to core

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL**

**CURRICULUM, & PROGRAMS TO**

2019-20 Actions/Services

## 2017-18 Actions/Services

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

1. Pre-SST Meetings - Provides an opportunity for teachers to bring up their struggling students in a “think-tank” atmosphere to receive ideas from peers on how to address student needs. Pre-SST meetings are held every 3 weeks. During these meetings, lead teachers, at least 1 administrator, school counselor and school psychologist serve as a sounding board for any teacher that has identified a student in need of intensive intervention. The team, including the classroom teacher, discusses possible interventions and an action plan is implemented. The teacher implements the action plan and documents outcomes. The teacher then returns to the next Pre-SST session to report outcomes.
2. Targeted Group Structures - This model allows teachers to use formative data to create instructional

## 2018-19 Actions/Services

### **PROVIDE ACADEMIC INTERVENTIONS:**

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

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

In order to support our struggling unduplicated students, our **(3) Instructional Assistants** will provide academic support in the classroom during the instructional day and in College Bound Prep, an intervention block of 35 minutes, 4 days/week.

## 2019-20 Actions/Services

## 2017-18 Actions/Services

groups. As these students progress through the stations (Direct Instruction, Collaborative, Independent) instruction can be more carefully tailored to the students' needs. Using formative data, the teacher creates three student groups. Student groups are then assigned to one of the 3 stations (the number of stations may change given the teacher's design of learning activities).

3. College Bound Prep - ELA/Math Intervention Block - 30 minutes 4 days a week.
4. After-School Tutoring: Each teacher has tutoring on Mondays and Thursdays. Students are invited to come to tutoring for both homework help and targeted academic intervention. Students sign in to tutoring each day that they attend

## 2018-19 Actions/Services

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

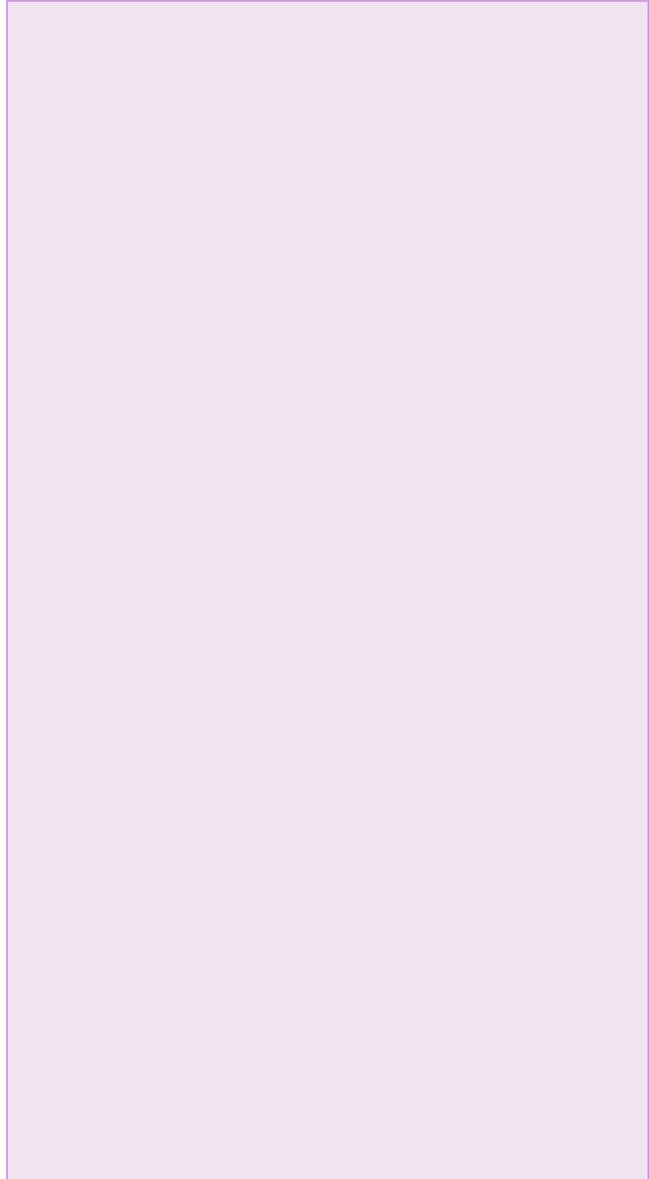
- **iReady web-based (subscription)**
- **Achieve 3000 (subscription)**
- **LLI (subscription)**

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

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

IVMA offers an **after-school academic and social enrichment program** in partnership with YPI. In addition, our school will implement **Saturday School** led by our **credentialed teachers** to provide targeted and focused ELA and math intervention. Pre and post assessments will be administered to monitor student progress and evaluate program efficacy.

## 2019-20 Actions/Services



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$201,932	\$208,829
Source	1. LCFF S&C (\$4,000)/LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (See Goal 1, Action 1) 4. LCFF S&C (\$3,000)	LCFF S&C (\$201,932) ASES (\$155,610)	LCFF S&C (\$208,829) ASES (\$155,610)
Budget Reference	1. 1175, 1200 2. 1110 3. 1110 4. 1175	1000, 3000, 5000	1000, 3000, 5000

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

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

**SOCIAL-EMOTIONAL SUPPORTS**

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

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-**

## 2017-18 Actions/Services

and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.

- Advisory - This time is provided regularly for students to meet as a class and work on skills, ideas and community building outside of an academic content area. This time is where students can be equipped and build on necessary foundational skills, information can be disseminated, community can be built, and students can build and maintain the high personal standards expected at ICEF Vista. The schedule is created in such a way to allow each cohort of students a 20-minute block of time four days a week. Uniform lessons are provided to each homeroom/advisory teacher regarding topics such as executive functions, character development, anti-bullying, and school wide expectations. Any time a school event is coming up information and presentations about the event are also disseminated.
- Counseling: The counselor checks in with students referred for up to one

## 2018-19 Actions/Services

### **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.

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

Our school staff will implement a **Character Education Curriculum** and will utilize **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

## 2019-20 Actions/Services

### 2017-18 Actions/Services

time to assess the students needs before getting a signed consent form from families to continue counseling. Once the consent form is turned in, the counselor works with the student in either a small group or one-on-one setting to build skills or support during difficult times. Students can be seen for a long-term basis or shorter. Students are also referred to local community resources as needed.

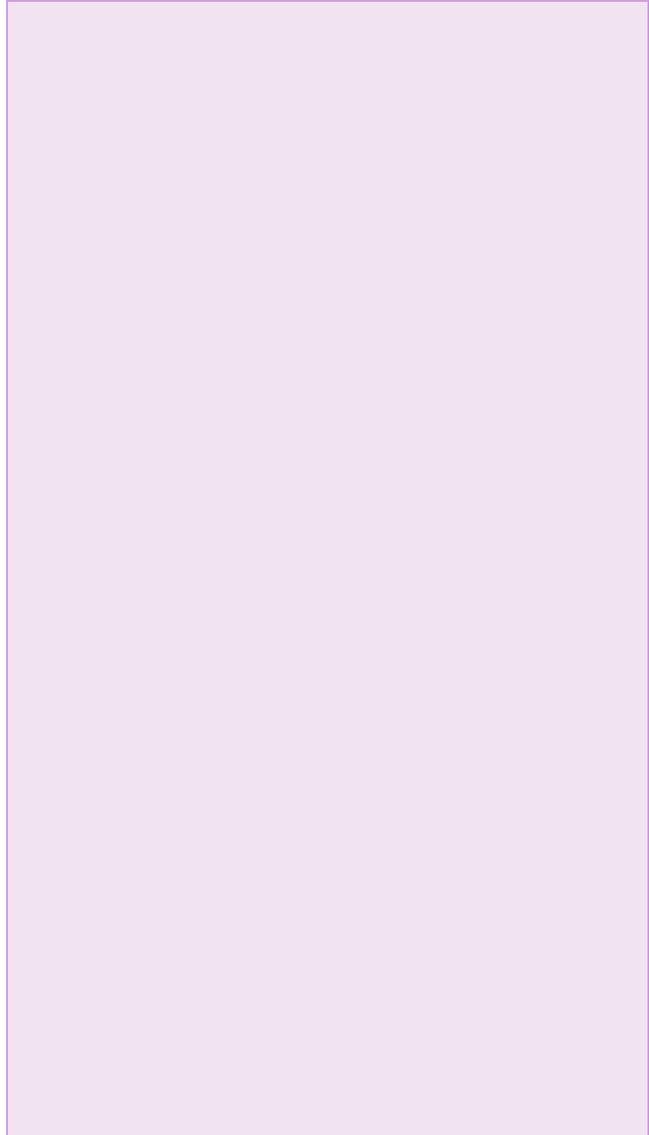
- All students will be members of an “Eagle Family” comprised of a few students from each grade level. This family will come together monthly to engage in community building (to be led by 8th graders) and service activities. Students will remain with their “Eagle Family” for the duration of their time as students at both Vista schools.
- Research & develop Mentoring Program) - Every student on campus will be guaranteed a trusted adult they can check-in with (kind of like a campus parent)

### 2018-19 Actions/Services

for students who exemplify positive behavior.

IVMA will continue its partnerships with:  
**Mar Vista Family Clinic** – provides medical services for our students and their families.

### 2019-20 Actions/Services



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$134,668	\$139,895
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1200	1000, 3000, 5000	1000, 3000, 5000

## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STUDENT ENGAGEMENT**

In order to provide students with relevant 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 to the following museums.
  - LACMA
  - Getty
  - Newport Beach Whale Watching
  - Norton Simon Museum
  - Knott's Berry Farm
  - Getty Villa
  - Pali Institute
2. As part of our school's college-going culture, all students will visit 2 colleges-universities.
  - Loyola Marymount University
  - UCLA
3. Provide students with leadership opportunities through
  - Student Council
  - Reading Buddies
  - Math Field Day
  - Spelling Bee Participation
4. Offer after-school clubs and organizations.
  - Photography Club
  - Arts Club

## 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 such as Pali Institute (grade 6), Catalina Island (grade 7), Whale Watching (grade 7), Knott's Berry Farm (grade 8), Getty and Getty Villa, and LACMA
- Visits to Colleges & Universities:
- Math Field Day Competition
- Art Competition
- Access to clubs/organizations: Arts Club, Choir, Soaring Eagles (Reading Club), Environmental Club, and STEAM Club
- Participation in Student Council

IVMA will continue its partnership with Getty Museum and LACMA to incorporate the arts in classroom instruction. This partnership provides professional development for the Art teacher and field trips to Getty.

## 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Choir
- Soaring Eagles (Reading Club)
- Drama Club
- Environmental club
- STEAM Club

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$10,000	\$10,000
Source	1-2. LCFF S&C 3-4. N/A	LCFF S&C	LCFF S&C
Budget Reference	1-2. 5812 3-4. N/A	1000, 3000, 5000	1000, 3000, 5000

## Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS:**

In order to prepare all students for the careers of the 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, and PE.

2018-19 Actions/Services

broad course of study (science, history) and the following: **Music, Art and PE.**

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$149,950	\$155,948
Source	LCFF S&C	LCFF S&C	LCFF S&C
Budget Reference	2100	1000, 3000	1000, 3000

# Action 7

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

SPED Team: to provide instructional and social emotional

2017-18 Actions/Services

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2018-19 Actions/Services

<p>supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> <li>• 1 RSP Teachers</li> <li>• 1 Intervention Specialist</li> <li>• Psychologist</li> <li>• Contracted services: Speech Pathologist, Occupational Therapist, DIS Counselor</li> </ul>
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2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$220,432	\$227,249
Source		Special Ed (\$161,269) LCFF S&C (\$59,163)	Special Ed (\$161,269) LCFF S&C (\$65,980)
Budget Reference		1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

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

Unchanged Goal

## Goal 2

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

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

State Priorities: 1, 2, 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>% of EL who progress in English Proficiency as measured by CELDT/ELPAC:</b>	55%	33%	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>	10%	15.3%	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>ELD</b>	<b>2</b>	<b>ELD</b>	<b>3</b>
		<b>MATH</b>	<b>3</b>	<b>MATH</b>	<b>3</b>
		<b>NGSS</b>	<b>2</b>	<b>NGSS</b>	<b>3</b>
		<b>HISTORY</b>	<b>2</b>	<b>HISTORY</b>	<b>2</b>
			<b>ELA</b>	<b>4</b>	
			<b>ELD</b>	<b>3</b>	
			<b>MATH</b>	<b>4</b>	
			<b>NGSS</b>	<b>3</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 Vista Middle Academy provides all teachers with evidence based professional

2019-20 Actions/Services

## 2017-18 Actions/Services

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

- 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: 2 weeks
    - 4 Non-instructional Days during the school year: Data Days
    - 1 formalized PD/month
    - 2 PLC per month
    - 1 ICEF-wide PD per month
  3. Members of our teaching staff and/or Leadership team will attend educational conferences to improve their practice.
  4. Administer teacher survey to gather input and feedback on professional development, teacher support and needs.

## 2018-19 Actions/Services

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

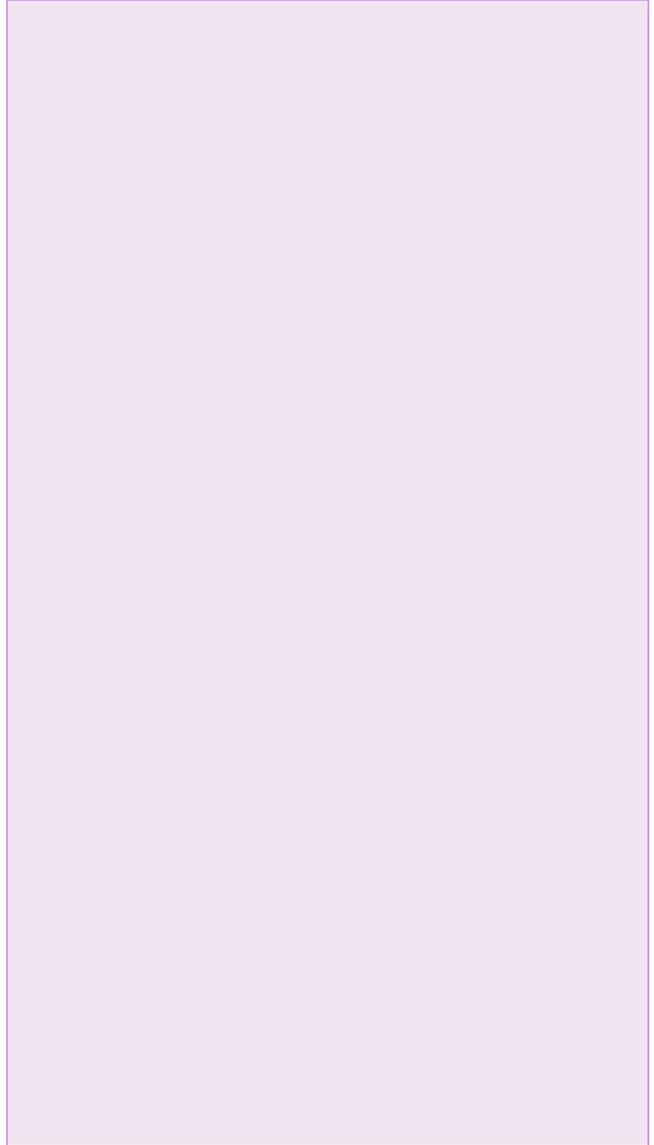
- SWUN Math (SWUN Consultant)
- Lucy Calkins Writer's Workshop (Consultant)
- OpenUp Math Pilot (6<sup>th</sup> grade)
- Close Reading Across Contents
- Achieve 3000 Implementation
- How to effectively use LLI for Reading Intervention
- Teacher Effectiveness Framework (TEF): ICEF-wide focus

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

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

Additionally, our instructional and leadership staff will have opportunities to engage in professional learning via off-site workshops and/or conference.

## 2019-20 Actions/Services



### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$38,241	\$35,000	\$35,000
Source	1. LCFF S&C (\$36,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$1,241) 4. LCFF S&C (\$500)	LCFF S&C	LCFF S&C
Budget Reference	1. 5850 2. 1110 3. 5200 4. 5860	5000	5000

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners

Limited to Unduplicated Student Group

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ELD PROGRAM**

ICEF Vista Middle Charter Academy will review and revise its EL Master Plan to align with the CDE's recent reclassification

**ELD PROGRAM**

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

2017-18 Actions/Services

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

implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will research ELD Curriculum/supplemental resources. 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. **Designated ELD** will take place 4 times/week during College Bound block. An **EL Instructional Assistant** will also provide academic intervention as needed.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	No additional cost to school	No additional cost to school
Source	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)

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**CURRICULUM**

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

2018-19 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

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

2019-20 Actions/Services

2017-18 Actions/Services

following additional curriculum and/or supplemental instructional materials:

- SWUN Math
- Writer’s Workshop Units of Study
- Achieve3000 (subscription)
- iReady (subscription)
- Math IXL (subscription)
- Classroom Libraries

2018-19 Actions/Services

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

- OpenUp Math Curriculum (Pilot for 6<sup>th</sup> grade)
- SWUN Math Consumables
- Writers Workshop Units of Study
- Science Curriculum

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$18,130	\$12,000	\$12,000
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4400	4000	4000

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

**TECHNOLOGY**

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

2018-19 Actions/Services

**TECHNOLOGY**

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

2019-20 Actions/Services

2017-18 Actions/Services

purchase/lease the following:

1. School will replace dated document readers, LCD projectors and bulbs.
2. Principal will develop an annual technology needs assessment based on feedback from staff.

2018-19 Actions/Services

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

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$19,006	\$19,526
Source	1. LCFF S&C (\$7,000) 2. LCFF Base (See Goal 1, Action 1)	LCFF Base (\$13,006) LCFF S&C (\$6,000)	LCFF Base (\$13,526) LCFF S&C (\$6,000)
Budget Reference	1. 4400 2. 1300	2000, 3000, 4000	2000, 3000, 4000

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

Unchanged Goal

### Goal 3

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

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

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

#### Identified Need:

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

#### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Parent involvement including unduplicated students and Students with Disabilities through input in decision-making via SSC, ELAC &amp; PTC:</b>	Met	Met	Met	Met
<b>Parent involvement will include opportunities for participation in programs for unduplicated students</b>	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>and Students with Disabilities:</b>				
<b>Decrease suspension rates annually by 0.5%:</b>	4%	3.5%	3%	2.5%
<b>Maintain expulsion rates: &lt;1%</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	70% 135 parents	72%	74%
<b>Maintain student participation rate on student survey:&gt;90%</b>	Baseline	99% Grades 6-8	>90%	>90%

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

**SCHOOL CLIMATE & SAFETY**

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

1. The School Operations Manager in collaboration with the Principal will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Assistant Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. ICEF Vista Middle Charter Academy will continue to implement the following character education program: that includes Cloud9 World that integrates literacy as the vehicle for teaching character strengths. A series of books are used in both schools and homes. Character and reading assessments, individual application rubrics and wide-ranging activities and materials are included.

2018-19 Actions/Services

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

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

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

IVMA will continue to subscribe and utilize

2019-20 Actions/Services

Empty box for 2019-20 Actions/Services.

2017-18 Actions/Services

4. Assemblies will take place monthly to recognize students for the following: Scholar of the Month based on Cloud 9 character trait.

2018-19 Actions/Services

**Raptor** Visitor Management Software; and **Go Guardian**, Chromebook Management Solutions that keep students safer online and makes teaching easier.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$80,250	\$70,000	\$75,000
Source	1. LCFF Base (\$77,250) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$3,000) 4. LCFF Base (See Goal 1, Action 1)	LCFF S&C	LCFF S&C
Budget Reference	1. 2400 2. 1300 3. 4310 4. 1300	2000, 3000, 4000, 5000	2000, 3000, 4000, 5000

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**PARENT INPUT IN DECISION-MAKING**  
At ICEF Vista Middle Charter Academy, parent input in decision-making will take place through the following:

2018-19 Actions/Services

**PARENT INPUT IN DECISION-MAKING**  
At ICEF Vista Middle Charter Academy, parent input in decision-making will take place through the following:

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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**Budgeted Expenditures**

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

## Action 3

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

### Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

### **OPPORTUNITIES FOR PARENT PARTICIPATION**

ICEF Vista Middle Charter Academy provides (or will provide) the following

2018-19 Actions/Services

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

ICEF Vista Middle Academy will provide all

2019-20 Actions/Services

### 2017-18 Actions/Services

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

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

### 2018-19 Actions/Services

parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

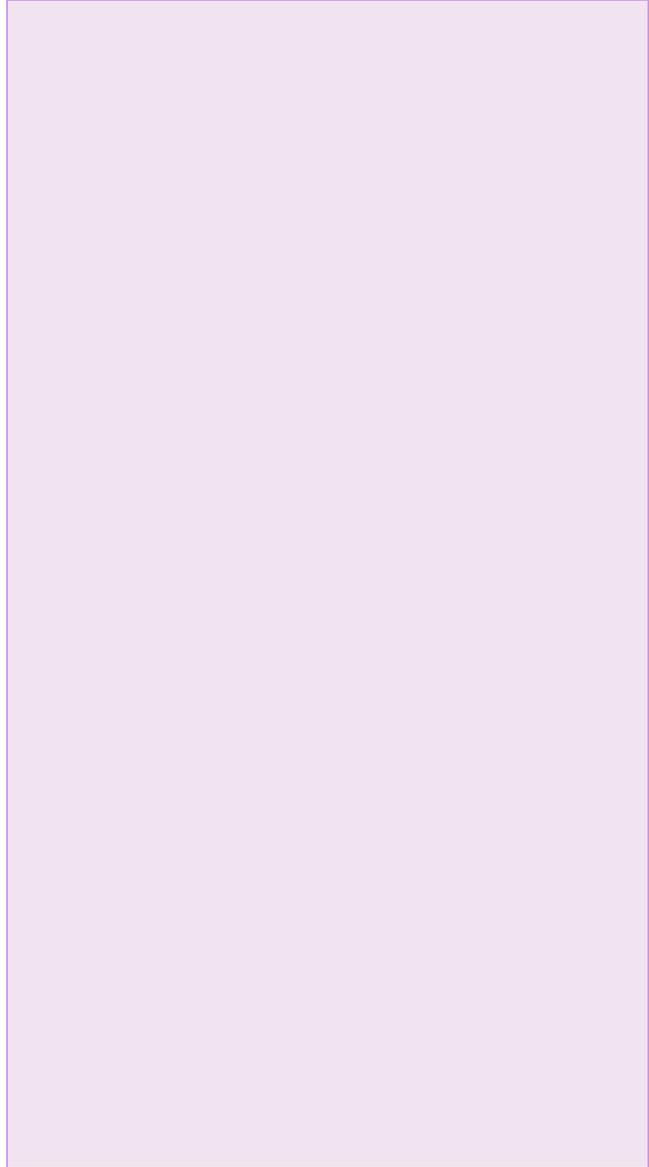
The **Community Relations Coordinator (CRC)** will facilitate the following:

- Parent Information Meetings (PIM): Bullying, Digital Safety, Homework Support, Social-emotional Learning
- Coffee with the Principal: Monthly
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Ensure school's website is updated regularly for parents
- Administer annual **Parent Survey**

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

Continue partnership with Mar Vista Family Center that will provide our families with: workshops on Bullying, and parenting

### 2019-20 Actions/Services



2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

social media is updated on a regular basis as a method to communicate with parents.	classes.	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,444	\$40,000	\$40,000
Source	1. No Cost 2. Title I (\$5,000) 3. LCFF S&C (\$1,000) 4. LCFF S&C (\$2,444) 5. No Cost	LCFF S&C	LCFF S&C
Budget Reference	1. N/A 2. 4390 3. 5860 4. 4390 5. N/A	2000, 3000, 5000	2000, 3000, 5000

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**FACILITIES**

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

2018-19 Actions/Services

**FACILITIES**

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

2019-20 Actions/Services

2017-18 Actions/Services

- classroom space to implement the school's program:
1. Annual facility leasing cost for school site.
  2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.
  3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
  4. Install 2 additional security cameras and locks throughout the campus that will be monitored by the front office staff.

2018-19 Actions/Services

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

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$133,400	\$133,680	\$135,000
Source	1. LCFF Base (\$31,500)/SB-740 (\$94,050) 2. LCFF S&C (\$5,000) 3. LCFF S&C (\$1,000) 4. LCFF S&C (\$2,000)	LCFF Base (\$52,284) SB740 (\$81,396)	LCFF Base (\$53,604) SB740 (\$81,396)

Year	2017-18	2018-19	2019-20
Budget Reference	1. 5610 2. 5630 3. 5850 4. 4400	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

\$ 531,960

33.76%

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

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

## **2018-19:**

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

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

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

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations by the Assistant Principal of Instruction. The Reading Interventionist primarily focuses on

low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies. Our teachers also provide after-school tutoring for students who struggle academically.

In order to support our struggling unduplicated students, our (3) Instructional Assistants will provide academic support in the classroom during the instructional day and in College Bound Prep, an intervention block of 35 minutes, 4 days/week.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program: iReady, Achieve 3000, and LLI subscriptions.

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

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

Our school will implement Saturday School led by our credentialed teachers to provide targeted and focused ELA and math intervention. Pre and post assessments will be administered to monitor student progress and evaluate program efficacy.

**- 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.

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

Our school staff will implement a Character Education Curriculum and will utilize 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.

IVMA will continue its partnerships with: Mar Vista Family Clinic – provides medical services for our students and their families

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

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

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

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

In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study (science, history) and the following: Music, Art, and PE.

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

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

- SWUN Math Instructional Coaching
- Differentiation
- Using Data to guide instruction
- Academic Discourse
- Checking for Understanding,

- OpenUp Math Pilot

- Close Reading Across Contents
- Classroom Management Strategies
- Lucy Calkins Readers & Writers workshop

- PBIS
- Goal 2, Action 4: TECHNOLOGY

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

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

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

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

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

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

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

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

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

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

### **2017-18**

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

Professional Development for certificated staff on teaching strategies for struggling readers (Unduplicated students); Lucy Calkins Reader's Writer's Workshop, NWEA Data Analysis, and Teacher Effectiveness Framework)

In Goal 2, Action 3 the S/C funds are being used to provide unduplicated students with access to academic intervention programs: iReady for ELA and Math; iXL Math; Achieve 3000; Leveled Literacy Intervention (LLI) for ELA provided by the Literacy Specialist and Instructional Aides (Goal 1, Action 1; Goal 1, Action 3)

Community Resource Coordinator (CRC) (Goal 1, Action 1; Goal 3 (Action 2-3), to collaborate with parents to increase parent engagement opportunities in order to support their child academically at home 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.