

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
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2017-20 Plan Summary

The Story

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

ICEF Innovation Los Angeles Charter School, is affectionately referred to as the small school with the big heart. Our school’s vision is to provide a positive learning environment where scholars have access to a rigorous and innovative academic program that engages all stakeholders. We are proud that our school community is engaged and supportive of the collective work that positions us for continued academic and emotional growth.

ICEF Innovation Los Angeles Charter School currently serves 201 students in grades TK-5. Our student demographics includes: 72% African American, 26% Hispanic, of which 15% are Students with Disabilities; 13% English Language Learners (ELL); 0.5% Foster Youth; and 96% who qualify for free/reduced lunch of which 71% African-American, 26% Hispanic, 1.5% American Indian; and 1/5% Pacific Islander.

LCAP Highlights

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

ICEF Innovation Los Angeles 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 Innovation Los Angeles is proud of its “met” performance on the Local Indicators.

ICEF Innovation Los Angeles 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.

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

ICEF Innovation Los Angeles earned a “Red” performance level for English Language Arts State Indicator, and an “Orange” performance level for the Suspension and Mathematics State Indicators.

This school year, IILA implemented PBIS and Alternatives to Suspension and provided its staff with professional development on PBIS and classroom management. Our school is working to improve school culture and climate.

In order to improve ELA performance schoolwide, our school adopted the Lucy Calkin’s Reader’s and Writer’s workshop and professional development for our entire teaching staff, Guided Reading, implemented BAS Assessments, added a Language and Literacy Specialist.

This school year was our initial implementation of SWUN Math that included a Math coach who provided professional development, modeled lessons, assisted with planning and test prep on a bi-monthly basis.

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

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

Performance Gaps

ICEF Innovation Los Angeles did not meet this criteria.

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

Increased or Improved services

See DIISUP Section.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 3,495,156
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,061,374

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	\$ 2,588,093

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5: -20 DFL3

2017-18 Results Pending

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5: -20 DFL3

2017-18 Results Pending

Increase attendance rates by .5% annually: 93.5%

2016-17: 93% Outcome Not met

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

2016-17: Outcome Not Met

Expected

Actual

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ICEF INNOATION LA CS			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	201	28	13.9%
AFRICAN-AMERICAN	160	22	13.8%
HISPANIC	33	5	15.2%
ELL	17	1	5.9%
SOC. ECON DISADV	191	26	13.6%
SPED	27	4	14.8%

% of students access broad course of study: Art, Computer/Keyboarding Cooking & PE 100%

100% - Outcome Met

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

2017-18: 21.1%

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Innovation Los Angeles Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 8 Classroom Teachers that are appropriately credentialed and assigned. 2 Enrichment Instructors: Dance & Art 4 Instructional Aides: to provide academic support for unduplicated students in the classroom (push-in/pullout support) Leadership Team: in charge of meeting weekly; to review school data; student achievement data; 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Innovation Los Angeles Charter School employed the following staff to support the school's educational program the goals, actions and services outlined in this LCAP.</p> <ol style="list-style-type: none"> 8 Classroom Teachers that are appropriately credentialed and assigned. 4 Enrichment Instructors: (2) PE, Computer & Art. 5 Instructional Aides: who have provided academic support for unduplicated students in the classroom (push-in/pullout support) Leadership Team: in charge of meeting weekly; to review school data; student achievement data; 	<p>\$1,666,373</p> <ol style="list-style-type: none"> LCFF Base (\$587,227) LCFF Base (\$5,400) LCFF S&C (\$141,722) LCFF Base (\$400,167) LCFF Base (\$258,503) LCFF Base (\$273,353) <ol style="list-style-type: none"> 1110 2900 2100 1175, 1200, 1300 2200, 2400, 2900 1110, 1200, 1300, 2100 	<p>\$1,666,373</p> <ol style="list-style-type: none"> LCFF Base (\$451,550) LCFF Base (\$5,400) LCFF S&C (\$141,722) LCFF Base (\$400,167) LCFF Base (\$258,503) LCFF Base (\$273,353) <ol style="list-style-type: none"> 1110 2100 2100 1175, 1200, 1300 2200, 2400, 2900 1110, 1200, 1300, 2100

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal • Assistant Principal • Instructional Specialist • Language Literacy Specialist • School Counselor • Teacher Leaders: K-2, 3-5 (see #1 above) • RSP Teacher (See #6 below) <p>5. Classified staff:</p> <ul style="list-style-type: none"> • School Operations Manager • Community Relations Coordinator • School Information Coordinator • Janitorial Staff: 1 <p>6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 1 RSP Teachers • 1 Intervention Specialist • 1 Psychologist • 1 Speech Pathologist • 1 Occupational Therapist • 1 DIS Counselor 	<p>assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:</p> <ul style="list-style-type: none"> • Principal • Instructional Specialist: Coaches all teachers, conducts classroom observations and provides feedback. • Language Literacy Specialist: focuses on Tier 2/3 students and provides 1:1 or small group pullout academic intervention. • School Counselor (see DIS Counselor #6 below) • 2 CPLA Counseling Interns • Teacher Leaders: TK-1, 2-3, 4-5 (see #1 above) • RSP Teacher (See #6 below) <p>5. Classified staff:</p> <ul style="list-style-type: none"> • School Operations Manager • Community Relations Coordinator • School Information Coordinator; in charge of the school's breakfast and lunch program, CALPADS reporting and registrar 		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Janitorial Staff: 1
 - Campus Aide : supervision
6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
- 1 RSP Teachers
 - 1 Intervention Specialist
 - 1 Psychologist
 - 1 Speech Pathologist
 - 1 Occupational Therapist
 - 1 DIS Counselor – provides counseling services for SPED and General Education students

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. ICEF Innovation Los Angeles Charter School staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year (grades 2-5) • Fountas and Pinnell Reading Benchmark assessments: 3 times/year (K - 5) <p>2. In addition, ICEF Innovation Los Angeles Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3-5 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 5 • Physical Fitness Test (PFT): Grades 5 	<p><u>ASSESSMENTS</u></p> <p>1. ICEF Innovation Los Angeles Charter School staff has implemented multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year (grades 2-5) • Fountas and Pinnell Reading Benchmark assessments: 4 times/year (TK-5) • Interim Assessment Blocks (IAB): Annually for grades 3-5 <p>2. In addition, ICEF Innovation Los Angeles Charter School students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 3-5 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grades 5 	<p>\$21,338</p> <p>LCFF S&C</p> <p>4310</p>	<p>\$21,338</p> <p>LCFF S&C</p> <p>4310</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Physical Fitness Test (PFT):
Grades 5

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

ACADEMIC INTERVENTIONS

ICEF Innovation Los Angeles Charter School will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. After-school targeted intervention for reading and Math: Tier 2
2. Guided Reading (60 min): 4 times/week - Instructional aides provide pull-out intervention, while teachers provide learning centers in the classroom.
3. Fountas and Pinnell Benchmark

ACADEMIC INTERVENTIONS

ICEF Innovation Los Angeles Charter School has aligned academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students have been assessed for intervention and describes the types of intervention strategies that have been implemented during classroom instruction.

1. After-school targeted intervention for reading and Math: Tier 2 led by credentialed teachers. Students were identified using MAP results.
2. Guided Reading (60 min): 1-2 times/week - Instructional aides provide pullout intervention, while teachers provide learning centers in

\$15,000

1. Title I (\$5,000)
2. See Goal 1, Action 1
- 3-4. LCFF S&C (\$10,000)

1. 4310
2. 2100
- 3-4. 4310

\$15,177, See Goal 1, Action 1

1. LCFF Base (See Goal 1, Action 1)
2. LCFF S&C (See Goal 1, Action 1)
3. LCFF S&C (See Goal, Action 2)
4. LCFF S&C (\$15,177)

4. 4000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assessment System for reading levels. Provide description of how students will be assessed. (ex. SST/RTI)</p> <p>4. IReady adaptive standards mastery program (Tier 3 support): 2 times/week during ELA and Math block</p>	<p>the classroom.</p> <p>3. Fountas and Pinnell Benchmark Assessment System for reading levels. Students were assessed and monitored using Reading Lexile Levels.</p> <p>4. IReady adaptive standards mastery program (Tier 3 support): 2 times/week during ELA and Math instruction using iReady.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • Full time Counseling Services provided by 3 Counselors provide academic and social-emotional counseling (group/individual sessions), and therapeutic one-on-one counseling. • Character Counts implemented by the teacher partnered by the anti-bullying program at the beginning of the school year • Second Step provided by the Head Counselor 30 minutes weekly in every classroom. 	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u> Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • Full time Counseling Services provided by 3 Counselors provide academic and social-emotional counseling (group/individual sessions), and therapeutic one-on-one counseling. • Embedded PBIS STARS (Stay Safe, Show Kindness, Think before you Act, Act Responsibly, Respect Self and Others; and Stay Safe & Healthy) by the teacher partnered by the anti-bullying program at the beginning of the school year • Each month the focus is on a different STARS Character Trait led by the Counselor. 	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1110, 1300</p>	<p>See Goal 1, Action 1</p> <p>LCFF S&C</p> <p>1000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> 1. Provide field trips aligned to content standards. Continue partnership with Getty Museum; and LACMA. 2. Continue to provide student council for grades 4-5. 3. Continue with after-school program: Challengers Boys & Girls Club provides academic and social enrichment program. 4. Continue to host STEM Club - after-school. 5. All students will participate in an Engineering project twice per year aligned to NGSS. 	<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school has implemented the following:</p> <ol style="list-style-type: none"> 1. Field trips aligned to the content standards: Sky Space, Underwood Farms, AstroCamp, Sea Side Lagoon, LA County Fair IILA will continue partnership with Getty Museum; and LACMA. 2. Student council (grades 3-5) participated in campus beautification, and fundraisers. 3. Continue with after-school program: Challengers Boys & Girls Club provides academic and social enrichment program. 4. The after-school STEM Club will take place in the 2018-19 school year. 5. The Engineering project will take place in the 2018-19 school year. 	<p>\$17,500</p> <ol style="list-style-type: none"> 1. LCFF Base (\$9,000) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$7,500) 4. LCFF Base (See Goal 1, Action 1) 5. LCFF S&C (\$1,000) <p>1. 5812 2. 1300 3. 5851 4. 1300 5. 4310</p>	<p>\$117,272</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$4,772) 2. LCFF Base (\$0) 3. LCFF Base (\$0) 4. LCFF Base (\$0) 5. LCFF S&C (\$0) 6. ASES (\$112,500) <p>1. 5000 6. 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>6. ILLA provided students with access to the after-school academic & social enrichment program with YPI for TK-K students.</p> <p>7. Our students participated in classroom project presentation.</p>		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects and includes Art, Dance, and PE.</p>	<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which includes Art, Computer (digital literacy, keyboarding, and iReady intervention, Cooking, and PE.</p>	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>2900</p>	<p>See Goal 1, Action 1</p>

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference was with Action 5, where ASES funding was included as part of the after-school program.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1

Annual Measureable Outcomes

Expected

Actual

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

100% Outcome Met

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

ELA	3
ELD	2
MATH	3
NGSS	2
HISTORY	2

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

100% Outcome Met

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

2017-18: 14%

Expected

Actual

Increase English Learner reclassification rate: 12%*

* Due to the low number of EL: As of June 2017, there are only 2 EL students at Early Advance; and 1 at Advance, who may possibly be eligible for reclassification in 2017-18

2016-17: 12.5%
2017-18: 11%

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Lucy Calkins Reader’s and Writer’s Workshop • Analyzing & understanding 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Lucy Calkins Reader’s and Writer’s Workshop • Analyzing & understanding 	<p>\$12,635</p> <ol style="list-style-type: none"> 1. LCFF Base (\$7,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$4,636) 4. LCFF S&C (\$500) <ol style="list-style-type: none"> 1. 5850 2. 1110 3. 5200 4. 5300 	<p>\$12,601</p> <p>LCFF S&C (\$3,000) Title II (\$9,601)</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>NWEA MAP assessment</p> <ul style="list-style-type: none"> • NGSS Lesson planning and instructional strategies • SWUN Math Lesson Design <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer Institute: 2 weeks • 4 Non-instructional Days during the school year - Data Days • Weekly PD during the school year <p>3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> • NSTA Science Conference • Solution Tree PLC Conference • Primary Educators Conference <p>4. Administer teacher survey to gather input and feedback on PD, support and needs.</p>	<p>NWEA MAP assessment</p> <ul style="list-style-type: none"> • NGSS unit Lesson planning and instructional strategies • SWUN Math Lesson Design • Close Reading • Mandated Reporting • NGSS Standards & Resources • Understanding shifts in Common Core Math • iReady: Using data to drive instruction • Analyzing SBAC: Claims & targets • Implementing Formative Assessments in ELA & Math • PBIS <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer Institute: 2 weeks • 4 Non-instructional Days during the school year - Data Days • Weekly PD during the school year <p>3. Members of our teaching staff and/or Leadership team plan to attend in the</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

following conferences:

- TK-K Conference
- SPED Conference

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELD PROGRAM ICEF Innovation Los Angeles Charter School will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.</p>	<p>ELD PROGRAM ICEF Innovation Los Angeles Charter School reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; a shift from CELDT to implementation of the ELPAC; ELD Standards, curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, and targeted ELD designated and integrated instruction. Teachers provide EL with guided reading at least 3 times/week. The school’s Instructional Specialist (Credentialed teachers) administered the CELDT, and ELPAC assessment. Throughout the year, the principal and teachers review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments and student work to ensure academic growth in ELA and math.</p>	<p>See Goal 1, Action 1 LCFF Base 1110, 1300</p>	<p>See Goal 1, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CURRICULUM</u> Every student has access to standards-aligned curriculum. ICEF Innovation Los Angeles Charter will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) • Scholastic Guided Reading Intervention Set • iReady (subscription) • STEM consumables and non-consumables 	<p><u>CURRICULUM</u> Every student has access to standards-aligned curriculum. ICEF Innovation Los Angeles Charter has purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Leveled Literacy Intervention (LLI) • Reading Units of Study (Lucy Calkins) • iReady (subscription) • SWUN Math Curriculum 	<p>\$23,500</p> <p>LCFF S&C</p> <p>4110, 4210, 4310</p>	<p>\$34,131</p> <p>LCFF S&C</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will implement the following:</p> <ol style="list-style-type: none"> Purchase Promethean Board (w/ replacement parts for existing boards) The Instructional Specialist along with the IT specialist will develop an annual needs assessment for future purchases and upgrades. ICEF Central Office will provide tech support for: computer maintenance, Internet trouble shooting, setting up hardware and software for classroom use. 	<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school has implemented the following:</p> <ol style="list-style-type: none"> Purchased replacement components for the Promethean Board, replacement laptops, MacBook Air laptops, and iPads and installation of wifi hotspots throughout the school. The Instructional Specialist along with the IT specialist will develop an annual needs assessment for future purchases and upgrades. ICEF Central Office provides tech support for: computer maintenance, Internet trouble shooting, setting up hardware and software for classroom use. 	<p>\$15,500</p> <ol style="list-style-type: none"> LCFF S&C (\$2,500) LCFF Base (See Goal 1, Action 1) LCFF Base (13,000) <p>1. 4400 2. 1300 3. 2400</p>	<p>\$15,500</p> <ol style="list-style-type: none"> LCFF S&C (\$7,738) LCFF Base (\$15,400) (See Goal 1, Action 1) LCFF Base (13,000) <p>1. 4400 2-3. 2000, 3000</p>

Analysis

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

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

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

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

This year was the initial year of SWUN Math implementation and out teachers received ongoing robust professional development, coaching, observation and feedback. Therefore implementation of new NGSS materials did not take place but rather this year served as the planning year for implementation in the upcoming 2018-19 school year. 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 difference was a result of action 3, increased purchase of curriculum.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measureable Outcomes

Expected

Actual

Parent involvement through input in decision-making via SSC, ELAC & PTC: Met

Outcome Met

Parent involvement will include opportunities for participation in programs for unduplicated students: Met

Outcome Met

Decrease suspension rates annually by 1%: 1.4%

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	201	4	3	1.5%	66.7%	33.3%
AFRICAN-AMERICAN	160	2	2	1.3%	100.0%	0.0%
HISPANIC	33	2	1	3.0%	0.0%	100.0%
FOSTER YOUTH	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

2016-17: 1.5% Outcome Not Met

Expected

Actual

Maintain expulsion rates: <1%	2016-17: 0% - Outcome Met
Administer Facility Inspection Tool (FIT): Score Good or Better	2018 FIT Score: Good – Outcome Met
Increase parent participation rate on parent survey:	2017-18: 40% 72 parents (Baseline)
Increase student participation rate on student survey:	2017-18: 99% Grades 3-5 (Baseline)

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Innovation Los Angeles Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school. 3. ICEF Innovation Los Angeles Charter School will continue to implement Second Step & Character Counts Curriculum 	<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Innovation Los Angeles Charter School has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ol style="list-style-type: none"> 1. The Leadership Team annually reviews and revises the Comprehensive School Safety Plan. The school’s entire staff received training on the School Safety Plan; Crisis Prevention Institute Training, Safe Schools; and HR Mandated Reporter. Monthly drills have taken place including active shooter, and lock-down. Emergency supplies were purchased for classrooms. 2. The supervision schedule was developed and monitored by the Principal, and School Office Manager, to ensure adult supervision, before, during and after 	<p>\$6,000</p> <p>1-2. LCFF Base (See Goal 1, Action) 3. LCFF Base (\$5,000) 4. LCFF S&C (\$500) 5. LCFF S&C (\$500)</p> <p>1. 1200, 1300 2. 1300 3. 4310 4-5. 4390</p>	<p>\$2000</p> <p>1-3 LCFF Base (See Goal 1, Action 1) 4-5. LCFF S&C(\$500) 6. LCFF S&C (\$1,500) 7. LCFF S&C (See Goal 1, Action 1)</p> <p>4-5. 4000 6. 1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Assemblies will take place bi-monthly to recognize students for the following: exuding positive character traits/behavior, perfect attendance, and “most improved.”</p> <p>5. All students will attend assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet safety, etc.</p>	<p>school. IILA has a campus aide that provides supervision throughout the day.</p> <p>3. ICEF Innovation Los Angeles Charter School has continued to implement Second Step Character Education Curriculum.</p> <p>4. Assemblies took place monthly to recognize students for the following: exuding positive character traits/behavior, perfect attendance, and “most improved.”</p> <p>5. All students attended bi-monthly assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet safety, schoolwide expectations, an Second Step led by the Principal.</p> <p>6. Our school hosted the following schoolwide student competitions:</p> <ul style="list-style-type: none"> • Math Night • Science Fair • Spelling Bee Contest: Annual • Mathletes • Math Field Day (annual): ICEF- 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>wide competition</p> <ul style="list-style-type: none"> • Black History Month – Holiday Program • Grade 3-5: Student Project • Grade 5: Invention Project <p>7. In order to address and improve chronic absenteeism rates, our school issued letters to household, meetings with parents of chronically absent students and identify/provide resources to improve student attendance rates.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> ICEF Innovation Los Angeles Charter School, parent input in decision-making will take place through the School Site Council (SSC).</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> ICEF Innovation Los Angeles hosted at least 3 School Site Council (SSC) meetings comprised of parents, teachers and staff.</p>	<p>\$1,000</p> <p>LCFF S&C</p> <p>4390</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> ICEF Innovation Los Angeles Charter School provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Host Coffee with the Principal: 3 times/year. 2. Community Relations Coordinator facilitates parent meetings, schoolwide events and communicate with parents. All volunteers will undergo a live-scan and TB testing. 3. PIM Monthly Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Positive Discipline • Financial Literacy • Bullying • Physical Fitness, Wellness, Mindfulness 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> ICEF Innovation Los Angeles Charter School provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. Host Coffee with the Principal every month. All families also attended the parent/student orientation. 2. Community Relations Coordinator facilitates parent meetings, schoolwide events and communicate with parents. All volunteers will undergo a live-scan and TB testing. 3. PIM Monthly Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • How to support my child academically • Positive Discipline • Financial Literacy • Bullying • Physical Fitness, Wellness, Mindfulness 	<p>\$3,000</p> <ol style="list-style-type: none"> 1. LCFF Base (\$500) 2. LCFF Base (See Goal 1, Action 5) 3. Title I (\$1,500) 4. LCFF S&C (\$1,000) 5. LCFF Base (See Goal 1, Action 1) <p>1. 4390 2. 2900 3. 4390 4. 5860 5. 2900</p>	<p>\$2,000</p> <ol style="list-style-type: none"> 1. LCFF Base (\$500) 2. LCFF Base (See Goal 1, Action 5) 3. LCFF S&C (\$500) 4. LCFF S&C (\$1,000) 5. LCFF Base (See Goal 1, Action 1) <p>1. 4000 2. 2000 3. 4000 4. 5000 5. 2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Administer an annual parent survey.</p> <p>5. CRC ensures school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<p>4. The parent survey was administered twice this year and results will be shared with stakeholders.</p> <p>5. The school’s website and social media has been maintained and kept up-to-date by the CRC, which serves as an essential tool to communicate with parents.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 	<p><u>FACILITIES</u> IIIA has implemented the following to ensure a safe, and well-maintained school facility sites; and appropriate classroom space to implement the school’s program::</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for one school site. 2. No repairs or upgrades were made this year. 3. A Facility Inspection (FIT) report was completed. 4. Our school subscribes and utilizes Raptor Visitor Management Software; and Go Guardian, Chromebook Management Solutions that keep students safer online and making teaching easier. 	<p>\$212,900</p> <ol style="list-style-type: none"> 1. LCFF Base (\$34,058), SB-740 (\$145,388) 2. LCFF Base (\$5,000) 3. LCFF Base (\$1,000) <p>1. 5610 2. 5630 3. 5850</p>	<p>\$212,900</p> <ol style="list-style-type: none"> 1. LCFF Base (\$61,532), SB-740 (\$134,584) 2. LCFF Base (\$200) 3. LCFF Base (\$1,333) <p>1. 5610 2. 5630 3. 5850</p>

Analysis

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

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

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

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

This year, the new school principal worked arduously to develop positive relationships with parents, staff and students, in addition to community building and culture building. There was a strong focus and emphasis on the Second Step Character Education Program in addition to extensive parent workshops/meetings that focused on social-emotional, and behavioral issues, led by the school counselor.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference in action 1 was a result of staff salaries included in Goal 1, Action 1.

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

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 Innovation Los Angeles has consulted throughout the school year with the following stakeholders on the Annual Review and the LCAP Analysis that include the following:

Meeting with Parents

- School Site Council: 10/3/17, 11/7/17, 2/6/18, 3/6/18, 5/1/18
- Orientations/Back to School Nights: 9/19/17, 1/13/18
- ELAC: 9/28/17, 11/7/17, 1/13/18, 2/6/18, 3/6/18, 5/1/18

- Governing Board Meetings: Monthly ICEF
- Staff meetings: monthly
- PD: Weekly (Wednesday)
- Discipline Assembly: every other month

Impact on LCAP and Annual Update

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

Consultations with stakeholders impacted the LCAP as follows:

- Parents would like additional tutoring opportunities for their child

- Parents would like to be more involved in planning schoolwide events. The principal will design a plan for this.
- Teachers would like to continue to receive professional development on SWUN math, and PBIS.

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 3-5:	-72.9 DFL3	-67.9 DFL3	-62.9 DFL3	-57.9 DFL3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5:	-78.9 DFL3	-73.9 DFL3	-68.9 DFL3	-63.9 DFL3
Increase attendance rates by .5% annually	93%	93.5%	94%	94.5%
Decrease Chronic Absenteeism rates: (1% decline annually)	13.9%	13%	12%	11%
% of students access broad course of study: Art, Technology, Cooking & Physical Education	100%	100%	100%	100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	21.1%	23%	25%	27%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

2017-18 Actions/Services

ICEF Innovation Los Angeles Charter School will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 8 Classroom Teachers that are appropriately credentialed and assigned.
2. 2 Enrichment Instructors: Dance & Art
3. 4 Instructional Aides: to provide academic support for unduplicated students in the classroom (push-in/pullout support)
4. Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Principal
 - Assistant Principal
 - Instructional Specialist
 - Language Literacy Specialist
 - School Counselor
 - Teacher Leaders: K-2, 3-5 (see #1

2018-19 Actions/Services

ICEF Innovation Los Angeles (TK-5) will employ **10 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

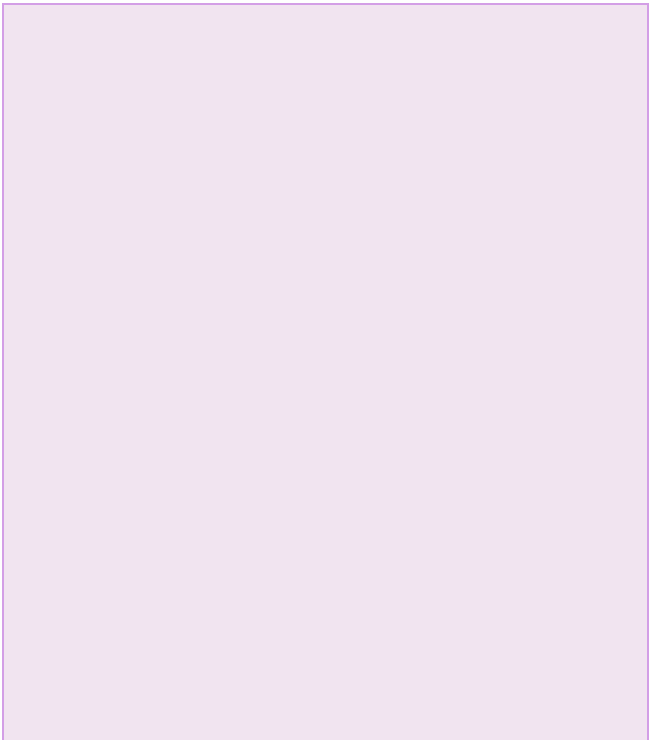
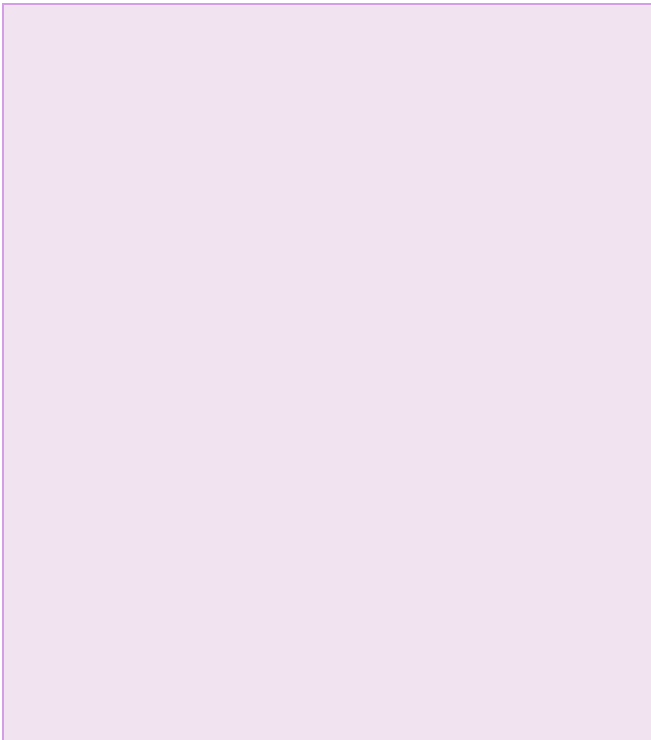
2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- above)
 - RSP Teacher (See #6 below)
- 5. Classified staff:
 - School Operations Manager
 - Community Relations Coordinator
 - School Information Coordinator
 - Janitorial Staff: 1
- 6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP:
 - 1 RSP Teachers
 - 1 Intervention Specialist
 - 1 Psychologist
 - 1 Speech Pathologist
 - 1 Occupational Therapist
 - 1 DIS Counselor



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,666,373	\$690,819	\$718,452

Year	2017-18	2018-19	2019-20
Source	1. LCFF Base (\$587,227) 2. LCFF Base (\$5,400) 3. LCFF S&C (\$141,722) 4. LCFF Base (\$400,167) 5. LCFF Base (\$258,503) 6. LCFF Base (\$273,353)	LCFF Base	LCFF Base
Budget Reference	1. 1110 2. 2900 3. 2100 4. 1175, 1200, 1300 5. 2200, 2400, 2900 6. 1110, 1200, 1300, 2100	1110, 1300	1110, 1300

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 Innovation Los Angeles Charter School staff will implement multiple types of assessments in order to monitor each student's: academic progress;

2018-19 Actions/Services

ASSESSMENTS

ICEF Innovation Los Angeles staff will continue to implement multiple types of assessments, in order to monitor each

2019-20 Actions/Services

2017-18 Actions/Services

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 (grades 2-5)
- Fountas and Pinnell Reading Benchmark assessments: 3 times/year (K - 5)

2. In addition, ICEF Innovation Los Angeles Charter School students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-5
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5
- Physical Fitness Test (PFT): Grades 5

2018-19 Actions/Services

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

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

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

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21,338	\$22,100	\$22,164
Source	LCFF S&C	LCFF Base	LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference	4310	4310	4310

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ACADEMIC INTERVENTIONS

ICEF Innovation Los Angeles Charter School

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO

2017-18 Actions/Services

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.

1. After-school targeted intervention for reading and Math: Tier 2
2. Guided Reading (60 min): 4 times/week
- Instructional aides provide pull-out intervention, while teachers provide learning centers in the classroom.
3. Fountas and Pinnell Benchmark Assessment System for reading levels. Provide description of how students will be assessed. (ex. SST/RTI)
4. IReady adaptive standards mastery program (Tier 3 support): 2 times/week during ELA and Math block

2018-19 Actions/Services

PROVIDE ACADEMIC INTERVENTIONS:

ICEF Innovation Los Angeles 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 **Math Specialist** coaches all teachers on the newly implemented Math curriculum, Swun Math, models lessons and provides essential feedback. The **Language Literacy Specialist** primarily focuses on low-level readers through one-on-one and small group academic, and provides teachers with professional development on reading and literacy strategies.

In order to support our struggling unduplicated students, our **(5) Instructional Assistants** will provide academic support in the classroom during the instructional day. All students struggling academically will receive an additional 30-minute block of

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>targeted ELA/Math intervention. Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:</p> <ul style="list-style-type: none"> • iReady web-based (subscription) • Reading A-Z (subscription) <p>ILLA provides an after-school academic and social enrichment program in partnership with the Boy's & Girl's Club. Our teachers also provide after-school tutoring for 45 minutes, 2 times/week.</p>

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$482,159	\$496,801
Source	1. Title I (\$5,000) 2. See Goal 1, Action 1 3-4. LCFF S&C (\$10,000)	1. LCFF S&C (230,659) 2. Title I (\$139,000) 3. ASES (\$112,500)	1. LCFF S&C (239,741) 2. Title I (\$144,560) 3. ASES (\$112,500)

Year	2017-18	2018-19	2019-20
Budget Reference	1. 4310 2. 2100 3-4. 4310	1. 1300, 2100, 4310, 5851 2. 1300 3. 5851	1. 1300, 2100, 4310, 5851 2. 1300 3. 5851

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

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-

2017-18 Actions/Services

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

- Full time Counseling Services provided by 3 Counselors provide academic and social-emotional counseling (group/individual sessions), and therapeutic one-on-one counseling.
- Character Counts implemented by the teacher partnered by the anti-bullying program at the beginning of the school year
- Second Step provided by the Head Counselor 30 minutes weekly in every classroom.

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.

ILLA 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 Principal, **School Operations Manager**, who closely monitors chronic absenteeism rates, provides translation services, and meets with families; **School Information Coordinator, and School Counselor** who provides social-emotional counseling, who works directly with students under the supervision of the Counselor. Our school has also partnered with **Counseling Partners of Los Angeles (CPLA) who provides mental health counseling services and social skills groups** for our students.

Our school staff uses **Class Dojo** to document student behavior, and encourage students for a skill or value. For students it

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

gives them a voice, they can showcase their learning through digital portfolios, and it is used to engage parents and build a positive school community. Our school also provides incentives/rewards for students who exemplify positive behavior.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$138,742	\$143,772
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1110, 1300	1200, 2400, 5851	1200, 2400, 5851

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)

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

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

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:
In order to provide students with relevant

2019-20 Actions/Services

2017-18 Actions/Services

- provide the following:
1. Provide field trips aligned to content standards. Continue partnership with Getty Museum; and LACMA.
 2. Continue to provide student council for grades 4-5.
 3. Continue with after-school program: Challengers Boys & Girls Club provides academic and social enrichment program.
 4. Continue to host STEM Club - after-school.
 5. All students will participate in an Engineering project twice per year aligned to NGSS.

2018-19 Actions/Services

- learning experiences outside of the classroom, our school will host and/or provide the following:
- Field trips aligned to the content standards
 - Math Field Day Competition
 - Art Competition
 - All students will participate in Science & Engineering Projects
 - Continued partnership with Getty Museum and LACMA to incorporate the arts in classroom instruction. This partnership provides professional development for the Art teacher and field trips to Getty.
 - After-school clubs & organizations: ARC
 - STEM In the Future after-school program

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,500	\$12,900	\$13,673

Year	2017-18	2018-19	2019-20
Source	1. LCFF Base (\$9,000) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (\$7,500) 4. LCFF Base (See Goal 1, Action 1) 5. LCFF S&C (\$1,000)	LCFF S&C	LCFF S&C
Budget Reference	1. 5812 2. 1300 3. 5851 4. 1300 5. 4310	1175, 5812	1175, 5812

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

In order to prepare all students for the

COURSE ACCESS:

In order to prepare all students for the

2017-18 Actions/Services

careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects and includes Art, Dance, and PE.

2018-19 Actions/Services

careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects and includes **Art, Computers, Cooking, and PE.**

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$65,622	\$68,247
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	2900	1110	1110

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:

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

SPED Team: to provide instructional and social emotional supports as outlined in the student’s IEP:

- 1 RSP Teachers
- 1 Intervention Specialist
- Contracted services: Psychologist, Speech Pathologist, Occupational Therapist, DIS Counselor (1 FTE, 2 PTE)

In order to improve academic outcomes for our Student with Disabilities subgroup, our school will offer a **Summer Intervention Program** that focuses on ELA and Math, led by the RSP teachers and Intervention Specialist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$181,312	\$185,771
Source		Special Education	Special Education
Budget Reference		1110, 2100, 5851	1110, 2100, 5851

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	3	ELA	3
		ELD	2	ELD	3
		MATH	3	MATH	3
		NGSS	2	NGSS	3
		HISTORY	2	HISTORY	2
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%	
Increase percentage of EL who progress in English Proficiency (CELDT):	17%	43%	Spring 2018 ELPAC will serve as a Baseline	Will establish annual growth target once ELPAC results are released	
Increase English Learner reclassification rate:	12.5%	11%*	Fall 2018 will serve as a Baseline	Will establish annual growth target once ELPAC results are released	

* Due to the low number of EL: As of June 2017, there are only 2 EL students at Early Advance; and 1 at Advance, who may possibly be eligible for reclassification in 2017-18

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

2017-18 Actions/Services

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

Modified

2018-19 Actions/Services

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

Unchanged

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:
 - Lucy Calkins Reader's and Writer's Workshop
 - Analyzing & understanding NWEA MAP assessment
 - NGSS Lesson planning and instructional strategies
 - SWUN Math Lesson Design
2. Professional development for all teachers will take place during the academic year, as follows:
 - Summer Institute: 2 weeks
 - 4 Non-instructional Days during the school year - Data Days
 - Weekly PD during the school year
3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:
 - NSTA Science Conference

PROFESSIONAL DEVELOPMENT

- ICEF Innovation Los Angeles provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students.
- SWUN Math (SWUN Consultant)
 - Lucy Calkins Reader's Workshop (Consultant)
 - How to work with challenging behaviors series (Consultant)
 - Differentiation
 - Using data to guide instruction
 - Academic Discourse
 - Checking for Understanding
 - PBIS
 - Classroom Management Strategies
 - Teacher Effectiveness Framework (TEF): ICEF-wide focus
- Professional development for all teachers will take place during the academic year, as follows:
- Summer PD: 2 week institute
 - 3 Non-instructional Days: Focus - Data Days
 - Weekly Wednesday PD: during the academic school year

2017-18 Actions/Services

- Solution Tree PLC Conference
 - Primary Educators Conference
4. Administer teacher survey to gather input and feedback on PD, support and needs.

2018-19 Actions/Services

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

- CCSA Conference
- Kindergarten Conference
- LLI Training
- SPED Conference
- ACSA Conference – School Counselors
- STEAM/STEM Conference

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,635	\$43,900	\$43,900
Source	1. LCFF Base (\$7,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF S&C (\$4,636) 4. LCFF S&C (\$500)	1. LCFF S&C (\$13,900) 2. Title II (\$20,000)	1. LCFF S&C (\$13,900) 2. Title II (\$20,000)

Year	2017-18	2018-19	2019-20
Budget Reference	1. 5850 2. 1110 3. 5200 4. 5300	1. 5850 2. 5850	1. 5850 2. 5850

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

Scope of Services:

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

Limited to Unduplicated Student Group

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

ELD PROGRAM
ICEF Innovation Los Angeles Charter School will review and revise its EL Master Plan to align with the CDE's recent reclassification

2018-19 Actions/Services

ELD PROGRAM
ICEF Innovation Los Angeles will review and revise its EL Master Plan to align with recent

2019-20 Actions/Services

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 also **research effective ELD curriculum** for implementation. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$5,000	\$5,000
Source	LCFF Base	LCFF S&C	LCFF S&C
Budget Reference	1110, 1300	4310	4310

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 Innovation Los Angeles Charter will purchase the following

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. ICEF Innovation Los

2019-20 Actions/Services

2017-18 Actions/Services

additional curriculum and/or supplemental instructional materials:

- Leveled Literacy Intervention (LLI)
- Scholastic Guided Reading Intervention Set
- iReady (subscription)
- STEM consumables and non-consumables

2018-19 Actions/Services

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

- NGSS Curriculum and instructional materials
- Consumables

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,500	\$15,000	\$15,458
Source	LCFF S&C	LCFF Base	LCFF Base
Budget Reference	4110, 4210, 4310	4110, 4210	4110, 4210

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 implement

2018-19 Actions/Services

TECHNOLOGY

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

2019-20 Actions/Services

2017-18 Actions/Services

the following:

1. Purchase Promethean Board (w/ replacement parts for existing boards)
2. The Instructional Specialist along with the IT specialist will develop an annual needs assessment for future purchases and upgrades.
3. ICEF Central Office will provide tech support for: computer maintenance, Internet trouble shooting, setting up hardware and software for classroom use.

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,500	\$21,045	\$21,500
Source	1. LCFF S&C (\$2,500) 2. LCFF Base (See Goal 1, Action 1) 3. LCFF Base (13,000)	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference	1. 4400 2. 1300 3. 2400	1300, 2400, 4400	1300, 2400, 4400

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain suspension rates <2%	1.5%	2%	<2%	<2%
Maintain expulsion rates <1%	0%	0%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	40% 72 parents	44%	48%
Maintain student participation rate on student survey:>90%	Baseline	99% Grades 3-5	>90%	>90%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

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

SCHOOL CLIMATE & SAFETY

ICEF Innovation Los Angeles Charter School

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE

2017-18 Actions/Services

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

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. ICEF Innovation Los Angeles Charter School will continue to implement Second Step & Character Counts Curriculum
4. Assemblies will take place bi-monthly to recognize students for the following: exuding positive character traits/behavior, perfect attendance, and "most improved."
5. All students will attend assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet

2018-19 Actions/Services

SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

ICEF Innovation Los Angeles will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff and **Campus Aides (2)**
- Monthly and End of Year Award Assembly
- Continue to implement Character Counts, and Second Step Character Education Program
- Administer student and staff survey to measure student engagement, school climate and safety.
- Student Council (grades 4-5) will

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>safety, etc.</p>	<p>implement activities to promote a positive school climate.</p> <p>IIA 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.</p>	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$40,790	\$42,319
Source	<p>1-2. LCFF Base (See Goal 1, Action)</p> <p>3. LCFF Base (\$5,000)</p> <p>4. LCFF S&C (\$500)</p> <p>5. LCFF S&C (\$500)</p>	<p>LCFF S&C</p>	<p>LCFF S&C</p>
Budget Reference	<p>1. 1200, 1300</p> <p>2. 1300</p> <p>3. 4310</p> <p>4-5. 4390</p>	<p>2200, 5860</p>	<p>2200, 5860</p>

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

ICEF Innovation Los Angeles Charter School, parent input in decision-making will take place through the School Site Council

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At ICEF Innovation Los Angeles parent input in decision-making will take place through

2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(SSC).	the School Site Council (SSC) and English Language Advisory Council (ELAC).	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$0	\$0
Source	LCFF S&C		
Budget Reference	4390		

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

ICEF Innovation Los Angeles Charter School

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2017-18 Actions/Services

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

1. Host Coffee with the Principal: 3 times/year.
2. Community Relations Coordinator facilitates parent meetings, schoolwide events and communicate with parents. All volunteers will undergo a live-scan and TB testing.
3. PIM Monthly Meetings (workshops) on the following topics as requested by parents:
 - How to support my child academically
 - Positive Discipline
 - Financial Literacy
 - Bullying
 - Physical Fitness, Wellness, Mindfulness
4. Administer an annual parent survey.
5. CRC ensures school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

ICEF Innovation Los Angeles 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):
 - Disciplining your Child
 - Academic Support
 - CAASPP Results
 - Nutrition: Quick cooking tips
 - Health & Fitness – Zumba sessions
 - Time Management
 - Financial Management
 - Common Core State Standards
- Parent workshops
- Communicate with families
- Provide translation services
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Coffee with the Principal: 4

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>times/year</p> <ul style="list-style-type: none"> Families/guardians will also have access to Illuminate (parent portal) where they can view their child’s academic progress and communicate with teachers. Ensure school’s website is updated regularly for parents Administer annual Parent Survey
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$60,404	\$64,177
Source	<ol style="list-style-type: none"> LCFF Base (\$500) LCFF Base (See Goal 1, Action 5) Title I (\$1,500) LCFF S&C (\$1,000) LCFF Base (See Goal 1, Action 1) 	LCFF S&C	LCFF S&C

Year	2017-18	2018-19	2019-20
Budget Reference	1. 4390 2. 2900 3. 4390 4. 5860 5. 2900	2900, 5860	2900, 5860

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

FACILITIES

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

2018-19 Actions/Services

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe,

2019-20 Actions/Services

2017-18 Actions/Services

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

2018-19 Actions/Services

- clean, and well maintained school site:
- Facility Site (leasing costs)
 - Provide maintenance and repairs to ensure a clean and safe facility
 - Upgrades: Install a security gate for pedestrian and vehicle.
 - Administer annual FIT report

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$212,900	\$291,581	\$293,576
Source	1. LCFF Base (\$61,532), SB-740 (\$145,388) 2. LCFF Base (\$5,000) 3. LCFF Base (\$1,000)	1. SB-740 (\$175,269), LCFF Base (\$99,663) 2. LCFF S&C (\$16,649)	1. SB-740 (\$186,039), LCFF Base (\$105,767) 2. LCFF S&C (\$1,750)
Budget Reference	1. 5610 2. 5630 3. 5850	1. 5610 2. 5630	1. 5610 2. 5630

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

\$ 651,579

33.65%

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:

ILLA 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 Innovation Los Angeles will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

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

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

In order to support our struggling unduplicated students, our (5) Instructional Assistants will provide academic support in the classroom during the instructional day. All students struggling academically will receive an additional 30-minute block of targeted ELA/Math intervention.

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

iReady web-based (subscription), and Reading A-Z (subscription).

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

IIA provides an after-school academic and social enrichment program in partnership with the Boy's & Girl's Club. Our teachers also provide after-school tutoring for 45 minutes, 2 times/week.

- 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.

IIA 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 Principal, School Operations Manager, who closely monitors chronic absenteeism rates, provides translation services, and meets with families; School Information Coordinator, and School Counselor who provides social-emotional counseling, who works directly with students under the supervision of the Counselor. Our school has also partnered with Counseling Partners of Los Angeles (CPLA) who provides mental health counseling services and social skills groups for our students.

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

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

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

- Field trips aligned to the content standards.
- Math Field Day Competition
- Art Competitions
- All students will participate in Science & Engineering projects
- Access to clubs/organization
- STEM in the Future after school program

- Goal 1, Action 6: COURSE ACCESS

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

- Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

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

- SWUN Math Instructional Coaching
- Differentiation
- Using Data to guide instruction

- Academic Discourse
- Checking for Understanding,
- Classroom Management Strategies
- Lucy Calkins Readers & Writers workshop
- PBIS

Our teachers and administrative staff are strongly encouraged to continue professional learning through attending workshops and/or conferences. They include: LLI training, ACSA, STEAM Conference, SPED Conference.

- Goal 2, Action 2: ELD Program

ICEF Innovation Los Angeles will review and revise its EL Master Plan to align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will also research effective ELD curriculum for implementation. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program

- Goal 2, Action 4: TECHNOLOGY

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

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

ICEF Innovation Los Angeles will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff and Campus Aides (2).
- Continue to implement Character Counts, and Second Step Character Education Program

- Administer student and staff survey to measure student engagement, school climate and safety.
- ICEF Innovation Los Angeles 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 Innovation Los Angeles will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

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

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

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

2017-18

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

- Goal 1 includes instructional assistants who will work with Unduplicated Students through push-in/pullout academic support and intervention in ELA and math, under the supervision of the Language Literacy Specialist. (Goal 1, Action 1, 3)

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

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

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

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