

# 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 Inglewood Elementary Charter Academy was established in Fall 2009. It currently serves 424 students in grades TK-5, providing a rigorous standards-aligned curriculum. Our student demographics include: 77% African American, 20% Hispanic; of which 9.2% are Students with Disabilities; 8.5% English Language Learners; 1% Foster Youth, and 96% qualify for free/reduced lunch.

ICEF Inglewood Elementary Charter Academy is part of the Inner City Education Foundation (ICEF), Charter Management Organization operating in South Los Angeles, proving students from underperforming public schools with excellent academic option in their own community.

#### MISSION & VISION

ICEF Inglewood Elementary Charter Academy’s Mission and Vision:

- To prepare student to attend and to compete academically at the best colleges and universities in the nation.
- To expand the choices those parents have for a first-rate educational opportunity within the public school system.
- To achieve the mission by discovering and by developing each students’ gift and talents

This school year, our 3<sup>rd</sup> grade Mathletes team earned 1<sup>st</sup> place for the second year in a row. Our 5<sup>th</sup> grade Mathletes team ranked 2<sup>nd</sup> place at the ICEF-wide Math Field Day competition.

## LCAP Highlights

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

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

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

## Review of Performance

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

### Greatest Progress

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

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

### Greatest Needs

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

- Suspension Rate
- ELA CAASPP
- Math CAASPP

Academically, our school has implemented an intervention block within the instructional day, including after-school tutoring, Saturday School and Summer School. As stated earlier, our school has implemented PBIS, and anticipates that our suspension rates will decline.

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

All state indicators have a performance level of “orange;” as do the subgroups (Socio-economically Disadvantaged, Students with Disabilities, and African American).

Academically, our school has implemented an intervention block within the instructional day, including after-school tutoring, Saturday School and Summer School. We will employ a full-time counselor and counselor aide to provide behavior and mediation services. Parent workshops were also provided on the following topics that will continue in the upcoming school year:

- Stress
- The Amazing Brain of A Child
- Celebrating Your Child’s Strengths
- A Parent’s Guide to Teaching Kids to Forgive

Additionally, our school has implemented PBIS celebrations, tracking/monitoring PBIS in the classroom, continued training, revised the schoolwide behavior policy and provided ongoing professional development for our entire staff.

Academically, our school has hired additional Instructional Aides to provide push-in support in literacy and mathematics. Our teachers continue to receive extensive professional development on Lucy Calkins Reader’s and Writer’s Workshop, guided reading implementation and data analysis, and student access to iReady, and RAZ Kids supplemental intervention web-based programs.

For mathematics, our school adopted SWUN Math curriculum this school year, in combination with Math Facts Pro, in combination with iReady. Our teachers received extensive professional development on SWUN Math, Math Data Analysis, in addition to providing a Math Coach onsite, and a coaching from the ICEF Director of Math. Curriculum guides were developed this year, including the addition to Math and Science (Family) Nights, Mathletes competition, where students met after-school 2 days per week to prepare for the competition.

This year we also identified the need to address our school’s chronic absenteeism rate and developed a plan of action which included: Daily phone calls home when a student is absent; letters issued to households, meeting with the parent individually to discuss the importance of attendance and discuss ways to improve attendance rates. Additionally, our school hosted workshops for parents on chronic absenteeism, strategies to implement at home to ensure their child is not absent, tracking student attendance on a daily, weekly and monthly basis, and lastly our counselor conducted home visits to deliver resources for families but also discuss possible solutions to improve attendance.

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 above under “Performance Gaps,” and 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	\$ 3,188,123
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,715,738

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include, benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included within are also capitalized assets and will not be recognized until later years.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 4,258,599

# 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: -12 DFL3**

2016-17:-64 points below DFL3 – Outcome Not Met  
2017-18 Results Pending

**Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5: -25 DFL3**

2016-17:-62.3 points below DFL3 – Outcome Not Met  
2017-18 Results Pending

**Increase attendance rates by .5% annually: 94.5%**

2016-17: 95% - Outcome Met

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

Outcome Met

Expected

Actual

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ICEF INGLEWOOD ELEMENARY			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	425	10	2.4%
AFRICAN-AMERICAN	339	9	2.7%
HISPANIC	71	1	1.4%
ELL	29	2	6.9%
SOC. ECON DISADV	392	9	2.3%
SPED	47	2	4.3%

**% of students access broad course of study: Art & Physical Education: 100%**

100% Outcome Met

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

2016-17: 30.2% (Baseline)

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

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>ICEF Inglewood Elementary Charter Academy will employ the following staff to support the school's educational program and the goals, actions and serviced outlined in this LCAP.</p> <ol style="list-style-type: none"> <li>18 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>3 Enrichment Instructors: PE (2); and Art</li> <li>8 Instructional Aides: provide support in the classroom</li> <li>Instructional Leadership Team (ILT): 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:</li> </ol>	<p><b><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></b></p> <p>ICEF Inglewood Elementary Charter Academy employed the following staff to support the school's educational program the goals, actions and services outlined in this LCAP.</p> <ol style="list-style-type: none"> <li>18 Classroom Teachers that are appropriately credentialed and assigned.</li> <li>3 Enrichment Instructors: PE (2); and Art</li> <li>8 Instructional Aides: provide support in the classroom: of which 2 are provide reading intervention; and 6 Instructional)</li> <li>Instructional Leadership Team (ILT): meets bi-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:</li> </ol>	<p>\$3,107,014</p> <ol style="list-style-type: none"> <li>LCFF Base (\$1,440,493)</li> <li>LCFF Base (\$102,132)</li> <li>LCFF S&amp;C (\$327,919)</li> <li>LCFF Base (\$330,167), LCFF S&amp;C (\$229,570)</li> <li>LCFF Base (\$350,465), LCFF S&amp;C (\$45,450)</li> <li>LCFF Base (\$280,819)</li> </ol> <ol style="list-style-type: none"> <li>1110</li> <li>2100</li> <li>2100</li> <li>1175, 1200, 1300</li> <li>2200, 2400, 2900</li> <li>1110, 1200, 2100, 5851</li> </ol>	<p>\$2,461,839</p> <ol style="list-style-type: none"> <li>LCFF Base (\$1,034,881)</li> <li>LCFF Base (\$47,510), LCFF S&amp;C (\$31,147)</li> <li>LCFF S&amp;C (\$158,290), Title I (\$57,691)</li> <li>LCFF Base (\$102,000), LCFF S&amp;C (\$148,700), Title I (\$140,700), Special Ed (\$55,467)</li> <li>LCFF Base (\$307,080), LCFF S&amp;C (\$97,313)</li> <li>LCFF Base (\$281,060)</li> </ol> <ol style="list-style-type: none"> <li>1110</li> <li>2100</li> <li>2100</li> </ol>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Instructional Specialist</li> <li>• Math Specialist</li> <li>• Literacy Specialist</li> <li>• RSP Teacher (see #6)</li> <li>• 6 Teacher Leaders (stipends)</li> </ul> <p>5. Classified staff:</p> <ul style="list-style-type: none"> <li>• School Operations Manager</li> <li>• Community Relations Coordinator</li> <li>• Student Information Coordinator</li> <li>• Office Clerks - 2 (at each site)</li> <li>• Janitorial Staff - 2</li> </ul> <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"> <li>• 1 1/2 RSP Teachers</li> <li>• 2 Intervention Specialists</li> <li>• 1 Psychologist (contracted)</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 School Counselor</li> <li>• 1 Counseling Aide</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• Instructional Specialist</li> <li>• Math Specialist</li> <li>• Literacy Specialist</li> <li>• RSP Teacher (see #6)</li> <li>• 6 Teacher Leaders (stipends)</li> </ul> <p>5. Classified staff:</p> <ul style="list-style-type: none"> <li>• School Operations Manager</li> <li>• Community Relations Coordinator</li> <li>• Student Information Coordinator</li> <li>• Office Clerks - 2 (at each site)</li> <li>• Janitorial Staff – 2</li> <li>• Campus Supervision staff/Campus Aides (5)</li> </ul> <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"> <li>• 1 1/2 RSP Teachers</li> <li>• 2 Intervention Specialists</li> <li>• 1 Psychologist (contracted)</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 School Counselor (also</li> </ul>		<p>4. 1175, 1200, 1300</p> <p>5. 2200, 2400, 2900</p> <p>6. 1110, 1200, 2100, 5851</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	provides counseling services for General Education students <ul style="list-style-type: none"> <li>• 1 Counseling Aide</li> </ul>		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ASSESSMENTS</u></b></p> <p>1. ICEF Inglewood Elementary Charter Academy staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: 3 times/year</li> <li>• Benchmark Assessment System (BAS Reading Records) - 3 times/year</li> <li>• Math Trimester Benchmarks - 3 times/year</li> <li>• Writing Performance Assessments - 3 times/year</li> <li>• Reading Performance Assessments - 3 times/year</li> </ul>	<p><b><u>ASSESSMENTS</u></b></p> <p>1. ICEF Inglewood Elementary Charter Academy staff has implemented multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> <li>• NWEA MAP ELA &amp; Math: 3 times/year: Grades 2-5</li> <li>• Benchmark Assessment System (BAS Reading Records) - 3 times/year: Grades TK-5</li> <li>• Math Trimester Benchmarks - 3 times/year (SWUN Math)</li> <li>• Writing Performance Assessments - 3 times/year</li> <li>• Reading Performance</li> </ul>	<p>\$17,893</p> <p>LCFF S&amp;C</p> <p>4310</p>	<p>\$12,800</p> <p>1. LCFF S&amp;C (\$12,500)</p> <p>2. LCFF S&amp;C (\$300)</p> <p>1-2. 4310</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. In addition, ICEF Inglewood Elementary Charter students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-5</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 5</li> <li>• Physical Fitness Test (PFT): Grades 5</li> </ul>	<p>Assessments - 3 times/year</p> <ul style="list-style-type: none"> <li>• iReady assessment for identifying students for intervention</li> </ul> <p>2. In addition, ICEF Inglewood Elementary Charter students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> <li>• CAASPP ELA &amp; Math: Grades 3-5</li> <li>• CELDT: Initial only</li> <li>• ELPAC: ELL students only</li> <li>• CA Science Test (CAST): Grades 5</li> <li>• Physical Fitness Test (PFT): Grades 5</li> </ul>		

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>ICEF Inglewood Elementary Charter Academy will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Students will be identified six-eight weeks into the 2017-2018 school year by their classroom teacher based on beginning of the year assessments. These include the BAS and NWEA (Reading and Math)</li> <li>2. Identified Tier 2 students will receive academic interventions from their classroom teacher in two six week cycles. Tier 2 interventions include: <ul style="list-style-type: none"> <li>• Mirroring Folder</li> <li>• Additional Small Group Intervention</li> <li>• Language Literacy Intervention</li> </ul> </li> </ol>	<p><b><u>ACADEMIC INTERVENTIONS</u></b></p> <p>ICEF Inglewood Elementary Charter Academy has aligned academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students have been assessed for intervention and describe the types of intervention strategies that have been implemented during classroom instruction.</p> <ol style="list-style-type: none"> <li>1. Students were identified approximately six-eight weeks into the 2017-2018 school year by their classroom teacher based on beginning of the year assessments. These include the BAS and NWEA (Reading and Math). Students received targeted and differentiated academic support.</li> <li>2. Identified Tier 2 students received academic interventions from their classroom teacher in two six-week cycles. Tier 2 interventions include: <ul style="list-style-type: none"> <li>• Mirroring Folder</li> </ul> </li> </ol>	<p>See Goal 1, Action 1, (\$2,400)</p> <ol style="list-style-type: none"> <li>1. LCFF S &amp; C (\$2,400)</li> <li>2. LCFF Base</li> </ol> <ol style="list-style-type: none"> <li>1. 4310</li> <li>2. 1110</li> <li>3. 1110, 2100</li> </ol>	<p>See Goal 1, Action 1-2</p> <ol style="list-style-type: none"> <li>1. LCFF S &amp; C</li> <li>2. LCFF Base</li> </ol> <ol style="list-style-type: none"> <li>1. 4310</li> <li>2. 1110</li> <li>3. 1110, 2100</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>w/Literacy Specialist</p> <ul style="list-style-type: none"> <li>• Math Intervention w/Math Specialist</li> <li>• After School Intervention</li> </ul> <p>3. Students not showing progress, or who are in need of more intense support will be referred for an SST. These students may continue with Tier 2 Interventions, or more intense Tier 3 interventions:</p> <ul style="list-style-type: none"> <li>• Small group instruction with RSP teacher/Intervention Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Small Group Intervention</li> <li>• Language Literacy Intervention w/Literacy Specialist</li> <li>• Math Intervention w/Math Specialist</li> <li>• Data tracked using Fountas &amp; Pinnell</li> <li>• After School Intervention</li> </ul> <p>3. Students not demonstrating progress, or who were in need of additional intensive support were referred for an SST. These students may continue with Tier 2 Interventions, or more intense Tier 3 interventions (SPED):</p> <ul style="list-style-type: none"> <li>• Small group instruction with RSP teacher/Intervention Specialist</li> </ul>		

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> <li>• Implement Second Step Character Development Program</li> <li>• Implement Bullying-Prevention Training for staff</li> <li>• Counselor will implement Solving Circles, Buddy mentor system, LMU-led Boy’s Club, &amp; Girl’s Club</li> <li>• Implement Lunch-bunch groups: provide a safe-space for students to discuss issues.</li> <li>• Referral to SST Process</li> </ul>	<p><b><u>SOCIAL-EMOTIONAL SUPPORTS</u></b></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that were provided to meet the needs of our students.</p> <ul style="list-style-type: none"> <li>• Implemented Second Step Character Development Program Units of Study</li> <li>• Use of Class Dojo to track behavior by teachers and students</li> <li>• Provided professional development on the Second Step Character Development for staff</li> <li>• Counselor implemented Solving Circles, Buddy mentor system, LMU-led Boy’s of Consciousness, who met with grade 4-5 Students on a weekly basis</li> <li>• Implemented Lunch-bunch groups: to provide a safe-space for students to discuss issues.</li> <li>• Referral to SST Process</li> <li>• Lunch Play intervention with</li> </ul>	<p>\$28,097</p> <p>Title I</p> <p>4310</p>	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1200, 2200</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

campus aides who provided and implemented structured yard play for students in grades 3-5.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>STUDENT ENGAGEMENT</u></b> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> <li>1. Every grade level participates in 2 curricular field trips.</li> <li>2. Continue partnership with Getty Museum and LACMA to incorporate the arts.</li> <li>3. All students will have access to after-school program (YPI), during the school year and in the summer.</li> </ol>	<p><b><u>STUDENT ENGAGEMENT</u></b> In order to provide students with relevant learning experiences outside of the classroom, our school has hosted and/or provided the following:</p> <ol style="list-style-type: none"> <li>1. Every grade level participated in 1-2 curricular field trips that includes but is not limited to: <ul style="list-style-type: none"> <li>• Aquarium of the Pacific</li> <li>• Santa Monica Aquarium</li> <li>• Underwood Farms</li> <li>• Riley Farms</li> <li>• CA Science Center</li> <li>• UCLA</li> <li>• Getty Museum</li> <li>• Irvine Park Railroad</li> <li>• Knott’s Berry Farm</li> </ul> </li> <li>2. Continued partnership with Getty Museum and LACMA to incorporate the arts that provided professional development for the Art teacher and hosted field trips.</li> <li>3. All students have access to after-school program (YPI), during the school year and in the summer.</li> </ol>	<p>\$16,000</p> <p>1. LCFF S&amp;C 2-3. No Cost</p> <p>5812</p>	<p>\$11,744</p> <p>1. LCFF S&amp;C 2-3. No Cost</p> <p>5812</p>



## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>COURSE ACCESS:</u></b> In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Visual Arts, and PE.</p>	<p><b><u>COURSE ACCESS:</u></b> In order to prepare all students for the careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects that included: Visual Arts, and PE.</p>	<p>See Goal 1, Action 1 and 4  LCFF Base  2900</p>	<p>See Goal 1, Action 1 and 4  LCFF Base  2900</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.

There was a material difference for the following:

Actions 1, 3 and 4: Although there were no changes to staffing, the amount budgeted exceeded "actual expenditures."

Staffing costs for actions 3 and 4 had already been addressed in Action 1.

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

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1

### Annual Measureable Outcomes

Expected

Actual

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

100% Outcome Met

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

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

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

100% Outcome Met

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

2017-18: 55% - Outcome Met

Expected

Actual

Increase English Learner reclassification rate: 15%

18% Outcome Met

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

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></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"> <li>• Lucy Calkin’s Readers and Writers Workshop</li> <li>• SWUN Math</li> <li>• Common Core Math and ELA Strategies</li> </ul>	<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></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 included the following topics:</p> <ul style="list-style-type: none"> <li>• Lucy Calkin’s Readers and Writers Workshop</li> <li>• SWUN Math</li> <li>• NGSS</li> <li>• Guided Reading</li> <li>• Phonics Instruction: K-1</li> </ul>	<p>\$47,343, See Goal 1 Action 1 and 4</p> <p>1. LCFF S&amp;C (\$42, 993)</p> <p>2. LCFF Base</p> <p>3. LCFF S&amp;C (\$3,350)</p> <p>4. LCFF S&amp;C (1,000)</p> <p>1. 5850</p> <p>2. 1110</p> <p>3. 5200</p> <p>4. 5860</p>	<p>\$40,435, See Goal 1 Action 1 and 4</p> <p>1. LCFF S&amp;C (\$42, 993)</p> <p>2. Title II (\$20,000)</p> <p>1. 1110, 5200, 5850, 5860</p> <p>2. 5850</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Phonics Instruction</li> <li>• Implementing an Effective Daily 5 Workshop</li> <li>• Unpacking Common Core Standards</li> <li>• Developing Standards-Based Assessments</li> <li>• Creating Standards-Based Rubrics</li> </ul> <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 week institute</li> <li>• 3 Non-instructional Days : Focus - Data Days</li> <li>• Weekly Wednesday PD: during the academic school year</li> </ul> <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"> <li>• Language Literacy Intervention Conference</li> <li>• Professional Learning Communities at Work</li> <li>• Illuminate Conference</li> <li>• CCSA</li> <li>• National Charter School Conference</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing an Effective Daily 5 Workshop</li> <li>• Developing Standards-Based Assessments</li> <li>• PBIS</li> <li>• Claims &amp; Targets: Grades 3-5</li> <li>• Using the Digital Library</li> <li>• Understanding shifts in Common Core Math</li> <li>• iReady: Using data to guide instruction and intervention</li> <li>• Teacher Effectiveness Framework (TEF)</li> </ul> <p>2. Professional development for all teachers took place during the academic year, as follows:</p> <ul style="list-style-type: none"> <li>• Summer PD: 2 week institute</li> <li>• 4 Non-instructional Days: Focus - Data Days</li> <li>• Weekly Wednesday PD: during the academic school year</li> <li>• Lesson Study: 2 times/month</li> </ul> <p>3. Members of our teaching staff and/or Leadership team attended in the following conferences:</p> <ul style="list-style-type: none"> <li>• Language Literacy Intervention Conference</li> <li>• Annual Nutrition Conference</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Administer teacher survey to gather input and feedback on PD, support and needs.	(ANC) <ul style="list-style-type: none"> <li>• ELPAC Institute</li> <li>• CAASPP Institute</li> <li>• CAST Academy</li> </ul> 4. Teacher survey was administered to gather input and feedback on PD, support and needs.		

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>ELD PROGRAM</b></p> <p>ICEF Inglewood Elementary Charter Academy will review and revise its EL Master Plan to align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will review, analyze and closely monitor the</p>	<p><b>ELD PROGRAM</b></p> <p>ICEF Inglewood Elementary Charter Academy reviewed and revised its EL Master Plan to align with the CDE’s recent reclassification guidance; a shift from CELDT to implementation of the ELPAC; ELD Standards, curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, and targeted ELD designated and integrated instruction. Teachers provide EL with guided reading at least 3 times/week. The school’s CELDT Coordinator (Credentialed teachers) administered the CELDT, and ELPAC</p>	<p>See Goal 1, Action 1 and 4</p> <p>LCFF Base</p> <p>1110, 1300</p>	<p>See Goal 1, Action 1 and 4</p> <p>LCFF Base</p> <p>1110, 1300</p>

Planned  
Actions/Services

academic progress of all ELL using multiple forms of data from assessments to ensure academic growth in ELA and math.

Actual  
Actions/Services

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.

Budgeted  
Expenditures

Estimated Actual  
Expenditures



### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>CURRICULUM</u></b> Every student has access to standards-aligned curriculum. ICEF Inglewood Elementary Charter Academy will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> <li>• Imagine It Decodables K-2</li> <li>• Imagine It Skills Practice K-2</li> <li>• Readers Workshop Units of Study</li> <li>• Writer’s Workshop Units of Study</li> <li>• Leveled Literacy Intervention</li> <li>• SWUN Math Consumables</li> <li>• iReady (subscription)</li> <li>• Reading A-Z (subscription)</li> </ul>	<p><b><u>CURRICULUM</u></b> Every student has access to standards-aligned curriculum. As such our school purchased the following curriculum:</p> <ul style="list-style-type: none"> <li>• Imagine It Decodables K-2</li> <li>• Imagine It Skills Practice K-2</li> <li>• Readers Workshop Units of Study</li> <li>• Writer’s Workshop Units of Study</li> <li>• SWUN Math Consumables</li> </ul> <p>The following are the supplemental curriculum purchased primarily for academic intervention.</p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention: used during the intervention block 1 hour/day, 4 times/week.</li> <li>• iReady (subscription)</li> <li>• Reading A-Z (subscription)</li> <li>• Math Facts Pro</li> <li>• Fluence Learning</li> <li>• Classroom libraries/books</li> </ul>	<p>\$52,678</p> <p>LCFF S&amp;C</p> <p>4110, 4210</p>	<p>\$67,241</p> <p>LCFF S&amp;C</p> <p>4110, 4210, 4310</p>

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>TECHNOLOGY</u></b> In order to provide all students with access to digital media, our school will purchase/lease the following:</p> <ol style="list-style-type: none"> <li>1. Provide a numbered list for each               <ul style="list-style-type: none"> <li>• Wall Mounts for projectors</li> <li>• 25 Chromebooks and charging cart for additional 5th grade class</li> <li>• 1 LCD Projector</li> <li>• 1 Document Camera</li> </ul> </li> <li>2. The Principal will also develop an annual needs assessment for future purchases and upgrades.</li> <li>3. Central Office IT support for installation of devices, maintenance, etc.</li> </ol>	<p><b><u>TECHNOLOGY</u></b> In order to provide all students with access to digital media, our school has purchased/leased the following:</p> <ol style="list-style-type: none"> <li>1. Provide a numbered list for each               <ul style="list-style-type: none"> <li>• Wall Mounts for projectors</li> <li>• Printers for classrooms</li> <li>• 1 LCD Projector</li> <li>• 1 Document Camera</li> <li>• Walkie-talkies</li> <li>• Headphones for students</li> <li>• Classroom furniture for additional 5<sup>th</sup> grade class</li> <li>• Cisco Firewall Network</li> <li>• Cisco Firepower Web Security</li> </ul> </li> <li>2. The IT technician developed an annual needs assessment.</li> <li>3. See #2. IT Technician provided IT support at the school level.</li> </ol>	<p>\$21,000, See Goal 1 Action 1</p> <ol style="list-style-type: none"> <li>1. LCFF S&amp;C (\$10,000)</li> <li>2. LCFF Base</li> <li>3. LCFF Base (\$11,000)</li> </ol> <ol style="list-style-type: none"> <li>1. 4400</li> <li>2. 1300</li> <li>3. 2400</li> </ol>	<p>\$21,000, See Goal 1 Action 1</p> <ol style="list-style-type: none"> <li>1. LCFF S&amp;C (\$3,055)</li> <li>2-3. LCFF Base (\$13,874)</li> </ol> <ol style="list-style-type: none"> <li>1. 4400</li> <li>2-3. 2400</li> </ol>

## Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference for the following:

Action 1: Although there were no significant changes to professional development, the amount budgeted exceeded "actual expenditures."

Action 3: There was a need to purchase additional curriculum (core and supplemental intervention) which resulted in actual expenditures to far exceed "budgeted expenditures."

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, and annual measurable outcomes, based on stakeholder input, findings from assessment data (student results), and CDE LCAP reporting requirements. 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: 3, 6  
Local Priorities: 1, 3

#### Annual Measureable Outcomes

Expected	Actual
<b>Parent involvement including unduplicated students and Students with Disabilities) through input in decision-making via SSC, ELAC &amp; PTC: Met</b>	Outcome Met
<b>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Met</b>	Outcome Met

Expected

Actual

**Decrease suspension rates annually by 1%**

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	425	10	8	1.9%	75.0%	25.0%
AFRICAN-AMERICAN	339	10	8	2.4%	75.0%	25.0%
HISPANIC	71	0	0	0.0%	0.0%	0.0%
ELL	29	0	0	0.0%	0.0%	0.0%
SOC. ECON DISADV	392	10	8	2.0%	75.0%	25.0%
SPED	47	1	1	2.1%	100.0%	0.0%

Outcome Met (Schoolwide)

**Maintain expulsion rates: <1%**

2016-17 Expulsion Rate: 0% - Outcome Met

**Facilities Inspection Tool (FIT) Score: Good or Better**

2017-18: The Grevillea Site FIT Score: Good; the Hillcrest Site FIT Score: Fair.

**Increase parent participation rate on parent survey:**

2017-18: 61% (228 parents) (Baseline)

**Increase student participation rate on student survey:**

2017-18: 100% (Grades 3-5) Baseline

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

## Actions / Services

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> ICEF Inglewood Elementary Charter Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> <li>1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.</li> <li>2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school.</li> <li>3. ICEF Inglewood Elementary Charter Academy will implement the following character education program: Second Step &amp; Bully Prevention Unit</li> <li>4. Awards Assembly: Monthly to</li> </ol>	<p><b><u>SCHOOL CLIMATE &amp; SAFETY</u></b> ICEF Inglewood Elementary Charter Academy has implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ol style="list-style-type: none"> <li>1. The Leadership Team annually reviews and revises the Comprehensive School Safety Plan. The school's entire staff received training on the School Safety Plan; Crisis Prevention Institute Training, Safe Schools; and HR Mandated Reporter. Monthly drills have taken place including active shooter, and lock-down. Emergency supplies were purchased for classrooms.</li> <li>2. The supervision schedule was developed and monitored by the Principal, and School Office Manager, to ensure adult supervision, before, during and after school.</li> </ol>	<p>\$10,000, See Goal 1, Action 1 and 4</p> <p>LCFF Base</p> <ol style="list-style-type: none"> <li>1. 1200, 1300</li> <li>2. 1300</li> <li>3. 1110, 1300</li> <li>4-6. 4390</li> </ol>	<p>\$10,800, See Goal 1, Action 1 and 4</p> <p>LCFF Base (See Goal 1, Action 1 and 4) LCFF S&amp;C (\$10,800)</p> <ol style="list-style-type: none"> <li>1. 1200, 1300</li> <li>2. 1300</li> <li>3. 1110, 1300</li> <li>4-6. 4390</li> <li>7 5900</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>recognize students for academics, citizenship, and attendance</p> <p>5. Honor Roll: twice per year for academic achievement.</p> <p>6. Science Fair (student-led projects) and Monthly award (grades 3-5).</p>	<p>3. ICEF Inglewood Elementary Charter Academy implemented the following character education program: Second Step, the Bully Prevention Unit.</p> <p>4. Awards Assemblies took place monthly and at the end of the school year, to recognize students for academics, citizenship, and attendance.</p> <p>5. Students in grades 3-5, participated in the Big Splash Awards (Dolphins); and students who demonstrated academic improvement on the CAASPP (grades 3-4 for 4-5): End of Year.</p> <p>6. Our school hosted the following schoolwide student competitions:</p> <ul style="list-style-type: none"> <li>• Math Night</li> <li>• Science Fair: <ul style="list-style-type: none"> <li>○ 3<sup>rd</sup> grade: Research Project</li> <li>○ 4<sup>th</sup> grade: Experiment Project</li> <li>○ 5<sup>th</sup> grade: Invention Project</li> </ul> </li> </ul>		

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

- Spelling Bee Contest: Annual
  - Mathletes
  - Math Field Day (annual): ICEF-wide competition
  - Black History Month – Holiday Program
7. In order to address and improve chronic absenteeism rates, our school issued letters to households, held meetings with parents of chronically absent students, conducted home visits, and identified/provided resources to improve student attendance rates.



## Action 2

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

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b>            ICEF Inglewood Elementary Charter Academy provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> <li>1. CRC is in charge of the volunteer program. All volunteers will undergo a live-scan and TB testing.</li> <li>2. CRC is in charge of facilitating parent</li> </ol>	<p><b><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u></b>            ICEF Inglewood Elementary Charter Academy has provided the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> <li>1. Community Resource Coordinator (CRC), who is in charge of the volunteer program and ensures all volunteers undergo TB testing.</li> </ol>	<p>\$2,500</p> <ol style="list-style-type: none"> <li>1. LCFF Base (See Goal 1, Action 1)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. Title I (\$1,500)</li> <li>4. LCFF Base (\$1,000)</li> <li>5. LCFF Base (See Goal 1, Action 1)</li> </ol>	<p>See Goal 1, Action 1</p> <ol style="list-style-type: none"> <li>1. LCFF Base (See Goal 1, Action 1)</li> <li>2. LCFF Base (See Goal 1, Action 1)</li> <li>3. LCFF Base (\$100)</li> <li>4. LCFF Base (\$1,000)</li> <li>5. LCFF Base (See Goal 1, Action 1)</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>meetings, schoolwide events and communicate with parents.</p> <p>3. PIM Meetings (workshops) on the following topics as requested by parents:</p> <ul style="list-style-type: none"> <li>• Understanding the Common Core Standards</li> <li>• The Smarter Balanced Assessment</li> <li>• Positive Parenting</li> <li>• Working with your struggling reader</li> </ul> <p>4. Administer an annual parent survey.</p> <p>5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<p>2. CRC facilitated parent meetings, schoolwide events and communicated with parents.</p> <p>3. Parent Informational Meetings (PIM) Workshops were held and theme focused:</p> <ul style="list-style-type: none"> <li>• <b>Family engagement nights:</b> <ol style="list-style-type: none"> <li>1. August: Back to School</li> <li>2. Sept: Hispanic Heritage Month</li> <li>3. October: Fall Carnival</li> <li>4. November: Literacy Night</li> <li>5. December: Holiday Program</li> <li>6. February: Black History Month</li> <li>7. March: Wellness</li> <li>8. April: Art</li> <li>9. May: Parent Appreciation</li> </ol> </li> <li>• <b>Workshops by Dr. Gordon:</b> <ol style="list-style-type: none"> <li>1. Stress</li> <li>2. Whole Brain Child</li> <li>3. Celebrating your Child's strengths.</li> <li>4. Teaching your Child to Forgive.</li> </ol> </li> </ul> <p>4. The parent survey was administered twice this year and results will be</p>	<p>1-2. 2900</p> <p>3.4390</p> <p>4. 5860</p> <p>5.2900</p>	<p>1-2. 2900</p> <p>3.4390</p> <p>4. 5860</p> <p>5.2900</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

shared with stakeholders.

5. The school's website and social media has been maintained and kept up-to-date, which serves as an essential tool to communicate with parents.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b><u>FACILITIES</u></b> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> <li>1. Annual facility leasing cost for school site.</li> <li>2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.</li> <li>3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.</li> <li>4. Will purchase and install Raptor Visitor Management System.</li> </ol>	<p><b><u>FACILITIES</u></b> IIECA 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"> <li>1. A total of 2 school facility sites that serve grades TK-5. Expenses include <b>facility-leasing cost</b>.</li> <li>2. The following upgrades, maintenance, and/or repairs took place this year: addition of a <b>new classroom, maintenance/janitorial expenses, and electrical expenses</b> (breakers).</li> <li>3. A Facility Inspection Tool (FIT) report was completed. The Grevillea Site FIT Score: Good; the Hillcrest Site is Fair. Our school has contacted the owner of the Grevillea site to discuss facility improvement and FIT Results.</li> <li>4. Our school subscribes and utilizes <b>Raptor</b> Visitor Management Software; and <b>Go Guardian</b>, Chromebook Management Solutions</li> </ol>	<p>\$255,200</p> <ol style="list-style-type: none"> <li>1. SB-740 (183,150), LCFF Base (\$61,050)</li> <li>2. LCFF Base (\$5,000)</li> <li>3. LCFF Base (\$1,000)</li> <li>4. LCFF Base (\$5,000)</li> </ol> <p>1. 5610 2. 5630 3. 5850 4. 4400</p>	<p>\$254,827</p> <ol style="list-style-type: none"> <li>1. SB-740 (183,150), LCFF Base (\$61,050)</li> <li>2. LCFF Base (\$5,000)</li> <li>3. LCFF Base (\$1,000)</li> <li>4. LCFF Base (\$4,666)</li> </ol> <p>1. 5610 2. 5630 3. 5850 4. 5860</p>

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

that keep students safer online and making teaching easier.

## Analysis

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

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

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

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

The school is currently in communication with the building owner at the Grevillea site to make the necessary site improvements as identified in the school's Facility Inspection Tool (FIT).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a material difference for the following:

Actions 2 & 3: Although there were no changes, the amount budgeted exceeded "actual expenditures," because staffing had already been reported 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, and annual measurable outcomes, based on stakeholder input, findings from assessment data (student results), and CDE LCAP reporting requirements.

# Stakeholder Engagement

LCAP Year: 2017-18

## Involvement Process for LCAP and Annual Update

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

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

- Meetings with Office: 7/25/17, 8/9/17, 8/15/17, 8/22/17, 9/5/17, 9/12/18, 9/19/17, 10/24/17, 11/6/17, 12/5/17, 12/12/17, 1/9/18, 1/23/18, 2/13/18, 3/6/18, 4/3/18, 4/17/18, 5/1/18, 5/15/18
- Meeting with Leadership Team: 8/28/17, 9/18/17, 10/9/17, 11/27/17, 1/29/18, 2/27/18, 3/12/18, 4/10/18, 5/22/18
- Meeting with Academic Team: 8/18/17, 8/25/17, 9/1/17, 9/8/17, 10/13/17, 11/17/17, 12/8/17, 1/19/18, 2/9/18, 3/9/18, 3/16/18, 4/6/18, 5/4/18, 5/24/18
- School Site Council: 10/19/17, 01/18/18, 5/24/18
- Parent Conferences: November 13-17 and March 12-16
- Monthly ICEF Board meetings

## Impact on LCAP and Annual Update

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

Consultations with stakeholders impacted the LCAP as follows:

- Office staff stated they would like opportunities for training on: PBIS incentives and this will be implemented in the 2018-19 school year on Wednesdays
- Leadership Team: will develop a more formalized plan to address Chronic Absenteeism review and analysis, Data- starting with test prep/standards intervention earlier in the year (on Wednesdays)
- Academic Team: would like additional professional development on “Data and Specific Feedback and Differentiated Supports” for teachers
- School Site Council: Parent Participation needs to increase. As a result, the Principal and CRC will develop a plan to increase Parent Meetings and have Room Parents instead of Grade Level Chairs so that it includes more parents.



# 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
<b>Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 3-5:</b>	-64 DFL3	-40 DFL3	-20 DFL3	+5 DFL3
<b>Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 3-5:</b>	-62.3 DFL3	-40 DFL3	-20 DFL3	+5 DFL3
<b>Increase attendance rates by .5% annually</b>	94%	94.5%	95%	>95%
<b>Decrease Chronic Absenteeism rates: (1% decline annually)</b>	2.4%	8.6%	7.6%	6.6%
<b>% of students access broad course of study: Art &amp; Physical Education</b>	100%	100%	100%	100%
<b>Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT</b>	30.2%	32%	34%	36%

**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 Inglewood Elementary Charter Academy will employ the following staff to support the school's educational program and the goals, actions and serviced outlined in this LCAP.

1. 18 Classroom Teachers that are appropriately credentialed and assigned.
2. 3 Enrichment Instructors: PE (2); and Art.
3. 8 Instructional Aides: provide support in the classroom
4. Instructional Leadership Team (ILT): 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
  - Math Specialist
  - Literacy Specialist
  - RSP Teacher (see #6)
  - 6 Teacher Leaders (stipends)
5. Classified staff:

## 2018-19 Actions/Services

ICEF Inglewood Elementary Charter Academy (TK-5) will employ **18 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

## 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<ul style="list-style-type: none"> <li>• School Operations Manager</li> <li>• Community Relations Coordinator</li> <li>• Student Information Coordinator</li> <li>• Office Clerks - 2 (at each site)</li> <li>• Janitorial Staff - 2</li> </ul> <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"> <li>• 1 1/2 RSP Teachers</li> <li>• 2 Intervention Specialists</li> <li>• 1 Psychologist (contracted)</li> <li>• 1 Speech Pathologist (contracted)</li> <li>• 1 Occupational Therapist (contracted)</li> <li>• 1 School Counselor</li> <li>• 1 Counseling Aide</li> </ul>		
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,107,014	\$1,142,586	
Source	1. LCFF Base (\$1,440,493) 2. LCFF Base (\$102,132) 3. LCFF S&C (\$327,919) 4. LCFF Base (\$330,167), LCFF S&C	LCFF Base	

Year	2017-18	2018-19	2019-20
	(\$229,570) 5.LCFF Base (\$350,465), LCFF S&C (\$45,450) 6.LCFF Base (\$280,819)		
Budget Reference	1. 1110 2. 2100 3. 2100 4. 1175, 1200, 1300 5. 2200, 2400, 2900 6. 1110, 1200, 2100, 5851	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

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

**ASSESSMENTS**

1. ICEF Inglewood Elementary Charter Academy staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.
  - NWEA MAP ELA & Math: 3 times/year
  - Benchmark Assessment System (BAS Reading Records) - 3 times/year
  - Math Trimester Benchmarks - 3 times/year
  - Writing Performance Assessments - 3 times/year
  - Reading Performance Assessments - 3 times/year
  
2. In addition, ICEF Inglewood Elementary Charter 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

**ASSESSMENTS**

- ICEF Inglewood Elementary Charter Academy staff will continue to 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.
- Fastbridge ELA & Math: 3 times/year
  - Benchmark Assessment System (BAS) Fountas & Pinnell - 3 times/year
  - Swun Math Trimester Benchmarks - 3 times/year
- In addition, IIECA 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



### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17,893	\$4,700	
Source	LCFF S&C	LCFF Base	
Budget Reference	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)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

**ACADEMIC INTERVENTIONS**  
ICEF Inglewood Elementary Charter Academy will align academic interventions to core instruction; and grade level content

2018-19 Actions/Services

**STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**  
ICEF Inglewood Elementary Charter

2019-20 Actions/Services

### 2017-18 Actions/Services

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. Students will be identified six-eight weeks into the 2017-2018 school year by their classroom teacher based on beginning of the year assessments. These include the BAS and NWEA (Reading and Math).
2. Identified Tier 2 students will receive academic interventions from their classroom teacher in two six week cycles. Tier 2 interventions include:
  - Mirroring Folder
  - Additional Small Group Intervention
  - Language Literacy Intervention w/Literacy Specialist
  - Math Intervention w/Math Specialist
  - After School Intervention
3. Students not showing progress, or who are in need of more intense support will be referred for an SST. These students may continue with Tier 2 Interventions, or more intense Tier 3 interventions:

### 2018-19 Actions/Services

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

In order to 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 **Instructional Specialist**. The **Math Specialist** coaches all teachers on the newly implemented Math curriculum, Swun Math, models lessons and provides essential feedback. The **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. A total of **6 Teacher Leaders (will receive stipends)** will meet bi-weekly with the Principal and Specialist to review grade level data, and the implementation of new curricular and instructional programs.

In order to support our struggling unduplicated students, our **(8) Instructional Assistants** will provide academic support in

### 2019-20 Actions/Services

2017-18 Actions/Services

- Small group instruction with RSP teacher/Intervention Specialist

2018-19 Actions/Services

the classroom during the instructional day.

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

- **iReady web-based (subscription)**
- **Reading A-Z (subscription)**
- **Math Facts Pro (subscription)**
- **Leveled Libraries**

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

IIECA provides an **after-school academic and social enrichment program** in partnership with YPI.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1, (\$2,400)	\$588,416	
Source	1. LCFF S & C (\$2,400) 2. LCFF Base	1. LCFF S&C (271,990) 2. Title I (\$196,426) 3. ASES (\$120,000)	
Budget Reference	1. 4310 2. 1110 3. 1110, 2100	1. 1175, 1300, 2100, 4310, 5851 2. 1300, 2100 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)

English Learners, Foster Youth, and/or Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

## 2017-18 Actions/Services

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

- Implement Second Step Character Development Program
- Implement Bullying-Prevention Training for staff
- Counselor will implement Solving Circles, Buddy mentor system, LMU-led Boy's Club, & Girl's Club
- Implement Lunch-bunch groups: provide a safe-space for students to discuss issues.
- Referral to SST Process

## 2018-19 Actions/Services

### **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.

IIECA has implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the **Assistant Principal of Culture**, who closely monitors chronic absenteeism rates and meets with families; **School Counselor** who provides social-emotional counseling, **Counseling Assistant (Intervention Specialist)** who works directly with students under the supervision of the Counselor. Our school has also partnered with **Loyola Marymount University (LMU) who provides Counseling interns** 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

## 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>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.</p> <p>IIECA provides small group counseling through Boys Club; and Girl's Club.</p>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$28,097	\$161,350	
Source	Title I	LCFF S&C	
Budget Reference	4310	1200, 1300, 2100	



## Action 5

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**STUDENT ENGAGEMENT**

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

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

2017-18 Actions/Services

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

1. Every grade level participates in 2 curricular field trips.
2. Continue partnership with Getty Museum and LACMA to incorporate the arts.
3. All students will have access to after-school program (YPI), during the school year and in the summer.

2018-19 Actions/Services

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

- **Field trips aligned to the content standards**
- **Math Field Day Competition**
- **Art Competition**
- Continued partnership with Getty Museum and LACMA to incorporate the arts in classroom instruction. This partnership provides professional development for the Art teacher and field trips to Getty.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$16,000	\$12,000	
Source	1. LCFF S&C 2-3. No Cost	LCFF S&C	
Budget Reference	5812	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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS:**

In order to prepare all students for the

**COURSE ACCESS:**

In order to prepare all students for the

2017-18 Actions/Services

careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Visual Arts, and PE.

2018-19 Actions/Services

careers of the 21<sup>st</sup> century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: **Arts, Computer Lab, and PE** non-core subjects taught by **3 Enrichment instructors**.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1 and 4	\$78,658	
Source	LCFF Base	LCFF S&C	
Budget Reference	2900	2100	

# 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:

- **2 RSP Teachers**
- **2 Intervention Specialist**
- **Contracted services: Psychologist, Speech Pathologist, Occupational Therapist, Deaf & Hard of Hearing (DHH) teacher**

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		\$222,847	
Source		Special Education	
Budget Reference		1110, 2100, 5851	

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

Unchanged

## Goal 2

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

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

State Priorities: 1,2,4

Local Priorities: 1, 2

### Identified Need:

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

### Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
<b>% of teachers who are appropriately credentialed and assigned.</b>	100%	100%	100%	100%			
<b>% of EL who progress in English Proficiency as measured by CELDT/ELPAC:</b>	17%	20%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.			
<b>Increase English Learner reclassification rate:</b>	10%	15%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.			
<b>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.</b>	Baseline	<b>ELA</b>	<b>3</b>	<b>ELA</b>	<b>3</b>	<b>ELA</b>	<b>4</b>
		<b>ELD</b>	<b>2</b>	<b>ELD</b>	<b>3</b>	<b>ELD</b>	<b>3</b>
		<b>MATH</b>	<b>3</b>	<b>MATH</b>	<b>3</b>	<b>MATH</b>	<b>4</b>
		<b>NGSS</b>	<b>2</b>	<b>NGSS</b>	<b>3</b>	<b>NGSS</b>	<b>3</b>
		<b>HISTORY</b>	<b>2</b>	<b>HISTORY</b>	<b>2</b>	<b>HISTORY</b>	<b>3</b>

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



# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

## **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 Calkin’s Readers and Writers Workshop
  - SWUN Math
  - Common Core Math and ELA Strategies
  - Guided Reading
  - Phonics Instruction
  - Implementing an Effective Daily 5 Workshop
  - Unpacking Common Core Standards
  - Developing Standards-Based Assessments
  - Creating Standards-Based Rubrics
2. 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
3. Members of our teaching staff and/or

## **PROFESSIONAL DEVELOPMENT**

ICEF Inglewood Elementary Charter Academy provides all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students.

- 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

Additionally, our instructional and

<p>Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> <li>• Language Literacy Intervention Conference</li> <li>• Professional Learning Communities at Work</li> <li>• Illuminate Conference</li> <li>• CCSA</li> <li>• National Charter School Conference</li> </ul> <p>4. Administer teacher survey to gather input and feedback on PD, support and needs.</p>	<p>leadership staff will have opportunities to engage in professional learning via off-site workshops and/or conferences, which include:</p> <ul style="list-style-type: none"> <li>• <b>Counseling Conference</b></li> <li>• <b>CRC Conference</b></li> <li>• <b>Thinking Maps</b></li> </ul>	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$47,343, See Goal 1 Action 1 and 4	\$40,000	
Source	1. LCFF S&C (\$42, 993) 2. LCFF Base 3. LCFF S&C (\$3,350) 4. LCFF S&C (1,000)	1. LCFF S&C (\$18,000) 2. Title II (\$22,000)	

Year	2017-18	2018-19	2019-20
Budget Reference	1. 5850 2. 1110 3. 5200 4. 5860	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)

**Scope of Services:**

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

**Location(s):**

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

English Learners

Limited to Unduplicated Student Group

All Schools

**Actions/Services**

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**ELD PROGRAM**  
ICEF Inglewood Elementary Charter Academy will review and revise its EL

**ELD PROGRAM**  
ICEF Inglewood Elementary Charter Academy will review and revise its EL

2017-18 Actions/Services

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

2018-19 Actions/Services

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.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1 and 4	\$5,000	
Source	LCFF Base	LCFF S&C	
Budget Reference	1110, 1300	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 Inglewood

2018-19 Actions/Services

**CORE CURRICULUM TO BE PURCHASED:**

Every student has access to standards-aligned curriculum. ICEF Inglewood

2019-20 Actions/Services

2017-18 Actions/Services

Elementary Charter Academy will purchase the following additional curriculum and/or supplemental instructional materials:

- Imagine It Decodables K-2
- Imagine It Skills Practice K-2
- Readers Workshop Units of Study
- Writer’s Workshop Units of Study
- Leveled Literacy Intervention
- SWUN Math Consumables
- iReady (subscription)
- Reading A-Z (subscription)

2018-19 Actions/Services

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

- Imagine It Decodables K-2
- Imagine It Skills Practice K-2
- Readers Workshop Units of Study
- Writer’s Workshop Units of Study
- Leveled Literacy Intervention
- SWUN Math Consumable
- Mystery Science

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$52,678	\$52,571	
Source	LCFF S&C	LCFF Base	
Budget Reference	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

2018-19 Actions/Services

**TECHNOLOGY**

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

2019-20 Actions/Services

2017-18 Actions/Services

purchase/lease the following:

1. Provide a numbered list for each
  - Wall Mounts for projectors
  - 25 Chromebooks and charging cart for additional 5th grade class
  - 1 LCD Projector
  - 1 Document Camera
2. The Principal will also develop an annual needs assessment for future purchases and upgrades.
3. Central Office IT support for installation of devices, maintenance, etc.

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)
- Walkie Talkies
- Printer
- LCD Projector
- Document Cameras
- Headphones
- Laptop carts Wall Mounts

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$21,000, See Goal 1 Action 1	\$27,000	
Source	1. LCFF S&C (\$10,000) 2. LCFF Base 3. LCFF Base (\$11,000)	LCFF S&C	

Year	2017-18	2018-19	2019-20
Budget Reference	1. 4400 2. 1300 3. 2400	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
<b>Parent involvement including unduplicated students and Students with Disabilities through input in decision-making via SSC, ELAC &amp; PTC:</b>	Met	Met	Met	Met
<b>Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:</b>	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<b>Maintain suspension rates &lt;2%</b>	2.9%	2.1%	<2%	<2%
<b>Maintain expulsion rates &lt;1%</b>	0%	<1%	<1%	<1%
<b>Facilities Inspection Tool (FIT) Score: Good or Better</b>	Good	Good	Good	Good
<b>Increase parent participation rate on parent survey:</b>	Baseline	61% (228 parents)	63%	65%
<b>Maintain student participation rate on student survey:&gt;90%</b>	Baseline	100% Grades 3-5	>90%	>90%

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

# Planned Actions / Services

## Action 1

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

**Students to be Served:**

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

**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

**SCHOOL CLIMATE & SAFETY**

ICEF Inglewood Elementary Charter

2018-19 Actions/Services

**STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE**

2019-20 Actions/Services

### 2017-18 Actions/Services

Academy 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 Inglewood Elementary Charter Academy will implement the following character education program: Second Step & Bully Prevention Unit
4. Awards Assembly: Monthly to recognize students for academics, citizenship, and attendance
5. Honor Roll: twice per year for academic achievement.
6. Science Fair (student-led projects) and Monthly award (grades 3-5).

### 2018-19 Actions/Services

#### **SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:**

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

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

In order to provide students with a safe

### 2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>learning environment, our school has implemented a Structured Yard Play that includes materials and equipment for student use.</p> <p>IIECA will continue to subscribe and utilize <b>Raptor</b> Visitor Management Software; and <b>Go Guardian</b>, 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	\$10,000, See Goal 1, Action 1 and 4	\$123,912	
Source	LCFF Base	LCFF S&C	
Budget Reference	1. 1200, 1300 2. 1300 3. 1110, 1300 4-6. 4390	2200, 5860	



## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

English Learners, Foster Youth and/or Low Income

**Scope of Services:**

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

Unduplicated Student Groups

**Location(s):**

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

All Schools

**Actions/Services**

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

2018-19 Actions/Services

**PARENT INPUT IN DECISION-MAKING**

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

At ICEF Inglewood Elementary, parent input in decision-making will take place through the School Site Council (SSC).

At ICEF Inglewood Elementary Charter Academy, parent input in decision-making will take place through the School Site Council (SSC).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$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

**OPPORTUNITIES FOR PARENT PARTICIPATION**

ICEF Inglewood Elementary Charter

2018-19 Actions/Services

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

2019-20 Actions/Services

## 2017-18 Actions/Services

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

1. CRC is in charge of the volunteer program. All volunteers will undergo a live-scan and TB testing.
2. CRC is in charge of facilitating parent meetings, schoolwide events and communicate with parents.
3. PIM Meetings (workshops) on the following topics as requested by parents:
  - Understanding the Common Core Standards
  - The Smarter Balanced Assessment
  - Positive Parenting
  - Working with your struggling reader
4. Administer an annual parent survey.
5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

## 2018-19 Actions/Services

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

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

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

## 2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$52,412	
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. Title I (\$1,500) 4. LCFF Base (\$1,000) 5. LCFF Base (See Goal 1, Action 1)	LCFF S&C	
Budget Reference	1-2. 2900 3.4390 4. 5860 5.2900	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 classroom space to implement the school's

2018-19 Actions/Services

**FACILITIES**

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

2019-20 Actions/Services

2017-18 Actions/Services

- program:
1. Annual facility leasing cost for school site.
  2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.
  3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.
  4. Will purchase and install Raptor Visitor Management System.

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
  - Renovate 2 classrooms including furniture, HVAC, etc.
  - **Security expenses incurred for surveillance camera**
  - Administer annual FIT report

2019-20 Actions/Services

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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$255,200	\$302,200	
Source	1. SB-740 (183,150), LCFF Base (\$61,050) 2. LCFF Base (\$5,000) 3. LCFF Base (\$1,000) 4. LCFF Base (\$5,000)	1. SB-740 (\$148,028), LCFF Base (\$84,172) 2. LCFF S&C (\$70,000)	

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

\$ 1,070,476

33.58%

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:**

IIECA 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 Inglewood Elementary Charter Academy will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

- **Goal 1, Action 3:** Comprehensive Academic Intervention Program that includes coaching for our teachers in literacy, math, and evidence-based pedagogical strategies to improve the quality and delivery of instruction to meet the diverse learning needs of our students. This includes Instructional Assistants strategically placed with struggling learners to provide push-in one-on-one and small group instructional support. For intervention our students will also have access to iReady, Reading A-z, Math Facts Pro, and leveled libraries to improve academic outcomes and address learning gaps for our students in ELA and math. In order to address the low academic performance of our unduplicated students who struggle academically, our school will provide **Summer School** that will focus on targeted and differentiated **reading and math intervention**, in order to prevent the summer slide.

- **Goal 1, Action 4:** 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.

IIECA has implemented PBIS schoolwide, led by our PBIS team who will continue to attend ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the **Assistant Principal of Culture**, who closely monitors chronic absenteeism rates and meets with families; **School Counselor** who provides social-emotional counseling, **Counseling Assistant (Intervention Specialist)** who works directly with students under the supervision of the Counselor. Our school has also partnered with **Loyola Marymount University (LMU) who provides Counseling interns** for our students.

- **Goal 1, Action 5:** Increasing student engagement is critical in order for our students to come to school, and apply the standards/content learned in the classroom to relevant learning experiences. Our school will continue to provide students with field trips aligned to the content standards, and provide our students with opportunities to participate in competitions, which increases student engagement and school culture.

- **Goal 1, Action 6:** The integration of the Arts has been demonstrated as critical to the learning process. As such, our school will provide all students with the following electives: Arts and computer lab. In order to improve student performance on the Physical Fitness Test (PFT), our PE instructor will incorporate, nutrition and healthy living components to the PE program for all students.

- **Goal 2, Action 1:** Our teachers will receive and participate in professional development on How to Work with Challenging Behavior (series of PD).

- **Goal 2, Action 4: Technology** devices will be purchased to ensure 1:1 implementation so that all students can access academic intervention programs and services.

- **Goal 3, Action 1:** With the increase in school violence at the national and state level, it is critical that our school ensure the safety of our entire student body and staff. In order for our students to be able to learn and participate, they must feel safe, despite the high crime rates in the community. As such, our school will invest in campus aides that will provide supervision and security, before, during and after-school

and will be under the supervision of the Administrative team. Campus Aides will ensure that all visitors are registered at the front desk and our school will utilize Raptor, Visitor management Software.

- **Goal 3, Action 3:** Parent participation is crucial to the success of every student. Our school will invest in the Community Relations Coordinator to facilitate parent workshops, outreach to parents to increase parent participation at the school; and provide parent workshops on strategies to improve student academic outcomes in reading, writing and mathematics; and strategies on improving student attendance, and accessing schoolwide resources for their child's academic, social-emotional needs. The Illuminate parent portal will provide families with access to their child's academic progress and another method to communicate with teachers/school staff, in addition Class Dojo.

### **2017-18**

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

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

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