

# Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Plan Summary 2023-24

### General Information

A description of the LEA, its schools, and its students.

Invictus Leadership Academy (ILA) is an independent charter school authorized by the Los Angeles Unified School District (LAUSD) on October 15, 2019, to operate from July 2020 through June 2026.

ILA is now preparing to serve 118 students in grades TK-8 during the 2023-24 school year, reflecting our local community's demographics, which is 74% Latino, 24% African-American, 1% White, 36 % English Language Learners, and 13% Students with Disabilities. We also expect an unduplicated count of 98%, with nearly all our students qualifying for free or reduced lunch. ILA will accept students from any geographical location, up to our enrollment limitations. However, we have focused our recruitment efforts on a 2-mile radius of South Los Angeles surrounding our campus, including zip codes 90062, 90047, 90037, and 90008.

ILA is unique in both its structure and program in comparison to our immediately neighboring schools. Firstly, as the only K-8 school in our neighborhood, we are uniquely structured to support our students' development from their earliest foundational years through their middle school years, a critical time when many urban adolescents experience drastic drops in their academic achievement.

Secondly, ILA's innovative instructional model accelerates academic achievement in critical core subject areas while linking social activism (social justice) to STEM through Justice in Action Missions (community-based) and Impossible Projects (student interest-based); where the findings are presented to local civic leaders. Our approach to exploring the STEM science is called "J-STEAM" is completely novel as an instructional model, and by comparison to our nearest neighboring schools. Our neighboring schools are traditional elementary schools and a middle/high school that similarly focus on state standard competencies.

ILA's targeted community (zip code 90062, and two-mile radius of school site) are mostly students of color living in an urban environment where the majority of students are not on track for college, and most have significant learning gaps. To address the anticipated learning gaps that our students will arrive with, our instructional model of using mixed-age student groupings based on their levels of mastery (similar to Montessori methods) will facilitate instructional differentiation and remediation. Additionally, we have intentionally planned to be a relatively small school, potentially maxing out our enrollment at 584 students in 2025-26.

ILA is designed to help our students (Imagineers) thrive in our holistically nurturing environment maintained by PBIS and a restorative mindset (RJ). Our model engages Imagineers' natural curiosities and is designed to position our students with the skills to successfully

compete for the jobs of the future. ILA's leadership theme is facilitated by the three core educational pillars of our educational model: personalized learning, leadership development, and project-based STEAM learning.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Invictus Leadership Academy has utilized i-Ready as our internal assessment to measure student growth in ELA and Math during the past three years, and to identify student learning gaps. During the 2022-23 school year, ILA saw our students improve based on this external independent assessment.

Invictus is continuing to improve the academic outcomes of our students, and at the conclusion of this year's internal assessments for ELA and Math show that 49% and 31% of students respectively increased one performance band. Unfortunately, for those students that did not grow as vigorously, their attendance was a factor.

Behaviorally, ILA implemented our three-tiered intervention system and successfully supported positive student behavior, explicitly teaching routine procedures and using positive reinforcement of expected behaviors. The implementation of PBIS procedures and timely reteaching of protocols has assisted in the reduction of suspensions and the establishment of an effective learning environment, particularly with our older class of students.

Additionally, ILA has successfully completed the first steps for WASC Accreditation, codifying comprehensive school-wide learning objectives along with specific grade level targets for student level proficiency (aligned to ensure accomplish ILA's mission and the goals expressed in this LCAP). ILA became Fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges on June 29<sup>th</sup>, 2023. This initial accreditation status is granted until June 30, 2026.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ILA has identified the following as areas that need significant improvement.

1. The percentage of students performing at grade level in ELA and Math, particularly in grades 3 and above.
2. The percentage of students reading at grade-level in grades 1 and 2
3. The percentage of EL students that are becoming redesignated as English proficient
4. The number of students that attend in-person classes consistently.
5. Staff retention for the building of staff capacity to execute ILA mission and goals.

# LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

ILA is a three-year old charter school that launched during the COVID-19 pandemic. Many of our goals and metrics for the upcoming academic year do not have a typical baseline, as that was an unusual educational year. Additionally, given the small student population of approximately 30 students in the 2020-21 school year, we cannot provide a statistically significant measure of baseline proficiency or expected growth for the 2022-23 year, given that we are preparing to more than quadruple our enrollment (in comparison to our base enrollment in our founding year.)

Invictus Leadership Academy has developed this LCAP which will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and CA EC 52062(a).

ILA’s LCAP is focused on closing the academic gaps of our struggling students, supporting the increase in the number of students that become grade-level proficient in ELA and Math, sustaining and improving a school culture that supports every student performing at their fullest potential, and retaining the very best educators and staff. (which is also aligned to our WASC SLOs)

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

NA, ILA is a single site.

### Support for Identified Schools

NA

### Monitoring and Evaluating Effectiveness

Invictus Leadership Academy will monitor and evaluate the effectiveness of this plan twice a year by reviewing key metrics including subject matter proficiency as measured on externally generated assessments for ELA and Math (iReady), Attendance rates, and assertive behavior incidents, as well as suspensions. These reviews will take place at the end and at the middle of each academic year. These reviews will be held during a regularly scheduled board meeting and open to the public for input and feedback.

ILA will also solicit and include feedback from students, parents, and staff to evaluate the effectiveness of the LCAP Plan.

## Engaging Educational Partners

Parent, Staff and Student input was first solicited through online surveys that were created for each group; asking both multiple choice and open ended questions regarding the effectiveness of ILA's efforts and actions. Survey responses were collected between February 16<sup>th</sup>, 2023 to March 30<sup>th</sup> (date of our parent meeting to celebrate student growth)

Additional parent and student input was collected through small in-person group meetings for student on May 11<sup>th</sup>, 2023 and coffee with principal meetings held on March 8<sup>th</sup>, 2023, the SSC on March 6<sup>th</sup>, 2023, and May 12<sup>th</sup>, 2023.

Teacher and staff input was collected throughout the school year and during a dedicated LCAP input, SWOT analysis, and professional development meetings held with all staff members on November 18<sup>th</sup>, 2022 and on March 8<sup>th</sup>, 2023 and May 10<sup>th</sup>, 2023.

ILA Board input for the current LCAP began during the board retreat held on December 10<sup>th</sup>, 2022, where the board created a strategic plan that considered first trimester student learning and behavioral outcomes, parent input from the SSC members, and staff SWOT analysis.

During the meetings held after our February assessments, Each group was presented with the outcome data from our second trimester i-Ready assessments to show our students overall starting levels of proficiency and achievement in ELA and Math, compared to the amount of growth realized by the end of the second trimester assessment. Then, participants provided their suggestions of the kinds of services and program components they would like to see to meet our student needs, as categorized by the eight state priority areas. Responses were recorded from each meeting and shared with the participants of each subsequent meeting, with all responses/suggestions being captured in the first draft of the ILA LCAP shared with the board on May 18<sup>th</sup>, 2023, and then presented publicly on June 27<sup>th</sup>, 2023 for public comment and discussion; then board approved on June 28<sup>th</sup>, 2023

### A summary of the feedback provided by specific stakeholder groups.

ILA Students provided most of the suggestions related to the program such as supplies, décor, and expansion of studies and activities. The older students also expressed a desire to have greater differentiation between their setting and that of the younger students. ILA Parents input included increasing the amount of homework in lower grades, more field trips, and broadening the course of study. ILA Staff input included suggestions to improve attendance, address misbehaving students, and systemic ways of engaging families more effectively.

Collectively, stakeholders want to see support in place particularly for struggling students and families that will help all our students grow academically, be safe, and have access to a well-rounded education that is not exclusively focused on reading, writing, and arithmetic. Notably, stakeholders asked for a broader access to activities and special classes such as Spanish, Dance, Drumline, Taekwondo, Cooking classes, Art Class, Student Council, and field trips.

### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Every aspect of the LCAP was reviewed by all stakeholders and their input was included as the document was drafted. Most notably the input from students and parents was included in programmatic line items, staffing decisions, learning material line items, enrichment activities, and school culture event planning for the upcoming school year.

Staff and Board input was included notably in the recruitment and staff planning aspects of the LCAP along with master schedule planning for extended learning and enrichment opportunities.

# Goals and Actions

## Goal 1

Goal #	Description
Goal #1	ILA will provide all students with a broad course of study and access to high-quality learning experiences for them to demonstrate continuous growth towards academic proficiency in the Common Core State Standards, CA State Standards, and CA Next Generation State Standards.

An explanation of why the LEA has developed this goal.

While ILA has seen an increase of both the academic ability and rate of grade level proficiency in ELA and Math during this past year, the percentage of students that are achieving at their grade level requires improvement. Realizing that the low levels of student proficiency within the community were exasperated by the COVID lockdowns, ILA is focused on student growth and levels of proficiency.

## Measuring and Reporting Results

Metric	Baseline 2021-22	Year 1 Outcome 2022-23	Year 2 Outcome 2023-24	Year 3 Outcome 2024-2025	Desired Outcome for 2023-24
CAASPP/CAA proficiency in ELA grades 3-7 (Priority 4)	3%- small sample	TBD			5% increase from 2022-23
Student ELA Growth percent of students that increase by one performance band (iReady) (Priority 4 and 8)	33%	49%			50%
CAASPP/CAA proficiency in Math grades 3-7 (Priority 4)	3% - small sample	TBD			5% increase from 2022-23

Metric	Baseline 2021-22	Year 1 Outcome 2022-23	Year 2 Outcome 2023-24	Year 3 Outcome 2024-2025	Desired Outcome for 2023-24
Student Math Growth percent of students that increase by one performance bands (iReady) (Priority 4 and 8)	42%	31%			40%
CAST/CAA proficiency in Science grade 5 (Priority 4)	NA-small sample <25	NA- small sample (two students)			Match ELA % prof goal for 2023
ELPAC level growth percentage of students that improve by one performance level (Priority 4)	NA – small sample <25	TBD			5% increase from 2022-23
EL Reclassification Rate (Priority 4)	NA-small sample <25	TBD- reclassifications begin in fall 2023 to include ELPAC results from 2022-23			5% increase from 2023
Student Reading Proficiency in grades K-2 (iReady) (Priority 4 and 8)	28%	43%			50%
Student Math Fluency in Grades K-2 (Priority 4 and 8)	25%	18%			30%

Metric	Baseline 2021-22	Year 1 Outcome 2022-23	Year 2 Outcome 2023-24	Year 3 Outcome 2024-2025	Desired Outcome for 2023-24
Percentage of fully credentialed and properly assigned teachers  (Priority 1)	100% (using local assignment options and one-time STSP for two teachers)	100%			100%

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implementation of High-Quality Instructional Program that is responsive to student needs  (Priority 1 and 2, 4, 7)	<p>ELA/ELD move to Benchmark Advance supplemented by ENGAGENY for greater ability for students to access content</p> <p>Math Curriculum Envision, will be supplemented with ENGAGENY at the lower grades to ensure students access the California Content State Standards</p> <p>Computers- Two mobile computer labs each with 35 laptops and charging cabinet to facilitate every child accessing web-based programs and supplemental programs</p> <p>Library-Physical reading books to enhance student reading experiences and broaden topical reading selections for students based upon their reading ability to facilitate their reading enjoyment and growth in ability.</p> <p>Implement a Taekwondo and Dance program to enrich our student's physical education experience</p> <p>Create partnerships and access sports leagues for Soccer, Football, or other local sports.</p> <p>Supplies needed for students to complete class work including our site-developed J-STEAM projects for each grade level, Art, PE Equipment, and emergency supplies</p> <p>Student Planners and folders to ensure two-way communication particularly regarding homework assignments</p>	\$57,225	Y



Action #	Title	Description	Total Funds	Contributing
Action #2	Highly Qualified and Effective Staff that Implement the Instructional Program with Fidelity	<p>Competitive salaries for Teachers, Support Staff, and Administrators to retain and recruit effective staff members</p> <p>Administrator(s) and school secretary facilitate small group instruction help address student needs and for the creation of smaller groups for reteaching and personalization.</p> <p>Staff include a high number of bilingual individuals for the instructional program to support Els in their primary language as needed</p> <p>Hiring bonuses for teachers and hard to fill positions</p>	\$1,046,699	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional Development of Teachers, Staff, and Admin (Priority 1, 2, 4, and 6)	<p>Guided Language Acquisition (GLAD) training for improved instruction for our EL students within our embedded environment</p> <p>SPED/504/Accommodations Training on differentiation and how to improve learning for our students with exceptional needs</p> <p>Project Based Learning (PBL) training to implement our J-STEAM program of investigating a social justice issue using STEM science and Art. Creation of thematically aligned grade-level appropriate units and projects.</p> <p>Two-week preservice training on key components of our learning program to ensure successful curricula implementation, including mandated reporting training, and safety issues</p> <p>Executive Director training in Human Resources (HR) and Business/Financial (CBO) functions, and Leadership Training</p> <p>SPED Teacher Lead training on SPED software and compliance with LAUSD SELPA system</p> <p>Restorative Justice training of all staff</p> <p>BTSA Clearing the credentials of all preliminary credentialed staff to increase the instructional capacity of our teachers which will improve the quality of instruction, and first teaching.</p> <p>Montessori Practice Trainings for lower grade teachers and admin</p> <p>Color code ongoing PD through the year to demonstrate themes that are revisited</p>	\$85,050	Y

Action #	Title	Description	Total Funds	Contributing
Action #4	Comprehensive Formative and Summative Assessment System that Identifies and Celebrates Student Growth (Priority 2 and 4)	<p>iReady Assessment System - External assessment system used to gauge student achievement levels and amount of growth over the course of the year.</p> <p>Imagine Learning- External assessment and supplemental instructional program for English Learners and targeted students with special needs</p> <p>Sashes or blazers that will hold physical badges for the mastery of priority standards in ELA, Math, STEM, and individual behavior goals (when appropriate). These funds are for the purchase of this mastery goal reinforcer. Badges are given when earned.</p> <p>At the conclusion of each trimester, student achievement is measured and celebrated with badges, certificates(etc.), and public acknowledgement of families. These funds are for the purchase of certificates and refreshments for families.</p> <p>Administer State CAASPP/CAA testing and ELPAC testing</p>	\$34,650	Y

## Goal 1 Analysis : LCAP Year 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

While there were not any substantive differences between ILA's planned actions and implemented actions, there were several small adjustments made during the school year. Firstly, given that ILA's new site (moved into during the 2022-23 school year), lunch tables were no longer needed given the multipurpose room, additionally a jungle gym set was not purchased because the space to make that happen no longer existed.

Additionally, while Taekwondo was offered at ILA for a limited time, staff for this position was not retained due to scheduling conflicts and partnerships with local sports leagues were not secured, as staff focused on filling vacant teacher positions during the first trimester of the year.

Lastly, the Justice in Action Day was not held in the 2022-23 school year as ILA's operational capacity did not allow for the inclusion of this event.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

ILA’s instructional program of utilizing small group/centers, co-teaching, and the implementation of the iReady testing system and tracking of student learning needs was particularly effective in raising student outcomes in ELA and Math.

Spirit days and parents’ engagement opportunities (Such as a literacy-based Black History Program) were effective in increasing the number of parent volunteers and continuing to improve the school culture and climate, particularly with the referral of new families for the upcoming school year in 2023-24.

ILA’s continuous celebration of student growth through awards program days was most helpful in securing parent input through digital surveys and fostering a climate that celebrates growth and connectedness.

ILA began purchasing books for physical libraries to start becoming established inside each self-contained classroom.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While ILA has continued to track student improvement in ELA and Math, beginning in the 2023-24 school year, this student growth is being explicitly tracked particularly in the LCAP. Additionally, instructional aides were recruited to expand the learning day and this was not an original part of the LCAP. Along with the added aides and afterschool personnel, ILA found the need to expand the hours of the facility maintenance staff.

For the upcoming year, to address and reduce chronic absenteeism, and the ongoing need for academic instructional support, mentor teacher stipends (for new teachers), and a new administrative position has been added to the organizational chart and budget. During the prior year, an additional staff member in the form of an administrative assistant and floating teacher was also used to assist with WASC accreditation, transfer to the Powerschool SIS from Jupiter SIS, and to assist with administrative duties including holding SSTs for struggling students, and a variety of compliance submissions.

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal #	Description
Goal #2	ILA will promote a school culture, climate, and physical environment that facilitates exceptional outcomes through meaningful relationships and structures among all stakeholders, and optimal physical conditions for learning.

An explanation of why the LEA has developed this goal.

ILA understands that positive relationships and school culture are vital to improving student outcomes. Additionally, as a growing school that opened during an exclusively virtual season, we are concerned that many of our youngest students have not been socialized or normalized everyday attendance of school, nor have they been taught “how to be a student” among a group of 25 other individuals. This will require explicit teaching and reinforcement. As a school of choice, our parents have helped to determine many of our instructional and structural decisions, and they will continue to do so.

## Measuring and Reporting Results

Metric	Baseline 2021-22	Year 1 Outcome 2022-23	Desired Outcome for 2023–24
Student Attendance (Priority 5)	99%	91%	≥95%
Suspension Rate (Priority 5 and 6)	6.41% 1.41% (one day over the threshold)	TBD(currently being calculated)	<5%
Parent/Family Survey participation (Priority 3, 5 and 6)	Not conducted	52%	≥90%
Parent/Family participation in Meetings (Priority 3, 5 and 6)	To be established in 2021-22	92%	≥90% attend at least one parent meeting
Student Survey Connectedness (Priority 5 and 6)	NA- not conducted	3	Average score of 3 (on a scale of 1 to 5)

Metric	Baseline 2021-22	Year 1 Outcome 2022-23	Desired Outcome for 2023–24
Facilities Inspection Tool Score (Priority 1)	Satisfactory (Good Repair)	Excellent (Good Repair)	Satisfactory (Good Repair)

## Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Maintain Effective and Safe School Facilities and Learning Environment  (Priority 1)	<p>Invictus provides staff and students with a learning environment that is conducive to improved academic outcomes and meets all local and state health department guidelines including frequent cleaning, PPE as needed, and ventilation systems.</p> <p>Classroom furnishings (e.g. Tables, rugs, mats, and shelving, Flexible seating, desks, chairs, barriers and furniture for classrooms and libraries) and equipment that facilitate our varied learning activities and modalities including small grouping, specialized student services, PE, and JSTEAM.</p> <p>Classroom and facility repair as needed to maintain conducive and pleasant learning environment, including the updating of learning spaces for the inclusion of the 8<sup>th</sup> grade in 2023-24</p> <p>Additionally, the annual Facilities Inspection Tool will be utilized to assess the state of the school building and all learning spaces.</p>	\$294,443	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	Maintain a school climate that celebrates and fosters diversity, inclusion, and student connectedness (Priority 4, 5 and 6)	<p>PBIS Program implementation- Training, implementation materials, and awards system for reinforcement of expected behaviors</p> <p>Trimester Awards Program- trimester the overall student achievement will be reviewed with the board and community, including recognition of most improved students, and other exceptional achievements. Additionally, an in-depth dive into student outcomes will take place mid-year to review LCAP outcome</p> <p>Spirit Days- funds to support the school community building including small incentives for costume contests, talent shows and other associated activities/supplies for spirit days, including the annual end-of-year open house/carnival</p> <p>Character Education - curriculum and support materials to teach self-regulation and citizenship (Second Step)</p> <p>Attendance Awards, SARB/SST meetings, and Home Visits for frequently absent students by Administrator or designee</p> <p>Powerschool SIS</p> <p>Operations and Afterschool Lead</p> <p>Field Trips and Incentives for School and Extended Day School attendance</p>	\$60,541	Y

Action #3	<p>Meaningful Engagement of Parents and (Priority 3, 4, 5, and 6)</p>	<p>ELAC Established -recruitment of EL parents to participate in decision making process for EL students and to review academic progress. Funds are for light refreshments and translation services and childcare at monthly or bimonthly meeting</p> <p>SSC Established-Recruitment of all parents to participate in overall decision-making process for students and to review academic progress. Funds are for light refreshments and translation services and childcare at monthly or bimonthly meetings</p> <p>Volunteer Opportunities- Pay for fingerprinting/criminal background check of interested parents and others that wish to volunteer to support the low student/adult ratio that will enhance differentiation of instruction and supervision (Yard duties, Classroom Mom or Dad, Parent Advocate)</p> <p>Trimester Parent meetings (individualized for student outcomes) -Funds for light refreshments for in-person meetings with parents and childcare services as needed</p> <p>Parent/Family Meetings with Principal -Hold three meetings with parents to get their informal feedback on our program and input on the direction ILA is going, including potential relocations of the physical school address and school policies. (Includes Open House/ Back to School Night, Coffee with the Principal)</p> <p>Justice in Action Day- Hold one community “science fair” like meeting in which all our students display and share their learning on a J-STEAM project they completed. Invitees will include civil servants, parent, and community members</p> <p>Parent Workshops/College Classes- In collaboration with local community college, provide parent classes (potentially for college credit) based upon parent interest (e.g. English or Spanish classes, parenting classes, mental health classes)</p> <p>Parent Communication- Auto dialer for parent/family communication for attendance, community engagement, recruitment, and retention</p> <p>Family recruitment and marketing materials, social media outreach, and mass marketing activities and supplies</p>	\$55,129	Y
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Action #	Title	Description	Total Funds	Contributing
		Parent Liasion and summer outreach staff- Family recruitment and communication with families		

## Goal 2 Analysis: LCAP Year 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences between the planned actions and actual implementation of ILA actions. Only a couple of small differences should be noted. Firstly, the English Learners Advisory Committee (ELAC) was not established due to the number of English Learner parents not being larger enough to mandate this (yet), but ILA intentionally involved EL parents within both the School Site Council (SSC) and the ILA parent advisory council of 12. Lastly, one of ILA's EL parents is now a member of the ILA Governing Board. Therefore, ILA is confident that the needs and voice of ILA EL parents is heard and included in decision making and long-term planning for ILA.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to a lower-than-expected enrollment, ILA adjusted their staffing which resulted in a lower than expected expenditure for Goal 1, Action 2AB.

An explanation of how effective the specific actions were in making progress toward the goal.

ILA's implantation of trimester awards ceremonies, celebration days, student performances, and spirit days were effective in supporting the continuation and growth of a positive school climate conducive to student academic growth.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

ILA did not make any changes to the goals, metrics, or desired outcomes for the goals within the 2022-23 school year, but did add attendance staff and activities to address chronic absenteeism for the upcoming school year 2023-24.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2023-24**

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$420,523	\$63,078

**Required Percentage to Increase or Improve Services for the LCAP Year**

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.7%	0%	\$0	25.7%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

**Required Descriptions**

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Unfortunately, after resuming in-person learning, ILA found that it’s foster and homeless students did not have the same level of attendance (in-person). Student outcomes thus far seem to indicate that transportation and inconsistent attendance is impacting homeless students. Therefore, rather than referring ILA’s most needy students exclusively to a summer program that might not be as well attended, ILA has included expanded learning opportunity days during the school year and extended the school day during the school day.

The needs of our English learners directed our Professional development choices, making GLAD a priority training for all our instructional staff, including aides. While our learning outcomes have been very solid for our EL students (they have outperformed their grade-level peers), we want to ensure their ability to be reclassified is not limited. Additionally, the selection of our replacement ELA/ELD curricula was made understanding that we wanted to ensure our EL students would be able to access electronic texts should virtual learning be mandated during a required closing of physical classrooms.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

ILA will be utilizing funding to offer new services to our EL, Foster, Homeless, and Low-Income students(families) that were not a part of our instructional plan last year. Particularly small group instruction, extended learning opportunities during the school year and non-school days, and parent workshops.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

ILA will utilize small groups/centers to decrease the staff to student ratio during teaching/reteaching of academic content, which will allow for greater differentiation and address the individual learning needs of foster youth, English Learners, and low-income students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		This does not apply to charter schools
Staff-to-student ratio of certificated staff providing direct services to students		This does not apply to charter schools

