

Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2024-25

General Information

Invictus Leadership Academy (ILA) is an independent charter school authorized by the Los Angeles Unified School District (LAUSD) on October 15, 2019, and is authorized to operate through June 2028. ILA has intentionally planned to be a relatively small school, potentially maxing out our enrollment at 584 students in 2027-28.

ILA is preparing to serve 180 students in grades TK-8 during the 2024-25 school year, reflecting our local community's demographics. ILA's current enrollment is 50% Latino, 49% African-American, 31 % English Language Learners, and 9% Students with Disabilities, with an unduplicated count of 100%, with nearly all our students qualifying for free or reduced lunch. ILA accepts students from geographical locations within Los Angeles County up to our enrollment limitations. However, we have focused recruitment efforts in the 2-mile radius of our school campus, including zip codes 90062, 90047, 90037, and 90008.

ILA is unique in its structure and program; firstly, as the only K-8 school in our neighborhood, we 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 civic engagement to STEM sciences through Justice in Action Missions (community-based) and Impossible Projects (student interest-based); where the findings are presented to local civic leaders. ILA's approach to exploring STEM science called "J-STEAM" is unique in comparison to our neighboring schools.

ILA's targeted community of urban students of color where most students have significant learning gaps. To address these pre-existing learning gaps in our enrolling students, ILA has seven (7) classrooms for grades TK-8. Each classroom is led by two educators, one fully credentialed teacher, and a supporting teacher's aide; at least one adult is bilingual in Spanish. ILA also utilizes mixed-age student instructional pull-out groups created from student levels of mastery (like Montessori methods) to facilitate instructional differentiation and remediation.

ILA has developed a holistically nurturing environment maintained by PBIS and a restorative mindset (RJ). Our educational model's three core educational pillars—personalized learning, leadership development, and project-based STEAM learning—facilitate ILA's leadership theme.

Invictus is a single site charter school and will receive Equity Multiplier Funding.

Reflections: Annual Performance

Invictus Leadership Academy increased the percentage of students testing on grade level per the CAASPP for English from 3% (2022) to 15% (2023), and for Math from 3% (2022) to 9% (2023). While this positive increase represents significant student growth, ILA remains in the lowest decile of California schools. Additionally, ILA students that made at least one year of growth as measured by our internal assessment iReady for English was 156% (2024) and for Math was 148% (2024).

For the past four years, ILA has utilized i-Ready as our internal assessment to measure student growth in ELA and Math. During the 2023-24 school year, ILA students made significant improvements in their academic achievement in English and Math. In Math, 79% of Invictus students increased one at least performance band. In English, 85% of Invictus students increased at least one performance band. Unfortunately, attendance was a factor for those students who did not grow as vigorously.

ILA's instructional program is improving student outcomes, and for the upcoming year, instructional staffing decisions, Professional development, frequent monitoring of local indicators, and the increased capacity of our staff to improve student learning are planned to continue our students' improved academic achievement.

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

Lastly, ILA was fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges on June 29th, 2023. This accreditation status is granted until June 30, 2026.

For the 2024-25 school year, ILA will focus on improving the following outcomes:

1. The number of students that timely attend in-person classes consistently. (Chronic Truancy)
2. The percentage of students performing at grade level in ELA and Math, particularly in grades 3 and above.
3. The percentage of EL students becoming redesignated as English proficient.
4. The percentage of students reading at grade level in grades 1 and 2

Invictus Leadership Academy has developed this LCAP, which will also serve as its SPSA, to meet 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 with our WASC SLOs)

Reflections: Technical Assistance

Not Applicable

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 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 created for each group. The surveys asked multiple-choice and open-ended questions regarding the effectiveness of ILA’s efforts and actions. Survey responses were collected between December 14th, 2023, and March 15th, 2024 (the date of our parent meetings to celebrate student growth).

Parent input was also collected during the School Site Council Meetings on January 31st and April 18th, 2024. Parents also provided input on the LCAP during the English Learner Advisory Committee on April 19th, 2024.

Student input was collected through small in-person group meetings for students on May 10th, 2024.

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 15th, November 29th, 2023, and May 22nd, 2024.

ILA Board input for the current LCAP began during the board retreat held on November 4, 2023, 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 suggested the 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 22nd, 2024, and then presented publicly on June 26th, 2024, for public comment and discussion; then board approved on June 26th, 2024

Educational Partners	Process for Engagement
Students	<p>Surveys, groups discussions</p> <p>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.</p>

Parents and Community Members	Surveys, SSC, ELAC, Parent Meetings 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. Stakeholders asked for broader access to activities and special classes such as Martial Arts, Cheer, Music, Cooking classes, Art Classes, Student Council, and field trips.
Teachers and School Staff	Survey, PD training- input on LCAP actions, input for upcoming PD
Administrators	PD training- Input on LCAP
Board Members and Community Members	Board meeting review with Input on Drafts, Hearing, and Vote

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

All stakeholders reviewed every aspect of the LCAP, 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 notably included 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 so that they can demonstrate continuous growth toward academic proficiency in the Common Core State Standards, California State Standards, and California Next Generation State Standards.

An explanation of why the LEA has developed this goal.

While ILA has seen an increase in both the academic ability and rate of grade level proficiency in ELA and Math this past year, the percentage of students 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 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
CAASPP/CAA proficiency in ELA grades 3-7 (Priority 4)	15.2% (2022-23) TBD for 2023-24			15% increase from 2024 baseline	TBD
Student ELA increases by one performance band / Annual growth(iReady-verified data) (Priority 4 and 8)	85% performance band increase 155% of annual growth			70% performance band increase 100% of annual growth	15% over 55% over
CAASPP/CAA proficiency in Math grades 3-7 (Priority 4)	9.1% (2022-23) TBD for 2023-24			15% increase from 2024 baseline	TBD

Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-2027	Current Difference from Baseline
Student Math increases by one performance band / Annual Growth (iReady-verified data) (Priority 4 and 8)	79% performance band increase 148% of annual growth			70% performance band increase 100% of annual growth	9% over 48% over
CAST/CAA proficiency in Science grade 5 (Priority 4)	NA- seven students			TBD, based on enrollment	TBD
ELPAC level growth percentage of students that improve by one performance level (Priority 4)	TBD			50%	TBD
EL Reclassification Rate (Priority 4)	10%			25%	15%
Student Reading Proficiency in grades K-2 (iReady) (Priority 4 and 8)	73%			70%	3% over
Student Math Fluency in Grades K-2 (iReady) (Priority 4 and 8)	61%			70%	9%
Percentage of fully credentialed and properly assigned teachers (Priority 1)	100% (using local assignment options and STSP teachers)			100%	0%

Goal 1 Analysis: LCAP Year 2023-24

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 and implemented actions.

ILA spent a significant amount of the PCSGP grant money within a single quarter (400K+), which was a beneficial yet unbudgeted addition of resources to the students and school.

ILA also added classroom space to better house the afterschool program and create improved learning spaces for Special Education, English Learners, and one additional self-contained classroom. These additional learning spaces resulted in a higher-than-planned facility cost. Additionally, various repairs and updates to the school facility were required.

ILA replaced our sashes with jackets to create a 3D living Learning Passport, which the students and families greatly enjoy.

Lastly, Justice in Action Day was not held in the 2023-24 school year as ILA’s operational capacity did not allow for its inclusion.

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, which utilized small groups/centers, co-teaching, 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 parent engagement opportunities effectively increased the number of parent volunteers and continued to improve the school culture and climate, particularly with the referral of new families during the 2023-24 school year.

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 utilized the remaining PCSGP funds to purchase a large amount of learning supplies, including classroom furniture, technology—smartboards and laptops—C-STEAM project resources, PE Equipment, Core Curricula, supplemental curricula, and class sets of books for self-contained classroom libraries.

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 has continued to track student improvement in ELA and Math, and this is explicitly tracked in the LCAP. Additionally, instructional aides were recruited to expand the learning day, which 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 have 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 assist with administrative duties, including holding SSTs for struggling students, and a variety of compliance submissions.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implementation of a High-Quality Instructional Program that is responsive to student needs (Priority 1 and 2, 4, 7)	<p>Classroom libraries- physical reading books to enhance student reading experiences and broaden topical reading selections for students based on their reading ability to facilitate their reading enjoyment and fluency.</p> <p>Martial arts, cheer, and music program to enrich our student’s Physical Education and Arts education experience for the school day and the extended school day program</p> <p>Supplies needed for students to complete class work, including our site-developed C-STEAM projects and Arts for each grade level during the school day and the extended school day program</p> <p>Emergency supplies for each class and schoolwide</p> <p>ILA Student Planners, ILA Student/Parent Handbooks, ILA Discipline Matrix, and folders to ensure two-way communication, particularly regarding homework assignments and school events</p> <p>Reading Intervention software for struggling readers</p> <p>Afterschool curricula to support ELA and Math remediation</p> <p>Science curricula and support materials</p> <p>PE Equipment for regular and extended day program</p>	\$163,500	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>Bilingual staff in each classroom to support English learners (in their primary language), students with disabilities, and students performing below grade level.</p> <p>Hiring bonuses for teachers and hard-to-fill positions</p> <p>New Positions: <u>Reading Specialist/Coach</u> for reading support to struggling students</p> <p><u>ELD Support Teacher/Afterschool Lead</u>- this position addresses supplemental needs of English learning students and our extended school year program</p> <p><u>Student Support Specialist*</u>—This position addresses the attendance and truancy of at-risk and special needs students.</p> <p><u>Student Achievement Coordinator</u>- to continuously improve the number of students growing academically (especially foster youth, English learners, special needs, and low SES students) and to continuously improve the number of students reaching grade level proficiency.</p> <p><u>Operations Director</u>- to address Operations, Facilities, HR, Student Nutrition, and Fiscal support.</p> <p>*Equity Multiplier Funded (attention to root causes of student groups with red dashboard indicators)</p>	\$2,149,596	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional Development of Teachers, Staff, and Admin (Priority 1, 2, 4, and 6)	<p>One-week preservice training on key components of our learning program to ensure successful curricula implementation, including mandated reporting training, and safety issues</p> <p>Project-based Learning (PBL) training will be used to implement our C-STEAM program to investigate a social justice issue using STEM science and art. Creation of thematically aligned grade-level appropriate units and projects.</p> <p>Guided Language Acquisition (GLAD) training for improved instruction for our EL students within our embedded environment (Will use a train-the-trainer model)</p> <p>SPED/504/Accommodations Training on differentiation and how to improve learning for our students with exceptional needs</p> <p>Restorative Justice training for all staff</p> <p>BTSA Clearing the credentials of all preliminary credentialed staff to increase our teachers' instructional capacity, which will improve the quality of instruction and first teaching.</p> <p>Color code ongoing PD through the year to demonstrate themes that are revisited</p>	\$59,800	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 year.</p> <p>Imagine Learning- external assessment and supplemental instructional program for English Learners and targeted students with special needs</p> <p>Jackets to celebrate significant academic mastery and growth of standards in ELA and Math (50 points plus)</p> <p>Achievement Badges, certificates, and medals for student achievement, Club participation (e.g. Music, Dance, Martial Arts, and Chess, etc.), and individual behavior goals (when appropriate). Badges are given as earned at the end of each Trimester certificates(etc.), with public acknowledgment.</p> <p>Refreshments for Family Data Days and Parent Involvement Events. These funds will be used to purchase certificates and refreshments for families.</p> <p>Administer State CAASPP/CAA, CAST testing, and ELPAC testing</p>	\$13,400	Y

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. 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, many of our youngest students have not been socialized or normalized everyday school attendance, nor have they been taught “how to be a student” among 25 other children. 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 continue to do so.

Measuring and Reporting Results

Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Target for Year 3 Outcome 2026-27	Current Difference from Baseline
Student Attendance (Priority 5)	TBD			95%	TBD
Suspension Rate (Priority 5 and 6)	<5%			<5%	0%
Parent/Family Survey participation (Priority 3, 5 and 6)	60%			60%	0%
Parent/Family participation in Meetings (Priority 3, 5 and 6)	90%			60%	30% over
Student Survey Connectedness (Priority 5 and 6)	3/5			75%	15%
Facilities Inspection Tool Score (Priority 1)	Satisfactory (Good Repair)			Satisfactory	

Goal 2 Analysis: LCAP Year 2023-24

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 and the actual implementation of ILA actions.

Only a couple of small differences should be noted. Firstly, the English Learners Advisory Committee (ELAC) was established due to the additional English Learners now making up 31% of ILA's enrollment. ILA is now celebrating student academic growth with jackets and badges, which has electrified students' expectations and augmented our celebratory atmosphere.

ILA also implemented several attendance incentives to encourage timely daily attendance, including parties, trips, and other small incentives earned with regular attendance.

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

There is not much difference between the budgeted expenditures and the estimated expenditures.

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 effectively supported 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 change the goals, metrics, or desired outcomes for the goals within the 2023-24 school year but began measuring staff attendance and added student activities/incentives to minimize chronic student absenteeism for the upcoming school year 2024-25.

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, filtration systems, 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 STEAM.</p> <p>Classroom and facility repair and replacements as needed to maintain a conducive and attractive learning environment</p> <p>Annual Facilities Inspection Tool will be utilized to assess the state of the school building and all learning spaces.</p>	\$300,000	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- overall student achievement will be reviewed with the board and community, including recognition of the most improved students, and other exceptional achievements. Additionally, an in-depth dive into student outcomes will take place mid-year to review LCAP outcomes.</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>Second Step Program (Character Education) - curriculum and support materials to teach self-regulation and citizenship.</p> <p>Attendance Awards, SARB/SST meetings, and Home Visits for frequently absent students by Administrator or designee</p> <p>PowerSchool SIS</p> <p>Field Trips and Incentives for School and Extended Day School attendance.</p>	\$29,000	Y

<p>Action #3</p>	<p>Meaningful Engagement of Parents and (Priority 3, 4, 5, and 6)</p>	<p>ELAC -English Learner Parents to participate in the decision-making process for EL students and to review academic progress. Light refreshments and childcare at scheduled meetings as needed.</p> <p>SSC- parents to participate in students' overall decision-making process and review academic progress. Light refreshments, translation services, and childcare at scheduled meetings as needed.</p> <p>Volunteer Opportunities- Pay for fingerprinting/criminal background check of interested parents and others who wish to volunteer to support the low student/adult ratio that will enhance differentiation of instruction and supervision (Yard duties, Food Services, Classroom Mom or Dad, Parent Advocate).</p> <p>Trimester Parent meetings (individualized 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 at least three parent meetings annually for parent feedback and input on the ILA program, including potential relocations of the physical school address and school policies. (Includes Open House/ Back to School Night and Coffee with the Principal)</p> <p>Justice in Action Day- Hold one community “science fair” meeting where all our students display and share their learning on a C-STEAM project they completed. Invitees will include civil servants, parents, and community members.</p> <p>Parent Workshops/College Classes—In collaboration with the local community college, provide parent classes (potentially for college credit) based on 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, marketing materials, social media outreach, and mass marketing activities and supplies.</p>	<p>\$10,000</p>	<p>Y</p>
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Action #	Title	Description	Total Funds	Contributing
		Parent Liaison and summer outreach staff- Family recruitment and communication with families		

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. 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 Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$646,041	\$74,892

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
39%	5.9%	\$67,392	44.9%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action #1	Quality Curriculum and Learning Programs, Learning supplies, Planners and Reading Books	All students will be provided with materials that help provide scaffolds to access grade-level learning opportunities and enrichment activities to serve the whole child	Planners, handbooks, Discipline Matrix distributed Implementation of Enrichment programs Purchase of Reading Books Purchase of iReady Curriculum for Core Subject Areas
Goal 1 Action #2	High Quality and Effective Staff with the capacity to accelerate student learning	All children will be served by staff that are effective to meet the varied needs of our high-poverty and diverse student population	Competitive Salaries Staff Retention Bilingual Staff Hiring Bonus Hiring of New positions to address unmet student needs and operational functions
Goal 1 Action #3	High-Quality Professional Development for all ILA Staff	All students will have access to competent staff to ensure their learning needs are met, particularly students who are significantly behind grade level, English learners, students in poverty, and Special Needs Learners	Completion of scheduled trainings Integration of trained skilled educators into the classroom Execution of PBL during the school year Teaching staff clearing their credentials as needed Thematic trainings planned and executed
Goal 1 Action #4	Formative and Summative Assessment Systems, along with Celebration of Student Progress and Growth	All students and the ILA community will know our collective state of achievement and individual growth each trimester and annually.	iReady assessments, badges, jackets, certificates, celebrations, and parent meetings
Goal 2 Action #1	Functional Learning Equipment and Spaces that support high-quality learning	All students will have access to high-quality learning environments, including equipment and materials that support the learning of core and STEAM concepts	School furnishings, learning materials, and facilities upgrades, updates

Goal 2 Action #2	Effective School Culture/Environment that Supports and Celebrates Acceleration of Student Learning	All students will have access to calm learning environments that are supportive of the needs of at-risk students as well as advanced students, and all the students in between	PBIS implementation, SST and SARB meetings held, reduced assertive student discipline
Goal 2 Action #3	Meaningful Parental Involvement	All ILA Parents will be invited to quality parent engagement that includes celebrations of growth, student performances, input on school actions/programs, feedback on existing systems, and community building with other parents	Parent meetings, Parent surveys, Celebration/Awards Ceremonies, coffee with the Principal, ELAC, and SSC

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action #1	Quality Curriculum, Learning Programs, Learning supplies, Planners and Reading Books	English learners and learners with special needs will be provided with materials that help provide scaffolds to access grade-level learning opportunities and enrichment activities to serve the whole child	Purchase of supplemental materials for EL and SWDs PD to meet the needs of EL and SWDs
Goal 1 Action #2	High-Quality and Effective Staff with the capacity to accelerate student learning	English learners and learners with special needs will be served by staff that are effective in meeting the varied needs of our high-poverty and diverse student population	Bilingual and support staff to assist EL, SWD, and below-grade-level students
Goal 2 Action #3	Meaningful Parental Involvement	Parents of English learners, chronically truant students, and learners with special needs will be supported and engaged with programs, and learning opportunities	ELAC. SSC. SARB, SST, and Parent Training/Parent Seminar

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

ILA has a 100% unduplicated count and all listed actions contributing to increased or improved services are funded through LCFF.

Additional Concentration Grant Funding

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.

New positions were added to our 2024-25 budget as described above, which service the needs of our foster youth, English learners, and low-income students which include: a Reading Specialist, ELD Support Teacher, Student Support Specialist, and a Student Achievement Coordinator.

These additional staffing resources will allow ILA to decrease overall student-to-adult ratios and provide more individualized attention and support services directly to our high-needs student population. By increasing the number of staff providing direct services, ILA aims to accelerate academic growth, increase English language proficiency, and provide comprehensive support for our foster youth, English learners, and low-income students.

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 use funding to offer the above-described services to our unduplicated students, especially small group instruction, extended learning opportunities during the school year and on 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.

New positions were added to our 2024-25 budget as described above, which service the needs of our foster youth, English learners, and low-income students. ILA will

1. Hire a full-time Reading Specialist/Coach: This position will provide intensive literacy intervention directly to struggling students and support teachers in implementing effective reading instruction strategies, thereby increasing the capacity for individualized support.
2. Add an ELD Support Teacher/Afterschool Lead: This new role will provide dedicated English language development support during the school day and coordinate expanded learning programs after school, directly increasing services for English learners and other high-needs students.
3. Bring on a Student Support Specialist: This position will address chronic absenteeism and provide case management for at-risk students, offering direct support to students and families to improve attendance and engagement.
4. Increase hours for instructional aides: By expanding the hours of existing instructional aides, ILA will be able to provide more small group instruction and one-on-one support during the school day, decreasing the student-to-adult ratio in classrooms.
5. Student Achievement Coordinator: This new administrative position will focus on continuously improving academic outcomes for all students, with particular attention to foster youth, English learners, and low-income students.

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Staff-to-student ratios by type of school and concentration of unduplicated students	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