Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Invictus Leadership Academy	Dr. LaTonya Derbigny, Executive Director	dr.d@invictusla.com, 323-792-4403

Plan Summary 2026-27

General Information

Invictus Leadership Academy (ILA) is an independent charter school authorized by the Los Angeles Unified School District (LAUSD) on October 15, 2019.

ILA is preparing to serve 250 students in grades TK-8 during the 2026-27 school year, reflecting the demographics of our local community. ILA’s current enrollment is 56% Latino, 43% African-American, 29% 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. 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 "C-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 enrolled students, ILA plans to expand to 10 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 based on students' levels of mastery (as in 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.

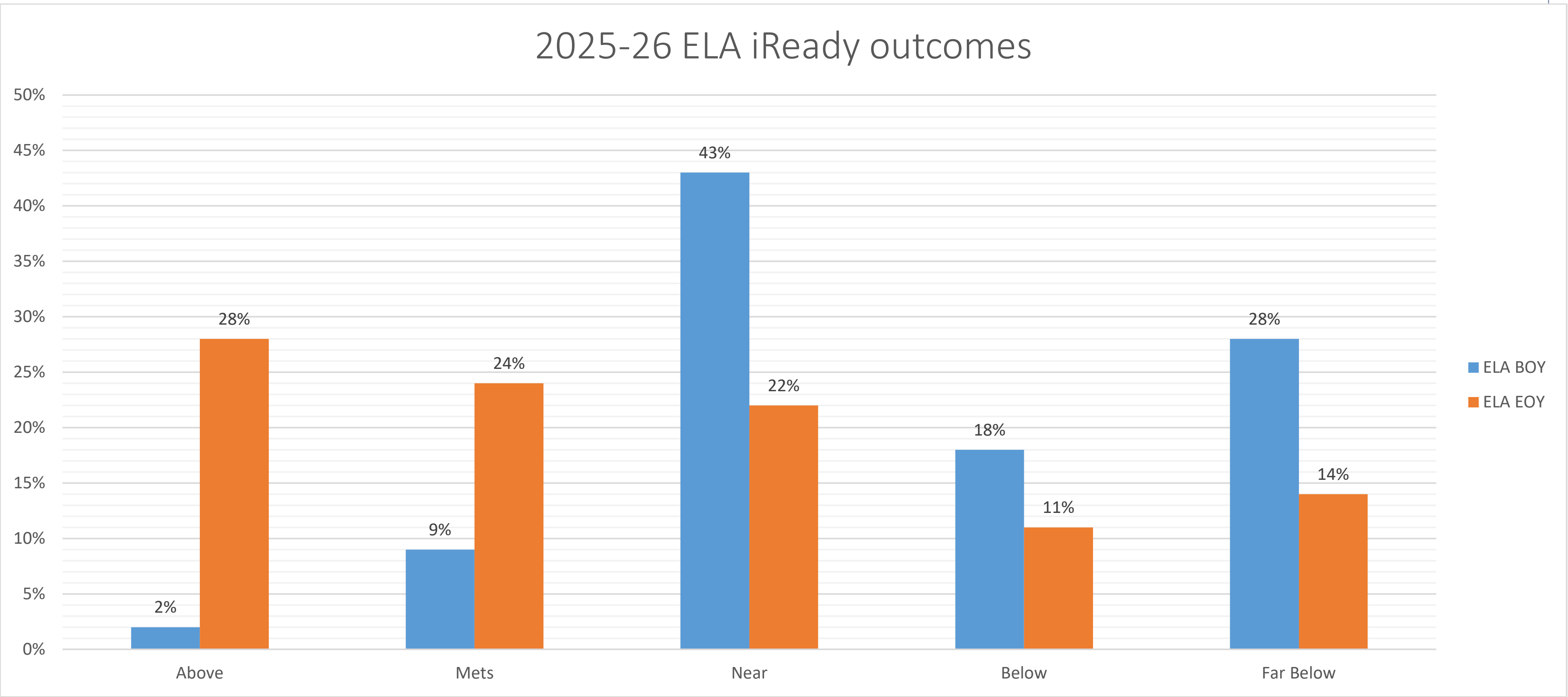
Invictus is a single-site charter school and will receive Equity Multiplier Funding.

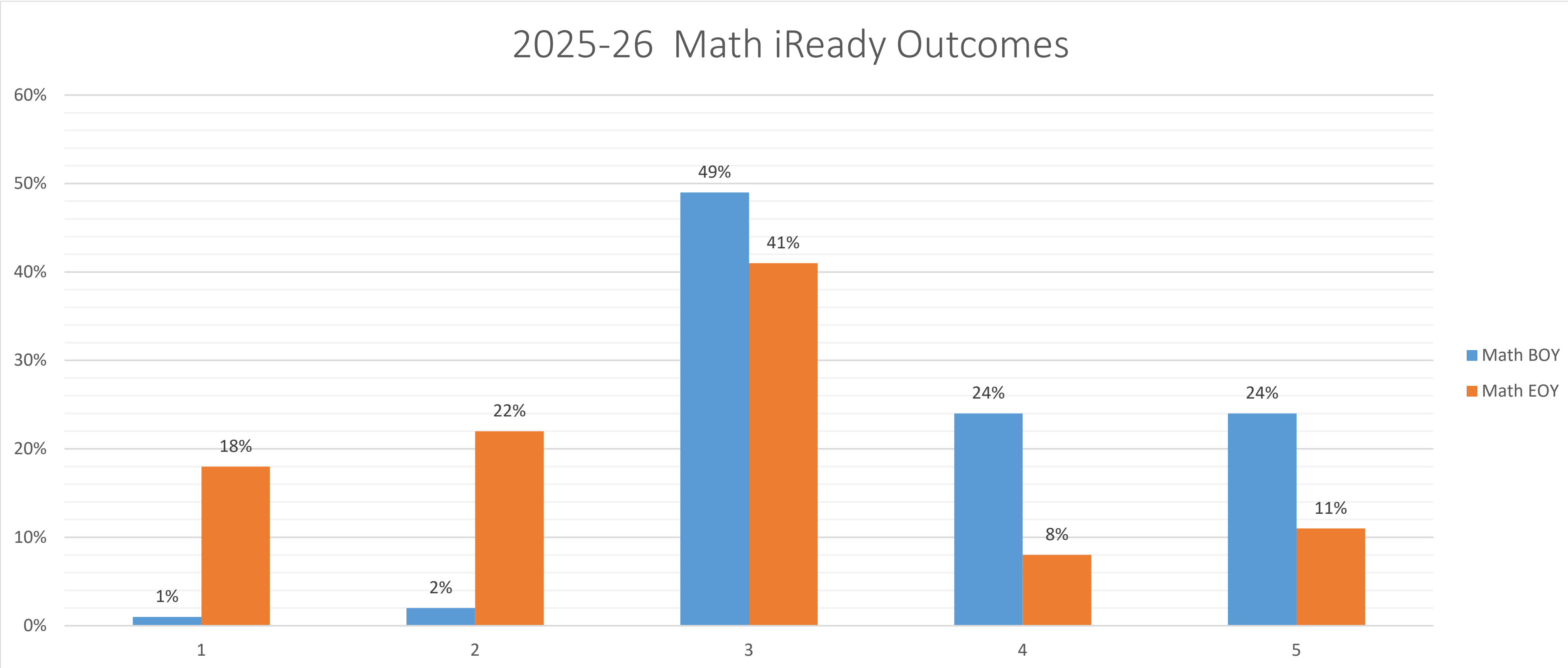
Invictus Leadership Academy has developed this LCAP, which will also serve as its SPSA, to meet the stakeholder engagement requirements outlined in CA EC 65001(j) and CA EC 52062(a).

Reflections: Annual Performance

Invictus Leadership Academy increased the percentage of students testing on grade level per the CAASPP for English from 9% (2024) to 24% (2025), and for Math from 2% (2024) to 15.6% (2025). While this positive increase represents significant student growth, ILA remains in the lowest decile of California schools.

ILA utilizes i-Ready as our internal assessment to measure student growth in ELA and Math. During the 2025-26 school year, ILA students made significant improvements in their academic achievement in English and Math.





In Math, 66% of Invictus students increased by at least one performance band. In English, 62% of Invictus students increased by at least one performance band. Additionally, ILA students who made at least one year of growth, as measured by our internal assessment, iReady, were 136% (2025-26) for English and 117% (2025-26) for Math.

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 increased staff capacity to improve student learning are planned to sustain 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.

ILA also successfully renewed our accreditation with the Accrediting Commission for Schools, Western Association of Schools and Colleges on January 28, 2026. This accreditation status is granted until June 30, 2032.

For the 2026-27 school year, ILA will focus on improving the following instructional outcomes:

1. **The number of students who consistently attend in-person classes on time. (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.**

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 in alignment with our **WASC Schoolwide Learning Outcomes**

- **Improve critical thinking skills through J-STEAM inquiry-based projects**
- **Learn how to be self-motivated individuals ready to serve and lead society**
- **Achieve academic growth year over year to be high school, college, and career ready**

Reflections: Technical Assistance

Not Applicable

Comprehensive Support and Improvement

Schools Identified

ILA is no longer a CSI school and is now a middle-tier performing charter school.

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 starting on April 15th, 2026 and continued until May 30th, 2026.

Parent input was also collected during the School Site Council Meetings on October 30th, 2025 and Marh 4th, 2026. Parents also provided input on the LCAP during the English Learner Advisory Committee on October 30th, 2025 and March 4th, 2026.

Student input was collected through small in-person group meetings for students on April 30th, 2026, and through student survey responses.

Teacher and staff input was collected throughout the school year and during dedicated LCAP/WASC input, SWOT analysis, and professional development meetings held with all staff members on May 6th, 2026.

ILA Board input for the current LCAP began during the board retreat held on January 24th, 2026, 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 11th, 2026, and then presented publicly on May 21st, 2026, for public comment and discussion; then the board approved on June 18th, 2026

Educational Partners	Process for Engagement
Students	Surveys, group discussions 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.

Parents and Community Members	Surveys, SSC, ELAC, Parent Meetings Parents 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.

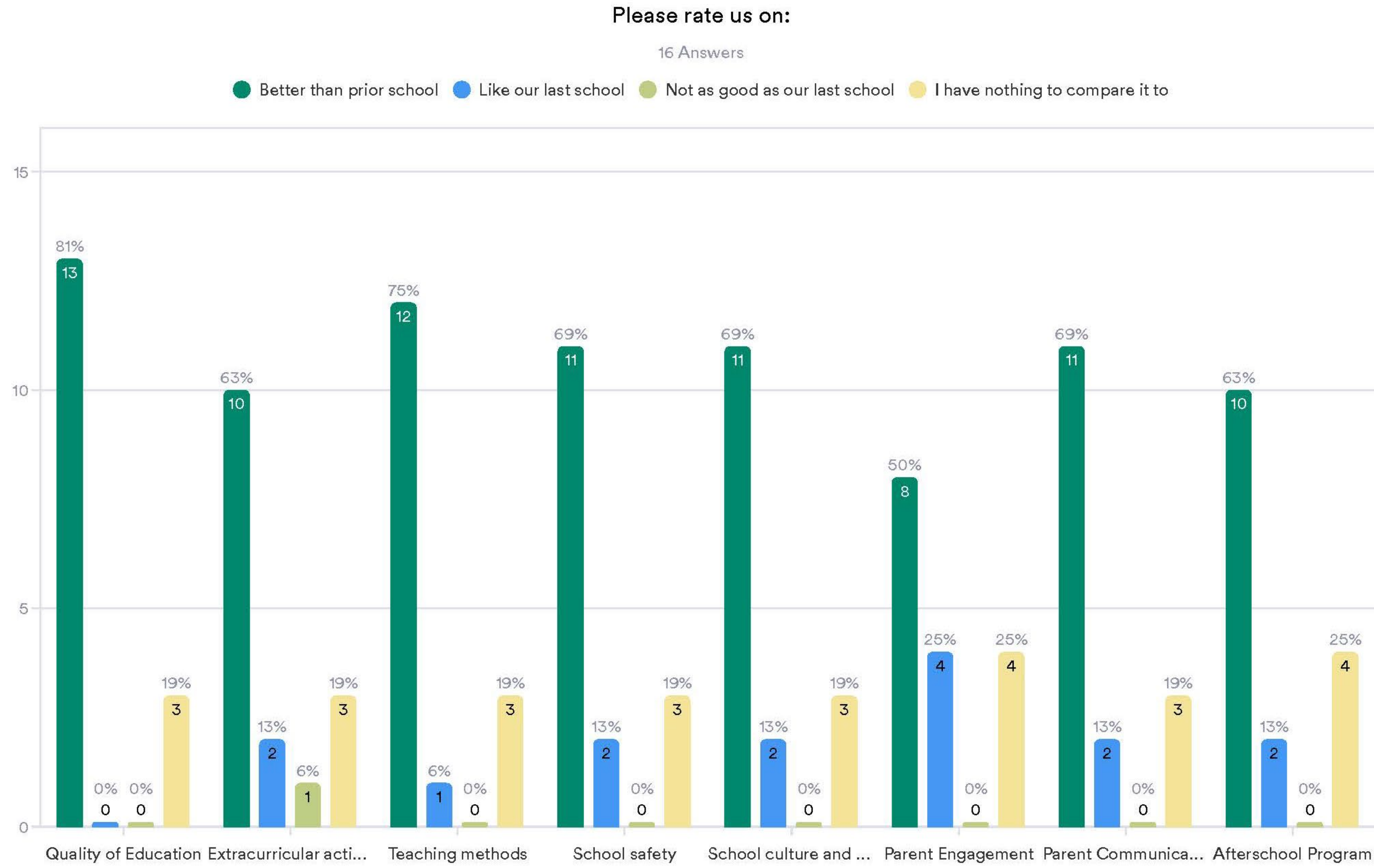
This year's Survey of stakeholders informed our LCAP with the following summary information

Parents had the strongest sense of their children growing academically, and most stakeholders reported the same perception. Parents also rated the quality of ILA's program the highest, with our students reporting that the instructional methods/quality of instruction were better than those in their prior school.

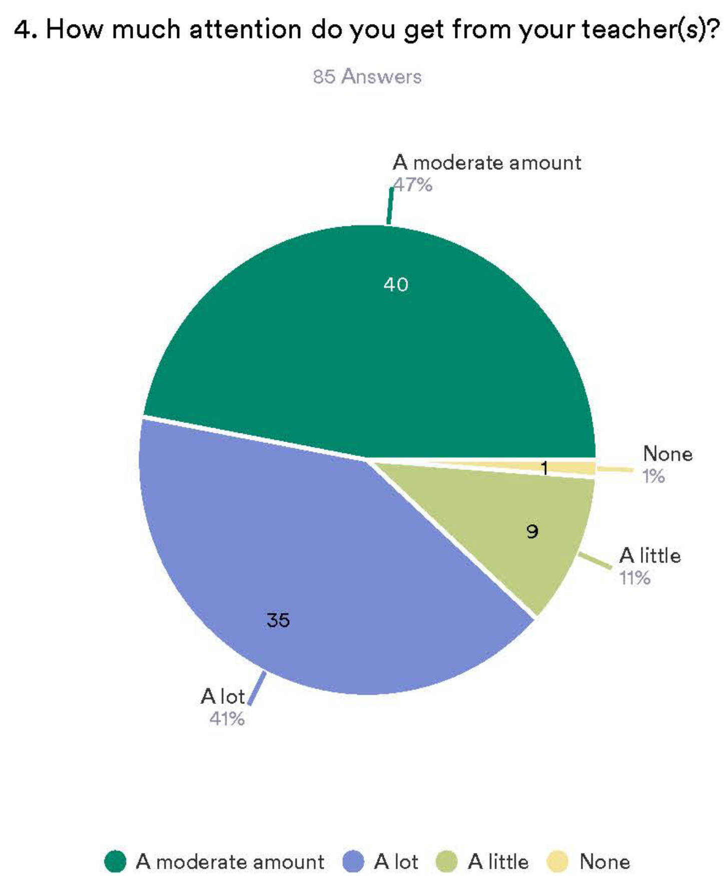
The areas of overlapping opinions were regarding increasing parent engagement and parent-teacher meetings and increasing the offerings of our after-school/enrichment programming.

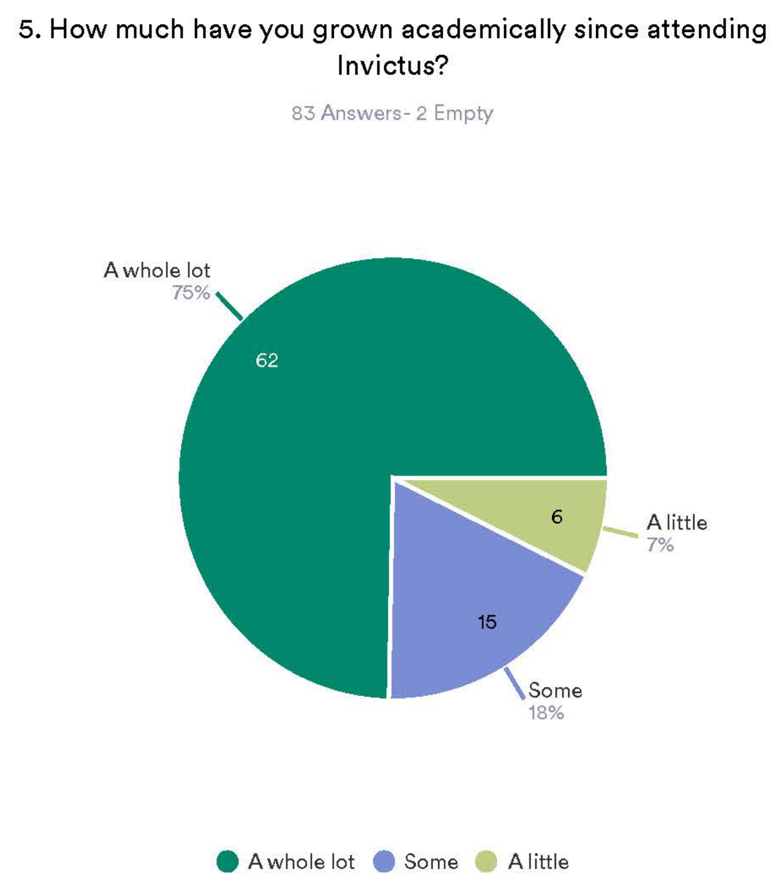
A few of the key questions and graphs from the surveys are shared below.

Parents shared that our school was better than their prior school (or they had nothing to compare it to) in every domain we asked about. The relative domains where we could focus on growing are parent engagement and extracurricular activities/afterschool programming.



The majority of our students have self-assessed as having grown a lot or some (93%), and 88% feel they receive at least a moderate amount of attention from their teachers.





Our staff expressed a range of topics that have informed our PD schedule for the upcoming year.

Their desire was to bring more extra-curricular activities to ILA and to increase opportunities for parental engagement. They also expressed their desire to participate in the following trainings:

1. Behavior Management, Classroom Management, and Assertive Discipline
2. Parent Engagement
3. Project-Based Learning
4. Special Education Support

Based upon our survey findings from our staff, students and families, we will focus on the following strategic areas

1. Extracurricular Program Enhancement
2. Behavior Management Training for Teachers
3. Increase Opportunities for Parent Engagement
4. Securing a Larger Facility

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 academic ability and the rate of grade-level proficiency in ELA and Math this past year, the percentage of students achieving at their grade level still requires improvement. Realizing that ongoing low student proficiency in the community was exacerbated by the COVID lockdowns, ILA is focused on student growth and proficiency.

Measuring and Reporting Results

Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Year 3 Outcome 2026-2027	Target for Year 3 Outcome
CAASPP/CAA proficiency in ELA grades 3-7 (Priority 4)	9.1%	24%	29% (preliminary)		30%
Student ELA increases by one performance band / Annual growth(iReady-verified data) (Priority 4 and 8)	85% 155%	60% 122%	62% 133%		50% 100%
CAASPP/CAA proficiency in Math grades 3-7 (Priority 4)	2%	15.6%	24% (preliminary)		25%

Metric	Baseline 2023-24	Year 1 Outcome 2024-25	Year 2 Outcome 2025-26	Year 3 Outcome 2026-2027	Target for Year 3 Outcome
Student Math increases by one performance band / Annual Growth (iReady-verified data) (Priority 4 and 8)	79% 148%	61% 132%	66% 117%		50% 100%
CAST/CAA proficiency in Science grade 5 (Priority 4)	NA- seven students	NA- fewer than 11 students	TBD		TBD, based on enrollment
ELPAC level growth percentage of students that improve by one performance level (Priority 4)	34.8% progress	41.7% progress	TBD		50%
EL Reclassification Rate (Priority 4)	10%	7%	TBD		15%
Student Reading Proficiency in grades K-2 (iReady) (Priority 4 and 8)	73%	61%	68%		70%
Student Math Fluency in Grades K-2 (iReady) (Priority 4 and 8)	61%	51%	37%		70%
Percentage of fully credentialed and properly assigned teachers (Priority 1)	100% (using local assignment options and STSP teachers)	100%	100%		100%

Goal 1 Analysis: LCAP Year 2025-26

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.

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.

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.

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)	Martial arts and music program to enrich our student's Physical Education and Arts education experience for the school day and the extended school day program 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 Emergency supplies for each class and schoolwide ILA Student Planners, ILA Student/Parent Handbooks, ILA Discipline Matrix, and folders to ensure two-way communication, particularly regarding homework assignments and school events Afterschool curricula to support ELA and Math remediation Science curricula and support materials PE Equipment and Curricula for regular and extended day program	$111,850	Y

Action #	Title	Description	Total Funds	Contributing
Action #2	Highly Qualified and Effective Staff that Implement the Instructional Program with Fidelity	Competitive salaries for Teachers, Support Staff, and Administrators to retain and recruit effective staff members Bilingual staff in each classroom to support English learners (in their primary language), students with disabilities, and students performing below grade level. Hiring bonuses for teachers and hard-to-fill positions **Added/Continued Positions**: Reading Specialist/Coach for reading support for our struggling students ELD Support Aide- this position addresses the supplemental needs of English learning students and our extended school year program Vice Principal/Student Achievement Coordinator- 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. Operations Director- to address Operations, Facilities, HR, Student Nutrition, and Fiscal support. *Equity Multiplier Funded (attention to root causes of student groups with red dashboard indicators)	$2,834,494	Y

Action #	Title	Description	Total Funds	Contributing
Action #3	Professional Development of Teachers, Staff, and Admin (Priority 1, 2, 4, and 6)	Five-day preservice training on key components of our learning program to ensure successful curricula implementation, including unit plan creation, rigorous learning objectives, mandated reporting training, and health/safety issues DIBELS foundational reading testing platform training Explicit Writing Instruction training to increase teacher capacity to implement more rigorous writing learning opportunities Project-based Learning (PBL) training will be used to implement our C-STEAM program, which investigates civic issues through STEM and art. Creation of thematically aligned grade-level appropriate units and projects. Behavior Management training to improve class-based responses to tier 1 behaviors and increase use of instructional time for instruction Guided Language Acquisition (GLAD) training for improved instruction for our EL students within our embedded environment (Will use a train-the-trainer model) Induction Cost: Clearing the credentials of all preliminary credentialed staff to increase our teachers' instructional capacity, which will improve the quality of instruction and first teaching. Culturally Competent and Responsive interaction training to improve staff interactions and communications with students and families Color code ongoing PD through the year to demonstrate themes that are revisited	$80,430	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)	DIBELS Language acquisition and foundational reading skills assessment iReady Assessment System - external assessment system used to gauge student achievement levels and amount of growth over the year. Accellus-supplementary learning platform for all core subjects and targeted electives to assist in closing learning gaps Imagine Learning- external assessment and supplemental instructional program for English Learners and targeted students with special needs Imagineer Jackets to celebrate significant academic mastery and growth of standards in ELA and Math (50 points plus) 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. Food and Refreshments for Family Data Days, Awards Ceremonies, and Parent Involvement Events. These funds will be used to purchase certificates and refreshments for families. Administer State CAASPP/CAA, CAST testing, and ELPAC testing	$37,750	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	Year 3 Outcome 2026-27	Target for Year 3 2026-27
Student Attendance (Priority 5)	87%	89%	91%		95%
Suspension Rate (Priority 5 and 6)	<5%	<5%	TBD		<5%
Parent/Family Survey participation (Priority 3, 5 and 6)	60%	55%	TBD		60%
Parent/Family participation in Meetings (Priority 3, 5 and 6)	90%	80%	TBD		60%
Student Survey Connectedness (Priority 5 and 6)	65%	70%	88%		75%
Facilities Inspection Tool Score (Priority 1)	Satisfactory (Good Repair)	Satisfactory	Satisfactory		Satisfactory

Goal 2 Analysis: LCAP Year 2024-25

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.

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)	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. 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. Classroom and facility repair and replacements as needed to maintain a conducive and attractive learning environment Annual Facilities Inspection Tool will be utilized to assess the state of the school building and all learning spaces.	$635,852	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)	PBIS Program implementation- training, implementation materials, and awards system for reinforcement of expected behaviors- tokens, tickests, etc ."caught doing good" 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. 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. Second Step Program (Character Education) - curriculum and support materials to teach self-regulation and citizenship. Attendance Awards, SARB/SST meetings, and Home Visits for frequently absent students by Administrator or designee PowerSchool SIS Field Trips and Incentives for School and Extended Day School attendance.	$64,900	Y

Action #3	Meaningful Engagement of Parents and Stakeholders (Priority 3, 4, 5, and 6)	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. 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. Fingerprinting- 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). Trimester Parent meetings (individualized student outcomes) -Funds for light refreshments for in-person meetings with parents and childcare services as needed. 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) Civics in Action Day/Science Fair- 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. 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). Talking Points- auto dialer for parent/family communication for attendance, community engagement, recruitment, and retention. Marketing and communications -Family recruitment, marketing materials, social media outreach, and mass marketing activities and supplies.	$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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2024-25

Projected LCFF Supplemental and Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$931,048	$113,786

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
36.759%	0%	$0	36.759%

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 who are effective in meeting 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.	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 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.

Positions were added to our 2026-27 budget as described above, which serve the needs of our foster youth, English learners, and low-income students. ILA will

1. 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. 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.
3. 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.

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