

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY	Natalie Kieffer, Principal	nkieffer@icefps.org 323.298.6425

2017-20 Plan Summary

The Story

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

ICEF Inglewood Middle Charter Academy was established in Fall 2009 as a direct-funded charter school and currently serves 214 students in grades 6-8 with a rigorous Common Core aligned curriculum. Our student demographics include: 7% Students with Disabilities; 3% English Language Learners (ELL); 2% Foster Youth; and 94% who qualify for free/reduced lunch.

ICEF Inglewood Middle implements the Targeted Group Structures instructional model in all core classes. This model is designed to allow students to receive targeted instruction from their teacher in a small group setting, work in a collaborative group with their peers, and work independently through adaptive technology. ICEF Inglewood Middle has used this model for the past two years successfully.

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

MISSION & VISION

ICEF Inglewood Middle Academy’s Mission and Vision:

- To prepare student to attend and to compete academically at the best colleges and universities in the nation.

- To expand the choices those parents have for a first-rate educational opportunity within the public school system.
- To achieve the mission by discovering and by developing each students' gift and talents

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

ICEF Inglewood Middle Charter Academy earned a “met” on all local indicators.

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

Greatest Needs

The following state indicators have an overall performance in the “red” for ICEF Inglewood Middle Charter Academy.

Suspension Rate: In order to address our school’s high suspension rate the following has been implemented:

- PBIS Initiative--All teachers use Class Dojo to maintain focus on positive behavior and communicate behavior real-time to parents. All teachers choose an IIMCA scholar of the month. Parents are invited to attend the celebration. Monthly award assemblies recognizing top 5 in each class based on Class Dojo.
- Restorative Justice--Students who are issued a referral from their classroom for Tier 2 behaviors then sent to the discipline office with the referral, where they must complete a behavior reflection and engage in a one-on-one reflective conversation with a staff member. The parent is then contacted. Students who do not receive any referrals for the entire month earn free dress and admission to grade level fun day.
- Student Success and Progress Teams--Created for targeted students who are struggling to meet school behavior expectations on an ongoing basis. The team meets and develops a plan to support the student.

Counseling services (individual and group)

ELA CAASPP: the following modifications have been implemented:

- Intervention block utilizing Achieve 3000
- ELA Curriculum (novel studies, writer’s workshop)
- CAASPP Pull-out groups for targeted students
- Small-group instruction in ELA classes

- After school tutoring proved by teachers

MATH CAASPP: the following modifications have been implemented:

- Intervention block utilizing Revolution Prep
- Implementation of SWUN Math curriculum
- CAASPP Prep in all math courses
- CAASPP Math pullouts for targeted students Revolution Prep Homework Help program
- Small group instruction in Math courses
- After-school math tutoring provided by credentialed teachers.
- Instructional Aide is utilized for small group instruction

Chronic Absenteeism Rate: the following is taking place and will be further strengthened.

- Chronic absenteeism reports are generated on a monthly basis and data is reviewed during weekly administrative meeting.
- Daily calls and message for all tardies and absences
- Personal calls from the Student Information Coordinator
- Attendance letters are mailed for chronically absent students.
- Student of the Month Assembly recognizing 100%

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

Performance Gaps

There are no performance gaps for the state indicator.

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

Increased or Improved services

See DIISUP Section

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 2,312,568
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,590,899

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 1,615,314

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8: -60 DFL3

2016-17 ELA CAASPP: -77.3 points below DFL3

Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8: -113 DFL 3

2016-17 Math CAASPP: -127.8 points below DFL3

Increase attendance rates: \geq 96%

2016-17 ADA: 96% Outcome Met

Decrease Chronic Absenteeism rates: 3.0%

2016-17 Chronic absenteeism rate: 9.9% - Outcome Not Met

Expected

Actual

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ICEF INGLEWOOD MIDDLE CA			
2016-17 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	243	24	9.9%
AFRICAN-AMERICAN	214	21	9.8%
HISPANIC	26	2	7.7%
FOSTER YOUTH	12	3	25.0%
SOC. ECON DISADV	217	18	8.3%
SPED	32	5	15.6%

Maintain Middle School Dropout Rates: 3%

2016-17 MS Dropout rate: 4.5% - Outcome Not Met

% of students access broad course of study: 100%

100% - Outcome Met

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

2016-17: 32.5%

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Inglewood Middle Charter Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 11 Classroom Teachers that are appropriately credentialed and assigned including PE. 4 Instructional Aides: provide academic support and intervention in the classroom Instructional Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: <ul style="list-style-type: none"> Principal Assistant Principal Instructional Specialist 	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>ICEF Inglewood Middle Charter Academy employed the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.</p> <ol style="list-style-type: none"> 8 Classroom Teachers that are appropriately credentialed and assigned including PE. However, 1 teacher is a substitute since January 2018. Media Arts teacher is a contracted credentialed teacher. 3 Instructional Aides: provide academic support and intervention in the classroom Instructional Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to: 	<p>\$1,556,481</p> <ol style="list-style-type: none"> LCFF Base (\$671,805) LCFF Base (\$111,402) LCFF S&C (\$405,216) LCFF Base (\$215,922) Special Ed AB602 (\$152,137) <ol style="list-style-type: none"> 1110 2100 1175, 1200, 1300 2200, 2400, 2900 1110, 2100 	<p>\$1,6668,566</p> <ol style="list-style-type: none"> LCFF Base (\$562,625), LCFF S&C (\$36,250) LCFF S&C (\$127,734) LCFF BASE (\$112,500), LCFF S&C (\$282,700) LCFF Base (\$81,407), LCFF S&C(\$165,975) Special Ed AB602 (\$299,375) <ol style="list-style-type: none"> 1000, 3000 2000, 3000 1000, 3000 2000, 3000 1000, 2000, 3000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • School Counselor • Lead Teachers <p>4. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator (SIC): in charge of CALPADS, reports attendance, and chronic absenteeism rates • Clerk: collaborates with SIC on attendance, announcements and/or communication with parents • Community Relations Coordinator (CRC): serves as a parent liaison • Janitorial Staff: 1 <p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student’s IEP. Southwest SELPA is the SELPA provider for IIMCA</p> <ul style="list-style-type: none"> • 1 RSP Teacher • 2 Instructional Assistants • 1 Psychologist (contracted) • 1 Speech Pathologist (contracted) • 1 Occupational Therapist (contracted) 	<ul style="list-style-type: none"> • Principal • Assistant Principal of Instruction • Instructional Specialist • School Counselor • Lead Teachers <p>4. Classified staff:</p> <ul style="list-style-type: none"> • Student Information Coordinator (SIC): in charge of CALPADS, reports attendance, and chronic absenteeism rates • Clerk: (front office) collaborates with SIC on attendance, announcements and/or communication with parents • Community Relations Coordinator (CRC): serves as parent liaison and outreach recruitment, schoolwide events and parent workshops. • Janitorial Staff: 1 • Campus Aide (2) <p>5. SPED Team: to provide instructional and social-emotional supports as outlined in the student’s IEP. Southwest SELPA is the SELPA provider for IIMCA</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- 1 RSP Teacher
- 1 Psychologist (contracted)
- 1 Speech Pathologist (contracted)
- 1 Occupational Therapist (contracted)
- Behavioral Intervention Implementation (BII) (contracted)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>1. ICEF Inglewood Middle Charter Academy staff will implement multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year • IAB--ELA & Math: 2 times/year • Achieve 3000 • Trimester Benchmarks for Math • Writing Performance Task for ELA • Reading Performance Task for ELA <p>2. In addition, ICEF Inglewood Middle Charter Academy students will also participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 6-8 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grade 8 • Physical Fitness Test (PFT): Grade 7 	<p><u>ASSESSMENTS</u></p> <p>1. ICEF Inglewood Middle Charter Academy staff implemented multiple types of assessments in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identified the type of academic interventions needed.</p> <ul style="list-style-type: none"> • NWEA MAP ELA & Math: 3 times/year • IAB--ELA & Math: 2 times/year • Achieve 3000 assessments • Trimester Benchmarks from SWUN Math • Writing Performance Task for ELA: Lucy Calkins 3 times/year <p>2. In addition, ICEF Inglewood Middle Charter Academy students also participated in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • CAASPP ELA & Math: Grades 6-8 • CELDT: Initial only • ELPAC: ELL students only • CA Science Test (CAST): Grade 8 • Physical Fitness Test (PFT): Gr. 7 	<p>\$18,158</p> <p>1. LCFF S&C (\$7,000) 2. Lottery (\$11,158)</p> <p>4310</p>	<p>\$19,409</p> <p>LCFF S&C</p> <p>4000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ACADEMIC INTERVENTIONS</u> ICEF Inglewood Middle Charter Academy will align academic interventions to the academic needs of each student providing grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.</p> <p>Provide a structured 45-min block of targeted intervention in ELA/Math.</p> <p>Use assessment results as a guide for identifying Tier 2 students for intervention.</p> <p>Provide list of academic intervention strategies and/or programs.</p> <ul style="list-style-type: none"> • Small group instruction • Learning Centers • Pull-out support Interventionist <p>Provide after-school academic intervention/support.</p>	<p><u>ACADEMIC INTERVENTIONS</u> ICEF Inglewood Middle Charter Academy aligned academic interventions to the academic needs of each student providing grade level content to ensure students are on track towards grade level mastery. The following outlines how students were assessed for intervention and describe the types of intervention strategies that were implemented during classroom instruction.</p> <ol style="list-style-type: none"> 1. Provided all students with a structured 45-min block of targeted intervention in ELA/Math as a result of the low performance on CAASPP ELA & Math and NWEA MAP results. All students developed a tracker sheet to monitor their academic progress and take ownership of their learning. Teachers review the student tracker sheets on a regular basis. 2. Used assessment results as a guide for identifying Tier 2 students for intervention. 3. Provided academic intervention 	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1110</p>	<p>\$170,397</p> <p>1-3. See Goal 1, Action 1</p> <p>4. ASES (\$163,800)</p> <p>5. LCFF S&C (\$6,597)</p> <p>6. See Goal 1, Action 1</p> <p>1-3. 1000, 3000, 4000</p> <p>4. 5000</p> <p>5. 4000</p> <p>6. 2000,3000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Teacher-provided tutoring • YPI after school program 	<p>strategies and/or programs.</p> <ul style="list-style-type: none"> • Small group instruction • Learning Centers • Push-in support by the Instructional Assistants, who collaborate with ELA & math teachers in planning. • Khan Academy: SWUN Math <p>4. Provide after-school academic intervention/support.</p> <ul style="list-style-type: none"> • Teacher-provided tutoring after school 2 days per week. • Advisory course was modified to provide 25 minutes of academic intervention once per week. • YPI after school program <p>5. Revolution Prep was used for intervention for all students. Tier 2-3 students received additional homework assistance, small group instruction, and access to a tutor.</p> <p>6. Student-led conference took place this year in order for students to take ownership of their learning. During parent teacher conference, students presented their assessments results</p>		

Planned
Actions/Services

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Actual
Actions/Services

and grades, including their areas for growth. The CRC created a video for parents to view on how to interpret NWEA MAP assessment results and how to support their child at home.

Budgeted
Expenditures

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Estimated Actual
Expenditures

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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system that will be provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • School Counselor: provides s/e counseling and social skills groups • Counseling Partners of Los Angeles (CPLA): provide social skills groups; and mental health services • Boys & Girls Mentoring Groups 	<p><u>SOCIAL-EMOTIONAL SUPPORTS</u></p> <p>Upon a review and analysis of our school’s profile, discussions with teachers, students and parents, our school has identified the following social-emotional support system were provided to meet the needs of our students.</p> <ul style="list-style-type: none"> • School Counselor: provided social-emotional counseling and social skills groups • 2 LMU Counseling Interns (under the supervision of the school counselor) also provided social-emotional counseling for students: 2 days per week • Small group counseling: bullying, self-advocacy 	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1200</p>	<p>See Goal 1, Action 1</p> <p>LCFF S&C</p> <p>1000, 3000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ol style="list-style-type: none"> 1. Continue partnerships with the: Getty Museum and Los Angeles County Museum of Art that provide engaging and enriching experiences for our students. 2. As part of our school's college-going culture, all students will visit 2 colleges-universities (LMU and UCLA) 3. Provide students with leadership opportunities through Student Council. 4. Offer after-school clubs and organizations such as National Junior Honors Society, United States Academic Decathlon, The New Black Era, Science Achievement (MESA), LA Promise Girls Build LA, Lion's Pride Martial Arts Academy, Reach Higher, and UCLA EAOP take place after- 	<p><u>STUDENT ENGAGEMENT</u> In order to provide students with relevant learning experiences outside of the classroom, our school hosted and/or provide the following:</p> <ol style="list-style-type: none"> 1. Continued partnerships with the: Getty Museum for 3 teachers (1 per grade level) that provides professional development on art integration in Science and Social Studies. 2. As part of our school's college-going culture, all students will visit 2 colleges-universities (LMU and UCLA) and Black Colleges Expo. 3. Provide students with leadership opportunities through Student Council for grades 7-8. The purpose was for student to develop leadership opportunities, student engagement, daily morning assemblies, daily charts, Sprit Week, and welcoming 5th graders (student recruitment). 4. YPI offered after-school clubs and organizations such as National Junior 	<p>\$2,500</p> <ol style="list-style-type: none"> 1. No cost 2. LCFF S&C (\$2,000) 3. No cost 4. No cost 5. LCFF Base <p>2. 5812</p> <p>5. 5850</p>	<p>\$10,150</p> <ol style="list-style-type: none"> 1-4. No cost 5. LCFF S&C (\$10,150) 6. No cost <p>5. 1000, 3000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>school.</p> <p>5. Provide after school program: Fades for Grades for boys and Etiquette for girls, and athletics.</p>	<p>Honors Society, United States Academic Decathlon, The New Black Era, Science Achievement (MESA), LA Promise Girls Build LA, Lion’s Pride Martial Arts Academy, Reach Higher, and UCLA EAOP take place after-school.</p> <p>5. Provide after school program: STEM International Science, Lacrosse, B/G Basketball, Rugby, Sailing, and Track and Field.</p> <p>6. National Jr. Honor Society for select students who met the eligibility criteria based on GPA. Students participated in monthly meetings, and after-school meetings. Students participated in college research project (gathering information about entrance requirements, application process), were administered the PSAT, participated in the STEM Fair at UCLA Mesa; and STEM Day at UCLA.</p>		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Media Arts, PE.</p>	<p><u>COURSE ACCESS:</u> In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study beyond core subjects to include: Media Arts, PE, & College Exploration Course. The College Exploration Course was developed in order to create a college going culture, engage middle students about the college application process, which they research extensively, and then present their findings at Parent Informational Meetings (PIM). The goal of this course was to have our students apply and be accepted to the top 100 colleges.</p>	<p>See Goal 1, Action 1</p> <p>LCFF Base</p> <p>1110, 2100</p>	<p>See Goal 1, Action 1</p>

Analysis

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

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

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

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

This year, IIMCA had a new principal and several changes took place schoolwide.

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

This year, there was an increased focus on academic interventions (modifying the master schedule) for ELA and Math, based on our school's decline in the 2017 CAASPP performance. Additionally, there has also been an increase in providing social-emotional and behavioral counseling to meet the needs of our students. There was also a greater focus on developing a college going culture, increasing expectations for all students, with the addition of the College Exploration Elective course.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred in:

- Action 1: additional SPED contracted staff was required

- Action 3: additional academic intervention was provided for our struggling students resulting in additional expenses.
- Action 5: additional student engagement activities were added and implemented.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1, 2

Annual Measureable Outcomes

Expected

Actual

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

100% Outcome Met

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

ELA	3
ELD	2
MATH	3
NGSS	2
HISTORY	2

% of teachers who are appropriately credentialed and assigned.:

100% Outcome Met

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

2017-18: 43% - Outcome Met

Expected

Actual

Increase English Learner reclassification rate: 10%

33% Outcome Met

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • Lucy Calkins Writer’s Workshop • Analyzing & understanding NWEA MAP assessment • Classroom Management Strategies (such as Teach Like a Champion) • Special Education Support and Compliance • PBIS and Teacher Mentorship • SWUN Math 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year included the following topics:</p> <ul style="list-style-type: none"> • Lucy Calkins Writer’s Workshop • Analyzing & understanding NWEA MAP assessment • Classroom Management Strategies (such as Teach Like a Champion) • Special Education Support and Compliance • PBIS and Teacher Mentorship • SWUN Math 	<p>\$6,000</p> <p>1, 3, 4. LCFF S&C (\$6,000)</p> <p>2. LCFF Base (See Goal 1, Action 1)</p> <p>1. 1175</p> <p>2. 1110</p> <p>3. 5200</p> <p>4. 5860</p>	<p>\$46,077</p> <p>LCFF S&C (\$35,087)</p> <p>Title II (\$10,990)</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Common Core strategies for teaching reading • Close reading and annotating • Teacher Effectiveness Framework <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer PD: 2 week institute • 3 Non-instructional Days for Data Days • Weekly Wednesday PD <p>3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:</p> <ul style="list-style-type: none"> • Illuminate Conference • CCSA • National Charter School Conference <p>4. Administer Panorama teacher survey to gather input and feedback on PD, support and needs.</p>	<ul style="list-style-type: none"> • Common Core strategies for teaching reading • Close reading and annotating • Teacher Effectiveness Framework • Understanding shifts in Common Core Math • Using the CDE’s Digital Library • SBAC Claims & Targets • Developing and implementing formative assessments in ELA and Math. • PBIS <p>2. Professional development for all teachers will take place during the academic year, as follows:</p> <ul style="list-style-type: none"> • Summer PD: 2 week institute • 4 Non-instructional Days for Data Days • Weekly Wednesday PD <p>3. No members of our teaching staff and/or Leadership team attended offsite conferences or workshops this year.</p> <p>4. The Panorama teacher survey was administered.</p>		

Action 2

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CURRICULUM Every student has access to standards-aligned curriculum. ICEF Inglewood Middle Charter Academy will purchase the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Various novels to be used throughout ELA • Units of Study for Teaching Writing Workshops • Swun Math • NGSS Resources • Achieve 3000 (subscription) • Revolution Prep (subscription) • Khan Academy • iReady (subscription) 	<p>CURRICULUM Every student has access to standards-aligned curriculum. ICEF Inglewood Middle Charter Academy purchased the following additional curriculum and/or supplemental instructional materials:</p> <ul style="list-style-type: none"> • Various novels to be used throughout ELA • Units of Study for Teaching Writing Workshops • Swun Math • NGSS Resources • Achieve 3000 (subscription) • Revolution Prep (subscription) • Khan Academy • Fluence Learning 	<p>\$18,000</p> <p>LCFF S&C</p> <p>4110, 4310</p>	<p>\$3,300, See Goal 1, Action 2</p> <p>LCFF S&C</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school will purchase/lease the following:</p> <ol style="list-style-type: none"> 1. Purchase 25 Chromebooks and charging cart for additional 6th grade class; 4 Document cameras. Student to device ratio 1:1 2. The Principal will also develop an annual needs assessment for future purchases and upgrades. 3. Central Office IT support for installation of devices, maintenance, etc. 	<p><u>TECHNOLOGY</u> In order to provide all students with access to digital media, our school made the following purchases:</p> <ol style="list-style-type: none"> 1. Replacement Chromebooks to maintain a Student to device ratio 1:1; and classroom cameras. 2. The Principal and IT Tech developed an annual needs assessment for future purchases and upgrades. 3. IT services were contracted. See #2 above. 	<p>\$23,000</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$10,000) 2. LCFF Base See Goal 1, Action 1 3. LCFF Base (\$13,000) <ol style="list-style-type: none"> 1. 4400 2. 1300 3. 7311 	<p>\$13,017</p> <ol style="list-style-type: none"> 1. LCFF S&C (\$517) 2. LCFF Base (\$12,500) 3. No cost <ol style="list-style-type: none"> 1. 4000 2. 2000, 3000

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are as follows:

- Action 1: In order to improve academic outcomes our school invested deeply in a robust professional development program for all teachers that will continue the following year.
- Action 3: Costs for curriculum was less than budgeted for.
- Action 4: Costs for technology purchases was less than budgeted for.

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3,6

Annual Measureable Outcomes

Expected

Actual

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

Outcome Met

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

Outcome Met

Decrease suspension rates annually by 1%: 12.5%

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	243	26	23	9.5%	87.0%	13.0%
AFRICAN-AMERICAN	214	21	19	8.9%	89.5%	10.5%
HISPANIC	26	5	4	15.4%	75.0%	25.0%
FOSTER YOUTH	12	1	1	8.3%	100.0%	0.0%
SOC. ECON DISADV	217	24	21	9.7%	85.7%	14.3%
SPED	32	5	4	12.5%	75.0%	25.0%

2016-17 Suspension Rate: 9.5% Outcome Met

Expected

Actual

Maintain expulsion rates: <1%	2016-17 Expulsion Rate: 0% - Outcome Met
Increase parent participation rate on parent survey:	2017-18: 16% (32 parents) (Baseline)
Increase student participation rate on student survey:	2017-18: 79% (Grades 6-8) Baseline

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

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Inglewood Middle Charter Academy will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place. 2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school. 3. IIMCA will implement schoolwide PBIS. All staff will receive training on implementation. 4. Implement Covey's, 7 Habits of Highly Effective Teens during daily Advisory period. 	<p><u>SCHOOL CLIMATE & SAFETY</u> ICEF Inglewood Middle Charter Academy implemented the following in order to provide students with a safe, welcoming and positive learning community,</p> <ol style="list-style-type: none"> 1. The Leadership Team reviewed and revised the Comprehensive School Safety Plan. The school's entire staff was trained on the School Safety Plan, and monthly drills took place including lock-downs and active shooter. 2. The principal developed a supervision schedule and employed 2 campus aides that included supervision of students before/during and after-school. 3. IIMCA implemented schoolwide PBIS. All staff received training on implementation. The school's PBIS team is comprised of the Assistant Principal, CRC, counselor and 2 Lead Teachers. Our school has 	<p>\$6,000</p> <p>1,2,4 LCFF Base (\$4,000), (See Goal 1, Action 1)</p> <p>3, 5, 6 LCFF S&C(\$2,000)</p> <p>1. 1200, 1300 2. 1300 3. 1175 4. 1110 5,6. 4390</p>	<p>See Goal 1, Action 1</p> <p>1-6 No additional cost</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5. Daily morning assemblies to recognize gold tie scholars; and focus on schoolwide character trait of Pride.</p> <p>6. Implement Cougar Cash Program. Students who exemplify the PRIDE character traits earn Cougar cash dollars.</p>	<p>implemented Class Dojo for use with PBIS. The Behavior Policy was revised as a result of the data that was collected as part of the PBIS training. Approximately 5% of students are chronic offenders and sent to the discipline office for 4 of the most commonly identified offenses. As a result, the discipline office revised how to deal with these students/offenses which includes: having students complete a reflection essay for the action, which caused the referral; 1:1 conference, parent is contacted, and a consequence ladder was created. This was part of the school's overhaul on improving schoolwide culture and expectations.</p> <p>4. Implemented Covey's, 7 Habits of Highly Effective Teens during daily Advisory period, which all teachers are required to teach.</p> <p>5. Daily morning assemblies to recognize gold tie scholars; and focus on schoolwide character pillars of Perseverance, Respect, Excellence, Integrity and Discipline.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>6. Implement Cougar Cash Program. Students who exemplify the PRIDE character traits earn Cougar cash dollars.</p> <p>7. IIMCA will continue to subscribe and utilize Raptor Visitor Management Software; and Go Guardian, Chromebook Management Solutions that keep students safer online and makes teaching easier.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u> At IIMCA, parent input in decision-making will take place through the School Site Council (SSC).</p>	<p><u>PARENT INPUT IN DECISION-MAKING</u> At IIMCA, parent input in decision-making took place through the School Site Council (SSC).</p>	<p>\$1,000</p> <p>LCFF S&C</p> <p>4390</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> IIMCA School provides (or will provide) the following opportunities to engage parents as partners in their child’s education. They include:</p> <ol style="list-style-type: none"> 1. CRC will monitor and recruit volunteers. All volunteers will undergo a live-scan and TB testing. 2. The CRC serves as the parent liaison to facilitate parent meetings, schoolwide events and communicate with parents. 3. PIM Meetings (workshops) on the following topics as requested by parents: <ul style="list-style-type: none"> • Developing Healthy Social Media Habits • How to support your struggling reader • Preparing your scholar for high school • Positive Parenting Workshop • Bullying Prevention Workshop 	<p><u>OPPORTUNITIES FOR PARENT PARTICIPATION</u> IIMCA School provided the following opportunities to engage parents as partners in their child’s education. They included:</p> <ol style="list-style-type: none"> 1. CRC was in charge of monitoring and recruiting volunteers. All volunteers were TB tested. 2. The CRC served as the parent liaison that facilitated parent meetings, schoolwide events and communicated with parents. 3. PIM Meetings (workshops) were extended in an effort to increase parent involvement and engagement in supporting their child academically at home. The topics covered this school year include: <ul style="list-style-type: none"> • Developing Healthy Social Media Habits • How to support your struggling reader • College Night 	<p>\$2,500</p> <ol style="list-style-type: none"> 1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. Title I (\$1,500) 4. LCFF Base (\$1,000) 5. LCFF Base (See Goal 1, Action 1) <ol style="list-style-type: none"> 1. 2900 2. 2900 3. 4390 4. 5860 5. 2900 	<p>\$500, See Goal 1, Action 1</p> <p>LCFF S&C</p> <p>4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Administer an annual parent survey.</p> <p>5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.</p>	<ul style="list-style-type: none"> • Data Management • Power My Learning • Black History Movement • Positive Parenting Workshop • Bullying Prevention Workshop • Internet Safety • Utilizing resources online <p>4. Annual parent survey was administered.</p> <p>5. The CRC maintained and updated the school's website and social media on a regular basis as a method to communicate with parents.</p> <p>6. Parent conferences took place 3 times this year.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, and maintenance/repairs. 3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required. 	<p><u>FACILITIES</u> The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school’s program:</p> <ol style="list-style-type: none"> 1. Annual facility leasing cost for school site. 2. Costs for facility upgrades and/or expansion, and maintenance/repairs that included: Window tinting, painting costs, bathroom repairs, gym door replacement, and schoolwide general maintenance. 3. The Facility Inspection (FIT) report; was completed. 	<p>\$246,000</p> <ol style="list-style-type: none"> 1. LCFF Base (\$60,000), SB-740 (\$180,000) 2. LCFF Base (\$5,000) 3. LCFF Base (\$1,00) <ol style="list-style-type: none"> 1. 5610 2. 5630 3. 5850 	<p>\$246,000</p> <ol style="list-style-type: none"> 1. LCFF Base (\$90,950), SB-740 (\$149,048) 2. LCFF Base (\$38,659) 3. LCFF Base (\$1,000) <ol style="list-style-type: none"> 1. 5610 2. 5630 3. 5850

Analysis

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

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

The actions and services were implemented with fidelity

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

The actions and services for Goal #3 were instrumental in creating a positive school climate and engaging parents at the school

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are as follows:

- Actions 1-3: expenses for school climate was less than budgeted for, since staff salaries were included in Goal 1, Action 1

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

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

Stakeholder Engagement

LCAP Year: 2017-18

Involvement Process for LCAP and Annual Update

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

ICEF Inglewood Middle Charter Academy consulted with the following stakeholders for this LCAP/Annual Review and Analysis:

- Parent Workshops--July 25-28
- Monthly Coffee w/ Kieffer-9/14, 10/19, 11/16, 12/14, 1/18, 2/15, 3/15, 4/19, 5/17
- Monthly Parent Information Meetings--9/21, 10/19, 11/16, 12/14, 1/18, 2/15, 3/15, 4/19, 5/17
- School Site Council--9/21, 11/16, 1/18, 4/19
- Student Council Meetings-10/6, 11/3, 1/19, 3/2
- Staff Meetings: weekly during the school year
- Board Meetings: Monthly reports
- Student led conference: 4/26 annual w/parents
- Teachers during intervention block

Impact on LCAP and Annual Update

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

The following are the feedback from stakeholders:

- Teachers and students would like to see an alternative math program for Intervention instead of Revolution Prep. We are interested in introducing the program. IXL.
- Parents have expressed that they are interested in seeing more opportunities for differentiated instruction. They would like to continue seeing after school tutoring being provided by the teachers twice a week and that the Intervention block continues.
- Teachers, parents, and students would like to see PBIS program continued. Parents have expressed that they would like teachers to more consistently use Class Dojo.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities:

Identified Need:

There is a need to implement the use of multiple types of data to identify students for academic and/or social-emotional support, interventions, and monitor student progress on an ongoing basis.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 6-8	-77.3 DFL3	-60 DFL3	-40 DFL3	-20 DFL3
Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grades 6-8	-127.8 DFL3	-113 DFL 3	-98 DFL3	83 DFL3
Increase attendance rates: $\geq 96\%$	96%	$\geq 96\%$	$\geq 96\%$	$\geq 96\%$
Decrease Chronic Absenteeism rates:	9.9%	8%	7%	$\leq 6\%$
Maintain Middle School Dropout Rates:	4.5%	3%	2%	$< 1\%$
% of students access broad course of study: College Exploration, Media Arts & PE	100%	100%	100%	100%
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	32.5%	34%	36%	38%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

2019-20 Actions/Services

2017-18 Actions/Services

ICEF Inglewood Middle Charter Academy will employ the following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

1. 11 Classroom Teachers that are appropriately credentialed and assigned including PE.
2. 4 Instructional Aides: provide academic support and intervention in the classroom
3. Instructional Leadership Team: in charge of meeting weekly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Principal
 - Assistant Principal
 - Instructional Specialist
 - School Counselor
 - Lead Teachers
4. Classified staff:
 - Student Information Coordinator (SIC): in charge of CALPADS, reports attendance, and chronic absenteeism

2018-19 Actions/Services

ICEF Inglewood Middle Charter Academy (6-8) will employ **6 appropriately credentialed teachers** and a **Principal** as part of the school's base program.

2019-20 Actions/Services

2017-18 Actions/Services

- rates
 - Clerk: collaborates with SIC on attendance, announcements and/or communication with parents
 - Community Relations Coordinator (CRC): serves as a parent liaison
 - Janitorial Staff: 1
5. SPED Team: to provide instructional and social-emotional supports as outlined in the student’s IEP. Southwest SELPA is the SELPA provider for IIMCA
- 1 RSP Teacher
 - 2 Instructional Assistants
 - 1 Psychologist (contracted)
 - 1 Speech Pathologist (contracted)
 - 1 Occupational Therapist (contracted)

2018-19 Actions/Services

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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,556,481	\$524,162	
Source	1. LCFF Base (\$671,805) 2. LCFF Base (\$111,402)	LCFF Base	

Year	2017-18	2018-19	2019-20
	3. LCFF S&C (\$405,216) 4.LCFF Base (\$215,922) 5. Special Ed AB602 (\$152,137)		
Budget Reference	1. 1110 2. 2100 3. 1175, 1200, 1300 4. 2200, 2400, 2900 5. 1110, 2100	1000, 3000	

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

ASSESSMENTS

1. ICEF Inglewood Middle Charter Academy staff will implement multiple types of assessments in order to monitor

2018-19 Actions/Services

ASSESSMENTS

ICEF Inglewood Middle Charter Academy staff will continue to implement multiple types of assessments, in order to monitor

2019-20 Actions/Services

2017-18 Actions/Services

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

- NWEA MAP ELA & Math: 3 times/year
- IAB--ELA & Math: 2 times/year
- Achieve 3000
- Trimester Benchmarks for Math
- Writing Performance Task for ELA
- Reading Performance Task for ELA

2. In addition, ICEF Inglewood Middle Charter Academy students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 6-8
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grade 8
- Physical Fitness Test (PFT): Grade 7

2018-19 Actions/Services

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

- Fastbridge ELA & Math: 3 times/year
- Swun Math Trimester Benchmarks - 3 times/year
- Writer's Workshop End of Unit Writing Assessment: 3 times/year (narrative, argumentative, and informational)

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

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 6-8
- CA Science Test: Grade 7
- Physical Fitness Test: Grade 7

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,158	\$13,263	

Year	2017-18	2018-19	2019-20
Source	1. LCFF S&C (\$7,000) 2. Lottery (\$11,158)	LCFF Base	
Budget Reference	4310	4000	

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

ACADEMIC INTERVENTIONS
ICEF Inglewood Middle Charter Academy will align academic interventions to the academic needs of each student providing

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

2019-20 Actions/Services

2017-18 Actions/Services

grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. Provide a structured 45-min block of targeted intervention in ELA/Math.
2. Use assessment results as a guide for identifying Tier 2 students for intervention.
3. Provide list of academic intervention strategies and/or programs.
 - Small group instruction
 - Learning Centers
 - Pull-out support Interventionist
4. Provide after-school academic intervention/support.
 - Teacher-provided tutoring
 - YPI after school program

2018-19 Actions/Services

ICEF Inglewood Middle Charter Academy will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps. In order to strengthen our academic intervention program,

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations and professional development (academic discourse, TEF indicators, implementation of Achieve 3000 & interventions) by the **Assistant Principal of Instruction**. The AP of Instruction will provide pullout support targeting students at Standard Nearly Met (Level 2), and Standard Not Met (Level 1) during the elective block. Our teachers also provide after-school tutoring for students who struggle academically.

In order to support our struggling unduplicated students, our **(2) Instructional Assistants** will provide academic support in the classroom during the instructional day and during the ELA/Math intervention block,

2019-20 Actions/Services

2017-18 Actions/Services

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2018-19 Actions/Services

<p>for 45 minutes, 4 days/week.</p> <p>Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program:</p> <ul style="list-style-type: none"> • Revolution K12 web-based (subscription) • Achieve 3000 (subscription) <p>Our teachers will provide an hour of after-school tutoring twice per week.</p> <p>IIMCA offers an after-school academic and social enrichment program in partnership with YPI. In addition, our school will implement</p>
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$290,213	
Source	LCFF Base	1. LCFF S&C (37,213) 2. Title I (\$103,000) 3. ASES (\$150,000)	

Year	2017-18	2018-19	2019-20
Budget Reference	1110	1. 2000, 3000 2. 1000, 3000 3. 5000	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

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

- School Counselor: provides s/e counseling and social skills groups
- Counseling Partners of Los Angeles (CPLA): provide social skills groups; and mental health services
- Boys & Girls Mentoring Groups

2018-19 Actions/Services

SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services principally directed towards our unduplicated students.

ICEF Inglewood Middle Charter Academy has implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the **Assistant Principal of Culture**, who closely monitors chronic absenteeism rates and school culture and discipline, provides professional development on PBIS, Mentors Boys (I am King), manages positive behavior, supervises the discipline office, and meets with families; **School Counselor** who provides social-emotional and behavioral counseling for our students. The **School Information Coordinator**, monitors and reports attendance, develops chronic absenteeism reports to the AP of Culture, meets with the Leadership Team and communicates with families.

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

The PBIS team is comprised of the AP of Culture, Counselor, Community Resource Coordinator, and Lead Teachers, who meet monthly and utilize Class Dojo.

Our school staff will implement **7 Habits of Successful Teens** and will utilize **Class Dojo** to document student behavior, and encourage students for a skill or value. For students it gives them a voice, they can showcase their learning through digital portfolios, and it is used to engage parents and build a positive school community. Our school also provides incentives/rewards for students who exemplify positive behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$257,841	
Source	LCFF Base	LCFF S&C	
Budget Reference	1200	1000, 2000, 3000	

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STUDENT ENGAGEMENT

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

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

2017-18 Actions/Services

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

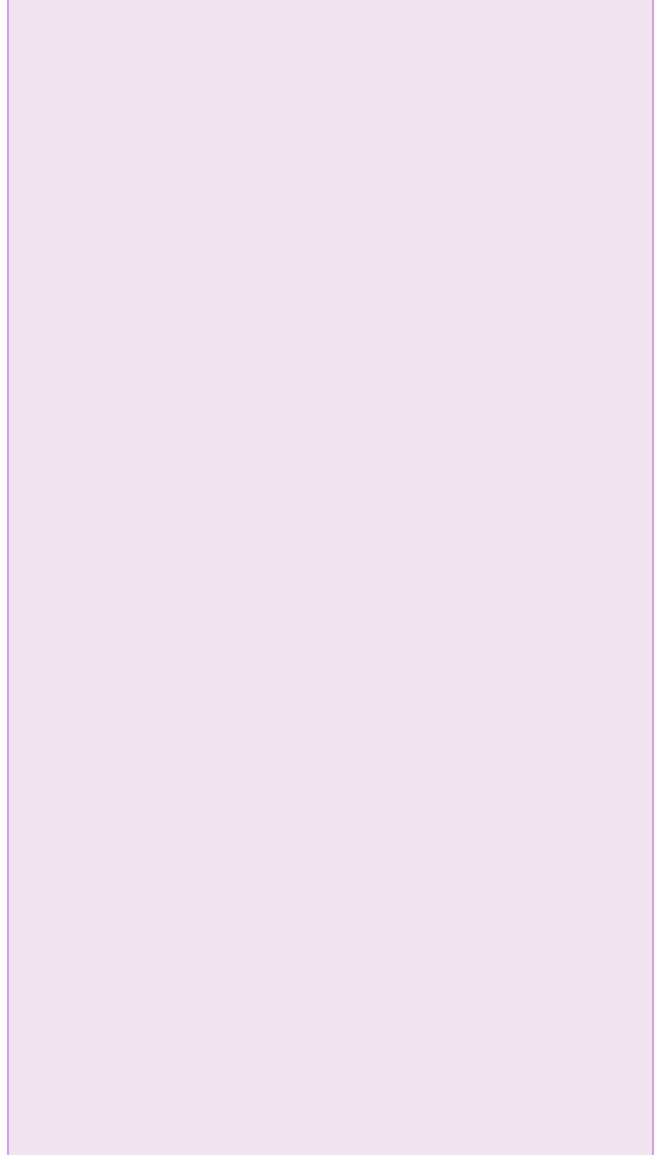
1. Continue partnerships with the: Getty Museum and Los Angeles County Museum of Art that provide engaging and enriching experiences for our students.
2. As part of our school’s college-going culture, all students will visit 2 colleges-universities (LMU and UCLA)
3. Provide students with leadership opportunities through Student Council.
4. Offer after-school clubs and organizations such as National Junior Honors Society, United States Academic Decathlon, The New Black Era,, Science Achievement (MESA), LA Promise Girls Build LA, Lion’s Pride Martial Arts Academy, Reach Higher, and UCLA EAOP take place after-school.
5. Provide after school program: Fades for Grades for boys and Etiquette for girls, and athletics.

2018-19 Actions/Services

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

- Field trips aligned to the content standards.
- Visits to Colleges & Universities: UCLA
- Math Field Day Competition
- Access to clubs/organizations: Arts Club, Choir, Soaring Eagles (Reading Club), Environmental Club, and STEAM Club
- Participation in Student Council
- Partnerships with Community Based Organizations: UCLA MESA via NJHS
- Host monthly awards: Data, Class Dojo, attendance, End of Trimester Awards Assembly.

2019-20 Actions/Services



Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$12,000	
Source	1. No cost 2. LCFF S&C (\$2,000) 3. No cost 4. No cost 5. LCFF Base	LCFF S&C	
Budget Reference	2. 5812 5. 5850	4000, 5000	

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a

2017-18 Actions/Services

broad course of study beyond core subjects to include: Media Arts, PE.

2018-19 Actions/Services

broad course of study in various disciplines, which include: **Media Arts** (Computer Game Design and Digital Music Production), **College Preparation** and **PE**.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	\$25,188	
Source	LCFF Base	LCFF S&C	
Budget Reference	1110, 2100	2000, 3000	

Action 7

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

SPED Team: to provide instructional and social emotional

2017-18 Actions/Services

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2018-19 Actions/Services

supports as outlined in the student's IEP: <ul style="list-style-type: none"> • 1 RSP Teachers • 1 Intervention Specialist • Contracted services: Psychologist, Speech Pathologist, Occupational Therapist, DIS Counselor
--

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$101,156	
Source		Special Education	
Budget Reference		1000, 3000, 5000	

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4

Local Priorities: 1

Identified Need:

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%
% of teachers who are appropriately credentialed and assigned.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20			
% of EL who progress in English Proficiency as measured by CELDT/ELPAC:	0%	43%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.			
Increase English Learner reclassification rate: 35%	0%	33%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.			
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	3	ELA	3	ELA	4
		ELD	2	ELD	3	ELD	3
		MATH	3	MATH	3	MATH	4
		NGSS	2	NGSS	3	NGSS	3
		HISTORY	2	HISTORY	2	HISTORY	3

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster youth and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT
1. In order to provide all students with a

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT
ICEF Inglewood Middle Charter Academy

2019-20 Actions/Services

2017-18 Actions/Services

high quality rigorous standards-aligned instructional program, it is critical that our teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Lucy Calkins Writer's Workshop
- Analyzing & understanding NWEA MAP assessment
- Classroom Management Strategies (such as Teach Like a Champion)
- Special Education Support and Compliance
- PBIS and Teacher Mentorship
- SWUN Math
- Common Core strategies for teaching reading
- Close reading and annotating
- Teacher Effectiveness Framework

2. Professional development for all teachers will take place during the academic year, as follows:

- Summer PD: 2 week institute
- 3 Non-instructional Days for Data Days
- Weekly Wednesday PD

2018-19 Actions/Services

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

- SWUN Math (SWUN Consultant)
- Bi-monthly Lucy Calkins Writer's Workshop (Consultant)
- Differentiation
- Using Data to guide instruction
- Academic Discourse
- Teacher Effectiveness Framework (TEF): ICEF-wide focus
- Checking for Understanding
- PBIS
- Classroom Management Strategies

Professional development for all teachers will take place during the academic year, as follows:

- Summer PD: 2 week institute
- 3 Non-instructional Days: Focus - Data Days
- Weekly Wednesday PD: during the academic school year
- Monthly Principal meetings: ICEF
- Leadership Retreat (2 days): strategies, proposals, Math PD, new ICEF-wide initiatives, team building

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:
- Illuminate Conference
 - CCSA
 - National Charter School Conference
4. Administer Panorama teacher survey to gather input and feedback on PD, support and needs.

- (for Principals; 2 day; AP 1 day)
- Additionally, our instructional and leadership staff will have opportunities to engage in professional learning via off-site workshops and/or conference.
- Open Up Math Conference
 - LACOE PBIS
 - ELPAC Trainings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$12,000	
Source	1, 3, 4. LCFF S&C \$6,000) 2. LCFF Base (See Goal 1, Action 1)	LCFF S&C	
Budget Reference	1. 1175 2. 1110 3. 5200 4. 5860	5000	

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group

Location(s):

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

All Schools

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

ELD PROGRAM

ICEF Inglewood Middle Charter Academy will review and revise its EL Master Plan to

2018-19 Actions/Services

ELD PROGRAM

ICEF Inglewood Middle Charter Academy will review and revise its EL Master Plan to

2019-20 Actions/Services

2017-18 Actions/Services

align with the CDE’s recent reclassification guidance; shift from CELDT to implementation of the ELPAC; ELD Curriculum and supplemental materials, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school’s CELDT Coordinator (Credentialed teachers) will administer the CELDT, and ELPAC. The principal and teachers will

2018-19 Actions/Services

align with recent implementation of the ELPAC, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. Our school will research ELD Curriculum/supplemental resources. The principal and teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data from assessments to strengthen our ELD Program. **Designated ELD** will take place 20 minutes daily during ELA Block.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Goal 1, Action 1	See Goal 1, Action 1	
Source	LCFF Base	LCFF Base	
Budget Reference	1300	1000, 3000	

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. ICEF Inglewood Middle Charter Academy will purchase the

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

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

2019-20 Actions/Services

2017-18 Actions/Services

- following additional curriculum and/or supplemental instructional materials:
- Various novels to be used throughout ELA
 - Units of Study for Teaching Writing Workshops
 - Swun Math
 - NGSS Resources
 - Achieve 3000 (subscription)
 - Revolution Prep (subscription)
 - Khan Academy
 - iReady (subscription)

2018-19 Actions/Services

- Charter Academy plans to purchase the following curriculum which includes but is not limited to:
- OpenUp Math Curriculum (Pilot for 6th grade)
 - SWUN Math (Grade 7-8)
 - Writers Workshop Units of Study
 - Novel Studies

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,000	\$9,000	
Source	LCFF S&C	LCFF BASE	
Budget Reference	4110, 4310	4000	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will

TECHNOLOGY

ICEF Inglewood Middle Charter Academy

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

purchase/lease the following:

1. Purchase 25 Chromebooks and charging cart for additional 6th grade class; 4 Document cameras. Student to device ratio 1:1
2. The Principal will also develop an annual needs assessment for future purchases and upgrades.
3. Central Office IT support for installation of devices, maintenance, etc.

has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the Principal & IT (contracted) conducts a needs assessment based on staff and student needs. Annual, purchases for technology include but are not limited to: replacement Chromebooks and any other IT equipment as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,000	\$17,260	
Source	<ol style="list-style-type: none"> 1. LCFF S&C (\$10,000) 2. LCFF Base See Goal 1, Action 1 3. LCFF Base (\$13,000) 	<ol style="list-style-type: none"> 1. LCFF S&C (\$4,000) 2. LCFF Base (\$13,260) 	
Budget Reference	<ol style="list-style-type: none"> 1. 4400 2. 1300 3. 7311 	<ol style="list-style-type: none"> 1. 4000 2. 2000, 3000 	

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

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

Expected Annual Measureable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and Students with Disabilities:				
Decrease suspension rates annually by 0.5%:	9.5%	9%	8.5%	8%
Maintain expulsion rates:	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	16% (32 parents)	20%	4%
Maintain student participation rate on student survey:>90%	Baseline	79% Grades 6-8	84%	89%

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

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

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

1. The Leadership Team will annually review and revise the Comprehensive School Safety Plan. The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. IIMCA will implement schoolwide PBIS. All staff will receive training on implementation.
4. Implement Covey’s, 7 Habits of Highly Effective Teens during daily Advisory period.
5. Daily morning assemblies to recognize gold tie scholars; and focus on schoolwide character trait of Pride.
6. Implement Cougar Cash Program. Students who exemplify the PRIDE character traits earn Cougar cash dollars.

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

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

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule that includes supervision of students’ before/during and after-school by school staff and **Campus Aides and Security patrol.**
- Daily morning assemblies and focus on schoolwide character trait of Pride.
- Implement Cougar Cash Program. Students who exemplify the PRIDE character traits earn Cougar Cash Dollars.
- Utilize Class Dojo – PBIS team uses

2019-20 Actions/Services

Empty box for 2019-20 Actions/Services.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- to communicate with families on issues of behavior.
- Award assembly take place during Advisory
 - Implement **7 Habits of Successful Teens** (led by the PBIS Team, implemented schoolwide during Advisory)
 - All students are enrolled in Advisory where discussions on bullying, and social media take place. It also provides additional time for intervention.
 - Administer **student and staff survey** to measure student engagement, school climate and safety.
 - ICEF Inglewood Middle Charter Academy will continue to subscribe and utilize **Raptor** Visitor Management Software; and **Go Guardian**, Chromebook Management Solutions that keep students safer online and makes teaching easier.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$8,851	
Source	1,2,4 LCFF Base (\$4,000), (See Goal 1, Action 1) 3, 5, 6 LCFF S&C(\$2,000)	LCFF S&C	
Budget Reference	1. 1200, 1300 2. 1300 3. 1175 4. 1110 5,6. 4390	4000, 5000	

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

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

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At IIMCA, parent input in decision-making will take place through the School Site

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

		Council (SSC).	
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Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

IIMCA School provides (or will provide) the

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2017-18 Actions/Services

following opportunities to engage parents as partners in their child's education. They include:

1. CRC will monitor and recruit volunteers. All volunteers will undergo a live-scan and TB testing.
2. The CRC serves as the parent liaison to facilitate parent meetings, schoolwide events and communicate with parents.
3. PIM Meetings (workshops) on the following topics as requested by parents:
 - Developing Healthy Social Media Habits
 - How to support your struggling reader
 - Preparing your scholar for high school
 - Positive Parenting Workshop
 - Bullying Prevention Workshop
4. Administer an annual parent survey.
5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

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

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

- Parent Information Meetings (PIM): student-led Data Night, social media, Arts Night, community building, and parent panels
- Coffee with the Principal: Monthly
- Issue invitations to families for schoolwide events especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Ensure school's website is updated regularly for parents
- Administer annual **Parent Survey**

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$59,965	
Source	1. LCFF Base (See Goal 1, Action 1) 2. LCFF Base (See Goal 1, Action 1) 3. Title I (\$1,500) 4. LCFF Base (\$1,000) 5. LCFF Base (See Goal 1, Action 1)	LCFF S&C	
Budget Reference	1. 2900 2. 2900 3. 4390 4. 5860 5. 2900	2000, 3000, 5000	

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

New

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

Modified

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

Unchanged

2017-18 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the school's

2018-19 Actions/Services

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility: Paint, waxing floors, power-washing site
- Administer annual FIT report

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$246,000	\$260,000	
Source	<ol style="list-style-type: none"> 1. LCFF Base (\$60,000), SB-740 (\$180,000) 2. LCFF Base (\$5,000) 3. LCFF Base (\$1,00) 	<ol style="list-style-type: none"> 1. SB-740 (\$153,000), LCFF Base (\$87,000) 2. LCFF Base (\$20,000) 	
Budget Reference	<ol style="list-style-type: none"> 1. 5610 2. 5630 3. 5850 	<ol style="list-style-type: none"> 1. 5610 2. 5630 	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018–19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 406,002

33.57%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2018-19:

IIMCA serves a high percentage of unduplicated pupils and serves a significant at-risk student population and community. Throughout this LCAP, our actions and services were developed based on findings from our student achievement data, CA Dashboard findings, Annual Measurable Outcomes, feedback from stakeholders and the needs of the students we serve.

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

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

In order to improve the quality and delivery of instruction it is essential that our teachers receive ongoing personalized coaching with feedback through weekly classroom observations and professional development (academic discourse, TEF indicators, implementation of Achieve 3000 & interventions) by the Assistant Principal of Instruction. The AP of Instruction will provide pullout support targeting students at Standard Nearly Met (Level 2), and Standard Not Met (Level 1) during the elective block. Our teachers also provide after-school tutoring for students who struggle academically.

In order to support our struggling unduplicated students, our (2) Instructional Assistants will provide academic support in the classroom during the instructional day and during the ELA/Math intervention block, for 45 minutes, 4 days/week.

Our school will also purchase and implement the following supplemental intervention programs and/or resources for use during the academic year and summer program: Revolution K12 web-based (subscription), and Achieve 3000 (subscription).

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

IIMCA offers an after-school academic and social enrichment program in partnership with YPI. In addition, our school will implement

- Goal 1, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services principally directed towards our unduplicated students.

ICEF Inglewood Middle Charter Academy has implemented PBIS schoolwide, led by our PBIS team who attends ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The PBIS team is comprised of the Assistant Principal of Culture, who closely monitors chronic absenteeism rates and school culture and discipline, provides professional development on PBIS, Mentors Boys (I am King), manages positive behavior, supervises the discipline office, and meets with families; School Counselor who provides social-emotional and behavioral counseling for our students. The School Information Coordinator, monitors and reports attendance, develops chronic absenteeism reports to the AP of Culture, meets with the Leadership Team and communicates with families.

The PBIS team is comprised of the AP of Culture, Counselor, Community Resource Coordinator, and Lead Teachers, who meet monthly and utilize Class Dojo.

Our school staff will implement 7 Habits of Successful Teens and will utilize Class Dojo to document student behavior, and encourage students for a skill or value. For students it gives them a voice, they can showcase their learning through digital portfolios, and it is used to engage parents and build a positive school community. Our school also provides incentives/rewards for students who exemplify positive behavior.

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

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

- Field trips aligned to the content standards.
- Visits to Colleges & Universities: UCLA
- Math Field Day Competition
- Access to clubs/organization

- Goal 1, Action 6: COURSE ACCESS

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: Media Arts (Computer Game Design and Digital Music Production), College Preparation and PE.

- Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

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

- SWUN Math Instructional Coaching
- Differentiation
- Using Data to guide instruction
- Academic Discourse
- Checking for Understanding,
- Classroom Management Strategies
- Lucy Calkins Readers & Writers workshop
- PBIS

Our teachers and administrative staff are strongly encouraged to continue professional learning through attending workshops and/or conferences. They include: Open Up Math Conference, LACOE PBIS, and continued ELPAC workshops.

- Goal 2, Action 4: TECHNOLOGY

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

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

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

- Administrative Team will develop a supervision schedule that includes supervision of students' before/during and after-school by school staff and Campus Aides and Security patrol.

- Utilize Class Dojo – PBIS team uses to communicate with families on issues of behavior.

Award assembly take place during Advisory

- Implement 7 Habits of Successful Teens (led by the PBIS Team, implemented schoolwide during Advisory)

- Administer student and staff survey to measure student engagement, school climate and safety.

- ICEF Inglewood Middle Charter Academy will continue to subscribe and utilize Raptor Visitor Management Software; and Go Guardian, Chromebook Management Solutions that keep students safer online and makes teaching easier.

Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

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

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

- Parent Information Meetings (PIM): student-led Data Night, social media, Arts Night, community building, and parent panels

- Coffee with the Principal: Monthly

- Issue invitations to families for schoolwide events especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.

- Administer annual Parent Survey

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

2017-18

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

- Goal 1 includes additional counselor time to provide academic/social-emotional additional support to unduplicated students (Goal 1, Actions 1, 3, 4, 5) and staff development on working with Unduplicated Pupils (Goal 2, Action 1)
- Goal 1 includes Instructional Specialist
- Professional Development for certificated staff on teaching strategies for struggling readers (Unduplicated students); PBIS, Close Reading and Annotating, and Teacher Effectiveness Framework)
- In Goal 2, the S/C funds are being used to provide unduplicated students with access to academic intervention programs: Achieve 3000, iReady, Revolution Prep for ELA & Math.

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