

Sample Template – Guidance only. CDE does not have an official LCAP Federal Addendum annual update template. This draft may be used to support LEAs with the process. Original LCAP Federal Addendum Template can be found on CDEs website.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Annual Review Template

School year

2025-2026

Date of Board Approval:

June 12, 2025

LEA name:

ICEF Inglewood Elementary Charter
Academy

CDS code:

19 64634 0120303

Link to the LCAP:

(optional)

<https://www.icefps.org/icef-public-resources.html>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA programs
with LEA plan requirements; not all ESSA
programs.)*

ICEF Inglewood Elementary Charter Academy will participate in Title I, Part A, Title II, Part A, Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

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Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP

development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LEAs LCAP Federal Addendum does not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

ICEF Inglewood Elementary Charter Academy (IIECA) serves approximately 375 students in grades TK-5 with the following demographics: 77% African American, 21% Hispanic, 6% Students with Disabilities (SWD), 7% English Learners (EL), 1% Foster Youth (FY), 5% Homeless Youth (HY), and 95% who qualify for free/reduced lunch.

Every student has access to a broad course of study, rigorous academic curriculum, and resources to ensure they are successful. Students receive instruction based on the California Common Core Standards. All TK-5th grade students have access to a broad course of study beyond core subjects, (English Language Arts, mathematics, Social Studies, Science, Physical Education) including dance, coding, and art. The goal of preparing students to attend the top colleges is achieved through educating and preparing students for the many creative industries available.

IIECA has implemented the workshop model, where students are delivered a mini lesson and have the rest of the period to practice that skill within their independent level while teachers deliver intervention to students who struggle academically to build understanding. This instruction can be delivered individually or within small groups in all core subject areas.

IIECA provides a well-rounded 21st Century learning experience in a small school environment, with 1:1 student to device ratio, and integration of technology-based programs and digital curricular materials.

Academic discourse is also a foundation at IIECA. Students are encouraged to discuss with their classmates their methods of solving problems or how they approached a given task. Additionally, we provide an afterschool academic and social enrichment program that includes academic tutoring, extracurricular clubs and organizations and an athletic program.

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MISSION: The mission of ICEF is to prepare all students to attend and compete at the top one hundred colleges and universities in the nation. **VISION:** IIECA is an educational community where all educational partners are valued and respected. We seek to foster the growth of the whole child through collaborative instructional practices, 21st Century learning experiences, and by empowering our scholars with positive character development. IIECA's Local Control and Accountability Plan (LCAP) goals align to the 8 State Priorities and the school's schoolwide initiatives. The LCAP goals take a whole child approach to education in alignment with the CA MTSS Framework and CA Community Schools Initiative. Federal funds are used to supplement and enhance actions and services funded with local/state funds that are designed to close the achievement gap and support all students in meeting state academic standards.

IIECA conducts a comprehensive needs assessment annually, reviewing local and state assessment data and communicates with its educational partners to solicit their input and feedback on the annual development of the LCAP, and the use of federal (Title) funds.

Title I funds were allocated to fund (2) literacy specialists that provide Tier 2 reading intervention for struggling readers as identified using the following assessments - FastBridge mReading, DIBELS (K-2) reading assessment and Achieve 3000 Lexile levels (grades 3-5). Title I funds were also allocated for an Alder Resident.

ICEF Inglewood Elementary Charter Academy has a partnered with The Alder Graduate School of Education (GSE) which provides Alder Residents, teaching interns, that are placed at our school to co-teach alongside our mentor teachers for one full school year. The goal of this partnership is to prepare highly effective, diverse teachers through intensive preparation, and to teach with an educational equity lens to student populations that have been historically underserved. Alder Residents (Interns) are taught to plan and implement evidence-based, and research based practices, proven to yield high gains among traditionally low-performing students. Alder Residents (interns) co-facilitate whole class lessons daily, and work with our students in small groups to provide additional targeted support based on formative assessment data findings. Additionally, Alder Residents (interns) lead reading and math intervention groups for identified struggling students, throughout the instructional day and after school. Students are identified based on CAASPP student performance and our internal aReading and aMath FastBridge assessments which are administered three times per year.

Title II Funds were allocated to fund Circle Ways professional development. Our educators are participating in training on Circle Ways, a social-emotional learning evidence-based program that support implementation of daily community circles and helps create supportive classroom environments especially with distance learning. Professional development training takes place on a monthly basis.

Our goal is to improve student attendance, participation, and engagement in daily distance learning; reduce chronic absenteeism rates, create and support a nurturing and caring learning environment for all students.

Title IV Funds were allocated to fund PBIS Cohort professional development and coaching through the Los Angeles County Office of Education (LACOE). Remaining Title IV funds were transferred to Title II to fund Circle Ways professional development.

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Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

ICEF Inglewood Elementary Charter Academy's LCAP reflects schoolwide initiatives, the 8 State Priorities, in alignment with the CA MTSS Framework and the Community Schools initiative focusing on the whole child approach to education.

We solicit input and feedback of our school's LCAP throughout the year from our educational partners during Parent Advisory Committee (PAC), ELAC, meetings, schoolwide events, staff meetings and via surveys. LCAP metrics including local and state mandated assessments are monitored by the leadership team, communicated to educational partners; and used in the development of the annual LCAP and use of state and federal funded programs in combination with supplemental one-time funds (ESSER, EEF, ELOG, etc.)

ICEF Inglewood Elementary Charter Academy's LCAP Goals outline our strategies, actions, services, metrics, and align the use of federal funds with activities funded by state, local, and across different federal grant programs.

LCAP Goal #1: Use multiple forms of student/schoolwide data including universal screeners and assessments to inform instructional decisions, implementation of evidence-based intervention and supports; and fully implement a Multi-tiered System of Supports (MTSS) to identify and provide targeted academic and social-emotional supports to ensure student academic success and close achievement gaps among all student groups.

LCAP Goal #2: Continue to implement a comprehensive, coherently focused, schoolwide Professional Development Plan that integrates standards-aligned academic content standards, with evidence-based pedagogical strategies to deliver high quality, engaging, differentiated instruction to address the diverse learning needs (ELL, SPED, SED) of our students, close achievement gaps, to ensure our students are College and Career Ready (CCR).

LCAP 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.

ICEF Inglewood Elementary Academy LCAP also serve as its SPSA and meets the educational partner requirements outlined in CA EC 64001(j) and the requirements contained in CA EC 52062(a)(1,2 & 5).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

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Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

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Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

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ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA’s responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section LEAs must identify and address disparities. Tools on CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this. LEAs are required to specifically address the following at comparable sites:

1. What % of teachers at sites are inexperienced, misassigned or out-of-field in relation to:
 - a. Number of low income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create plan which must include root cause analysis of the disparity
 - b. Plan must be created with meaningful stakeholder engagement.

Example of Data Sheet

II. Table 1. Combined Reports. – Complete one report for comparable elementary, middle, and high schools.

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 4]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan. Extensive training and feedback with the field revealed the need for clarifications to the definitions to include specific permits and authorization that fall under each of the definitions.

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Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers • Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits • Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

The [former teacher equity definitions](#) (DOCX) were utilized by local educational agencies for completing their 2019 Local Control and Accountability Plan Federal Addenda.

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THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy is a charter school. Therefore, this section does not apply.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))

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5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand (ESSA Section 1116(f)).

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy developed its Title I Parent and Family Engagement Policy jointly with parents and is communicated and distributed to families on an annual basis.

Interpreter services are made available upon request for schoolwide and parent meetings, and all correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the „15% and above translation needs,“ criteria.

All materials sent to families are written in a language that is understandable and accessible to parents. Accommodations as appropriate are made for family members with disabilities, including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

ICEF Inglewood Elementary Academy provides all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child’s education.

IIECA understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school as evidenced in our school’s LCAP 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.

To engage parents/families (including families representing Unduplicated Pupils and Students with Disabilities) as partners in their child’s education, members of our Leadership Team and Community Relations Coordinator (CRC) facilitate parent workshops, Coffee with the Principal, host Family Nights, communicate with families on schoolwide initiatives, to build a community of trust. We use ParentSquare, an online tool to communicate with families and also provide them with access to

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PowerSchool Parent Portal which they can use to monitor and track their child’s academic progress, attendance, and communicate with teachers/school staff.

All correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the „15% and above translation needs,“ criteria.

At IIECA parent input in decision-making takes place through the following:

English Language Advisory Committee (ELAC)/DELAC

EL Parent Advisory Committee (ELPAC) CA EC 52062(a)(2)

Parent Advisory Committee (PAC) per CA EC 52062(a)(1)

Panorama Parent surveys are administered at least annually to gather input/feedback on our school’s program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicates and engage parents in their child’s education. Parent surveys are reviewed and analyzed by the school’s Leadership Team; then presented to the entire staff, governing board, and parents, which also informs our Title I Parent & Family Engagement Policy and our school’s LCAP.

Panorama surveys bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compile data for educators to implement best practices for intervention management.

Panorama surveys are used to address and support educator and staff well-being and social-emotional capacity.

ICEF Inglewood Elementary Charter Academy is a charter school. Therefore, this section does not apply.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

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THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy operates a Title I Schoolwide Program and uses Title I funds for supplemental services to close the achievement gap between students meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports provided includes both academic and social-emotional strategies that bridge the opportunity gap through an equity lens focusing on a whole child approach to education.

The Comprehensive Needs Assessment was developed with the input and involvement of our educational partners and drives the annual development of the school's LCAP; and its schoolwide initiatives.

The LCAP and LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive plan and developed with the input of parents and other members of the community to be served and individuals who carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, parents via - Parent Advisory Committee (PAC), ELAC/DELAC, EL Parent Advisory Committee, and staff to seek input and feedback. Our LCAP provides descriptions of strategies that are implemented to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including expanded learning opportunities and enrichment that provide a well-rounded education; and address the needs of all students, especially those at risk of not meeting the challenging State Academic Standards in alignment with the CA MTSS Framework.

The engagement of our educational partners is essential on the use of LCFF and federal funds for schoolwide programming, developing annual growth targets, and evaluating program effectiveness and needs. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The engagement of educational partners in the development of the LCAP process includes input from ELAC/DELAC, PAC, parent survey results to solicit input from a broad range of parents.

To address the academic needs of our students, Title I funds were used to fund (2) literacy specialists that provide Tier 2 reading intervention for struggling readers as identified using the following assessments - FastBridge mReading, DIBELS (K-2) reading assessment and Achieve 3000 Lexile levels (grades 3-5). Title I funds are also used for an Alder Resident. Alder Residents (interns) lead reading and math intervention groups for identified struggling students, throughout the instructional day and after school.

IIECA does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable.

Neglected or delinquent: Not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success

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of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students.

Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Community Relations Coordinator (CRC) serves as the Homeless Liaison and ensures students experiencing homelessness are appropriately identified and served. The liaison/CRC also assist homeless students through the enrollment process, placement in appropriate classes, and provides additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, expanded learning opportunities, and other supports offered at the school.

Services for students experiencing homelessness include access to uniforms, school supplies, transportation options, and mental health/counseling services; and referrals to community-based resources and/or agencies including the Homeless Education Program at the Los Angeles County Office of Education (LACOE). Title I funds may support these services or be used for identified needs of the students and their families that support keeping the students in school.

Students experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, and support for behavior or social-emotional and mental health needs.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

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Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

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Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

ICEF Inglewood Elementary Charter Academy has implemented a robust and systemic professional development plan that provides evidence-based practices that supports educators, school leaders, and the principal with professional growth and improvement. Annually, the professional development plan is developed and designed based on input/feedback from educators, leadership, findings from student assessments, classroom observations, and feedback from educational partners.

ICEF Inglewood Elementary Charter Academy provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

New Principal/New School Leaders initially participate in an orientation of the school and benefit from ongoing collaboration and leadership professional learning from organizations such as LACOE School Leadership Institute, Leadership Coaching from ICEF Public Schools (home office), and/or Administrative Coaching.

New teachers to the profession and/or newly hired teachers: Our partnership with The Alder Graduate School of Education (GSE) provides Alder Residents (teaching interns) that are placed in classrooms to co-teach with our mentor teachers for a full school year. The Alder Resident is matched with an Alder Mentor (ICEF Mentor Teacher) that provides 1:1 coaching. New teachers to the profession are also supported through participation in a teacher induction program in combination with weekly professional development on evidence-based pedagogical strategies.

Alder Mentor: The Alder Mentor receives coaching and training from the Residency Director at the Alder GSE, which also serves to improve the quality of teaching. The ongoing year-long coaching focuses on evidence-based strategies for teaching and learning which impacts both the mentor's and resident's understanding and implementation of each. This program partnership provides a pipeline of highly trained teacher candidates for our school to offer a permanent teaching position the following school year. This allows our school to ensure 100% of teachers are both appropriately credentialed and assigned; and that teacher candidates are highly trained and know/understand ICEF's mission and vision.

Principal/School Leaders are provided opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

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All teachers participate in 2-weeks of intensive Summer Professional Development prior to the start of the school year, including 3 non-instructional days during the academic school year focusing on analyzing student achievement data, developing intervention plans, and bi-weekly professional development during the academic year. In addition, teachers also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Instructional Aides/paraprofessionals also participate in professional development during the summer and academic school year, and instructional coaching. In addition, instructional aides/paraprofessionals have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

Intervention Teachers/Language & Literacy Specialists participate in professional development during the summer and academic school year; have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

ICEF Inglewood Elementary Charter Academy provides all educators (including Instructional Aides, Paraprofessionals, language/Literacy Specialist and Instructional Specialists) 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. Key areas for Professional Development were established through the ongoing schoolwide improvement cycle, supported by the leadership team and other educational partners.

Areas of focus for professional development for the school year include trauma-informed practices, CGI Math, DIBELS reading assessments, Reading Comprehension strategies, and Circle Ways SEL, to name a few.

Title II funds were used for:

- a) Circle Ways: Our educators participate in training on Circle Ways, a social-emotional learning evidence-based program that supports implementation of daily community circles and helps create supportive classroom environments especially with distance learning. Professional development training takes place on a monthly basis. Our goal is to improve student attendance, participation, and engagement in daily distance learning; reduce chronic absenteeism rates, create, and support a nurturing and caring learning environment for all students.
- b) Relay Graduate School Education and Relay coach and administrative coach.

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Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c) .
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

Not applicable to charter schools.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following stakeholders to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners

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- h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these stakeholders.

ICEF Inglewood Elementary Charter Academy uses multiple types of data to continually update, improve, and evaluate activities funded with Title II, Part A funds including student achievement data, local/internal assessment, LCAP metrics, 8 State Priorities, CA School Dashboard, state mandated assessments (SBAC, CAST, ELPAC), surveys, classroom observations and feedback from staff regarding professional learning opportunities and needs. In addition, meaningful consultations with educational partners takes place throughout the year and is documented in the development of the annual LCAP.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. Other qualitative measures, such as teacher feedback on professional development sessions, instructional coaching, and the capacity to implement the strategies taught in the classroom are also considered, including classroom observations and the implementation of Teachboost, the Teacher Effectiveness Framework.

The engagement of our educational partners is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes leadership, teachers (including special education and EL), classified staff, students, parents, community, and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed.

The ICEF Teacher Effectiveness Process is the system used for improving student outcomes by increasing teacher effectiveness. All teachers are evaluated and provided coaching, collaborative opportunities, and consulting with the main goal of improving their effectiveness. Over the course of the school year, teachers engage in a series of support cycles where they receive feedback, followed by opportunities for reflection and practice, all with the main goal of enhancing teacher effectiveness and improving student outcomes.

School administrators (Principals, Assistant Principals) conduct 2-10 informal observations over the course of the school year for each teacher. These observations are focused on indicators within the ICEF Teacher Effectiveness Framework. This Framework includes teaching standards within the following three domains: Lesson Design, Classroom Learning Environment, and Instruction. School administrators conduct the observation, complete a feedback form in the teacher evaluation system, TeachBoost, that is shared with the teacher; and is followed by a coaching conversation, after the form is shared and the teacher can review the feedback.

TITLE III, PART A

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Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy does not receive Title III funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy does not receive Title III funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

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Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy does not receive Title III funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ICEF Inglewood Elementary Charter Academy does not receive Title III funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

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- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

(A) ICEF Inglewood Elementary Charter Academy (IIECA) has partnered with South Central Training Consortium (SCTC), that provides grief counseling, social skills group for students. In addition, IIECA's has partnered with the Los Angeles County Office of Education (LACOE) who provides ongoing training and coaching on Positive Behavioral Interventions and Supports (PBIS) as an evidence-based three-tiered framework to improve and integrate all the data systems, and practices affecting student outcomes daily.

(B) ICEF Inglewood Elementary Charter Academy has used Title IV funds for PBIS training and coaching through LACOE. After conducting a needs analysis and considering input from our educational partners, ICEF Inglewood Elementary Charter Academy will be transferring a portion of Title IV funds to Title II to fund Circle Ways SEL professional development training, to support the social-emotional needs of our students, schoolwide climate and safety, which impacts student engagement and academic outcomes.

ICEF Inglewood Elementary Charter Academy uses funds in alignment with Title IV regulation and in conjunction with input from its educational partners as part of the school's LCAP ongoing schoolwide improvement cycle. ICEF Inglewood Elementary Charter Academy has implemented activities related to supporting a well-rounded education under Section 4107 using multiple funding sources beyond Title IV funds.

ICEF Inglewood Elementary Charter Academy is a charter school and is not subject to equitable services for private school requirements.

ICEF Inglewood Elementary Charter Academy receives less than \$30,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

ICEF Inglewood Elementary Charter Academy has consulted with its educational partners on the use of Title IV requirements and funding. ICEF Inglewood Elementary Academy's LCAP also serve as its SPSA and meets the educational partner requirements outlined in CA EC 64001(j) and the requirements contained in CA EC 52062(a).

ICEF Inglewood Elementary Charter Academy is committed to providing all students including unduplicated pupils, and Students with Disabilities with a Well-Rounded Education through our course offering which includes Art, Coding, and Dance. A meta-analysis research study conducted by Harvard Project Zero, Reviewing Education and the Arts Project (REAP) found a large causal relationship between learning to play

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music and Spatial-Temporal Reasoning for both general and at-risk student populations. Also, schools with strong Arts Programs are more inquiry-oriented, project-based, more demanding of high standards, and more focused on processes that lead to excellence.

(C) For Safe and Healthy Students: ICEF Inglewood Elementary Charter Academy is committed to providing social and emotional supports to support the mental health need of our students. identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes.

IIECA has implemented PBIS schoolwide, led by the Assistant Principal (PBIS Team) who attend ongoing training, monitors referrals, student behavior, attendance/chronic absenteeism rates, suspensions, truancy, and expulsions. The Assistant Principal has developed an attendance committee that conducts home visits and meet with families/guardians in order to address absences and at-risk chronic absenteeism rates.

The School Counselor provides SEL counseling for DIS/SWD and general education students. Our school has partnered with South Central Training Consortium (SCTC), to provide grief counseling, social skills group.

To address the mental health, social and emotional well-being of students IIECA continues to implement the ICEF Embrace the Mind (ETM) Program, a school based mental health initiative that is designed for predominantly African American and Latinx communities. The purpose of our program is threefold: to offer education on the science behind mental health, to reduce stigma associated with mental illness, and to equip students, teachers, and families with tools to build mental wellness including Yoga.

IIECA has adopted and implemented Ripple Effects SEL curriculum schoolwide (character traits) as part of our PBIS initiative in combination with Class Dojo that serves as the platform to track positive behavior and communicate with families. Class Dojo tracks a student's behavior, and has tools for teachers, students, and parents. The Wellness Center and calm down corners were implemented as part of our PBIS technique to de-escalate student behavioral issues and address SEL student needs. PBIS incentives were also implemented to encourage and incentivize positive behavior.

Students are surveyed annually using the Panorama SEL evidence-based surveys, to measure student to school connectedness, school safety, and school climate. Results from these surveys are used to measure SEL, school connectedness, student engagement and school safety. Survey results are presented to our educational partners and reported annually in the school's Local Indicator Report on the CA Schools Dashboard and the school's LCAP.

(D) ICEF Inglewood Elementary Charter Academy has implemented a 1:1 student-to-device ratio schoolwide. Laptops/devices are utilized by students across all grade levels. However, Title Funds were not used to fund technology devices and/or hardware. On an annual basis the technology and internet use policy is distributed and discussed with parents, students, and staff to ensure internet safety.

(E) Annually, ICEF Inglewood Elementary Charter Academy evaluates the effectiveness of the activities carried out under this section based on objectives and outcomes outlined in the school's LCAP, Comprehensive Needs Assessment, and the annual review and revision of the school's LCAP Federal Addendum in consultation with its educational partners.