

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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

iLEAD Online

Contact Name and Title

Erin Jones
Director of Online Programs

Email and Phone

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2017-20 Plan Summary

The Story

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

iLEAD Online Charter School has enrolled many learners that have been continuously pushed out of traditional childhood experiences and positive school experiences. Some of our learners are actively pursuing a career in the entertainment industry and have left traditional schools in order to focus on their new careers. Student transfer records indicate that many learners chronically struggle with attendance, GPA, stable housing and family situations, and discipline in traditional school settings. Some of our learners come to iLEAD Online Charter School from packet-based, credit recovery charter programs deficient in credits and weary of learning. Through looking at our own data (GPA, credits, truancy, discipline records, and intake interviews) and national studies, we know this data is often due to much deeper needs. Our program is not only designed to help student navigate and advocate for their own education but also reframe learning. We are a strength-based program. As such, we do not classify any of our learners as "at-risk". Rather, we see and treat all of our learners as "at-promise".

iLEAD Online Charter School serves students who seek flexible schedules and online learning for a variety of reasons. We enroll from students from Los Angeles and adjacent counties.

iLEAD Online is a school dedicated to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network. We serve a diverse 6-12 student body through a rigorous common core aligned project focused learning curriculum.

iLEAD schools strongly believe in preparing our learners to be successful in the 21st Century. We place a great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed. At iLEAD Online, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based assessment, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century.

We value and encourage leadership by instilling in each learner the confidence and character that inspire others. This is something they will carry through their educational experience as well as their chosen career track.

It's not unusual that we want our learners to think for themselves. But to do this requires a grounding in the arts, in design and in humanities, and the need to feel at home in the world. For us, "thinking for themselves" is not just about solving problems but about an organic vision of the world they live in and one they will inherit.

Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world. We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others. Our learners are defined by more than a score on a standardized test. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

LCAP Highlights

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

This marks iLEAD Online's first formal LCAP process since opening in August, 2017. A small panel of parents, students, and staff gathered to review the initial LCAP set forth in the Charter Petition, review limited data from the school year, and look forward to future school years. The primary outcome of the LCAP process was to condense and set more appropriate goals and measures of success moving forward.

Our LCAP goals are designed with sub-groups in mind to target specific, yet measurable gaps, and so that we can carefully craft and implement strategic action plan. Universal Design helps ensure the success of all our students/families.

The 2017-2018 LCAP was created before the opening of the school. As such, the original LCAP team had limited data and program-specific experience in order to develop realistic and measurable LCAP plan. The LCAP has been condensed and revised significantly to reflect a more accurate understanding of the LEA's program, stakeholders, needs, and goals. This LCAP contains 3 authentic goals that encompass the state's 8 priorities in a way that best fits the school. The team did its best to condense the original 10 goals in a way that preserved the original intent of each goal.

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

This year, we opened our doors for the first time, after identifying LCAP goals in the initial charter petition, which was approved by our authorizing district on June 22, 2017. In that short time, the school continues to grow, is in progress for its initial WASC report and visit, made significant updates to the enrollment and orientation process, expanded the course catalog, and provided additional support for our SpEd and EL populations.

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

iLEAD Online values holistic education over any one assessment measure. However, iLEAD does prioritize CAASP state testing results and will be targeting improvements on the ELA and Math assessments.

We seek to improve our testing participation. As an online school, our demographic is often test adverse and opts out of testing frequently. We seek to increase the number of learners who participate in testing as to have valuable data to study and look for areas that need improvement.

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

iLEAD Online has not yet been evaluated based on the state indicators. Data will be analyzed for the 2018-2019 LCAP year. Based on available data, which includes sources such as School Pathways, MAP NWEA, and stakeholder surveys, our biggest performance gaps are in our math scores and learner engagement and time management.

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

iLEAD schools is addressing the needs of low-income students, English Learners and foster youth in the following ways:

English Learners:

- Reclassification launch of English Learners to best address achievement gaps and meet individual needs;
- Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL students.
- Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income students:

- Providing materials and equipment to provide access to online courses
- access to iLEAD sites for wifi
- Additional tutoring to support learning
- Additional counseling services for students.
- Analyze academic data for Low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:

- Providing materials and equipment to provide access to online courses
- access to iLEAD sites for wifi
- Additional tutoring to support learning
- Additional counseling services for students.

Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

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	\$6,255,821
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,624,020

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.

iLEAD Online will support independent study learners by offering access to iLEAD network activities. Some special education contracted services, compliance expenses, facility costs, and other operational and business services may not be reflected in the LCAP however are addressed in the budget.

Total Projected LCFF Revenues for LCAP Year	\$5,194,868
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Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1 ANNUAL GOAL 1A, 17-18 through 2021-22. All learners have access to highly qualified teachers and a strong sense of community and engagement.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 7. Course access
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p data-bbox="730 565 802 581">2017-18</p> <ul data-bbox="772 604 1033 727" style="list-style-type: none">Guides/teachers possess credential appropriate to their assignment. 100% of teachers did possess a valid credential appropriate to their assignment. <p data-bbox="730 750 1033 792">100% of teachers possessed a valid CLAD or BCLAD.</p>	<ul data-bbox="1096 604 1621 669" style="list-style-type: none">Guides/teachers did possess credential appropriate to their assignment. 100% of teachers did possess a valid credential appropriate to their assignment. <p data-bbox="1054 691 1516 708">100% of teachers possessed a valid CLAD or BCLAD.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PLANNED 1.1 Advertise and hire for facilitator job openings widely to ensure an adequate pool of qualified candidates, and screen prospective candidates for possession of appropriate credentials.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Job openings were advertised on multiple popular job boards. All qualified candidates were screened through the Human Resources department for possession of appropriate credentials.</p>	1000-1999 Certificated Salaries - LCFF: \$57,000	1000-1999 Certificated Salaries - LCFF: \$42,575 (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>PLANNED 1.2 Monitor guide credentials, including reminders as to renewals due at intervals prior to expiration dates, with reporting on compliance to School Director.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Credentials were monitored periodically by the Human Resources department. An updated report on compliance was provided to the School Director quarterly.</p>	completed at no cost	completed at no cost: \$0

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.

Only one certificated staff member was hired.

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

Only one certificated staff member was hired.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

no material differences

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.

no changes

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

Expected

2017-18

All learners have access to appropriate standards-based instructional materials in the core areas and appropriate English Language development materials.

Actual

All learners have access to appropriate standards-based instructional materials in the core areas and appropriate English Language development materials.

All learners had access to standards-based online and in-print curriculum aligned to California State Standards, including online English Development materials and a personalized learning plan and modifications for English Learners.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Order initial complement of standards-based instructional materials, including online courses, each school year at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each learner had access to online curriculum, open-source web supplemental resources assigned by a highly qualified teacher, and other in-print instructional materials. In addition, learners had access to Chromebooks on-site and at-home to access digital material</p>	4000-4999 Books and Supplies - LCFF: \$9,000	4000-4999 Books and Supplies - LCFF: \$37,458 (repeated expenditure)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Where core materials are not comprehensive of standards, ensure that supplemental materials fill gaps and provide access to learners at one per newly enrolled student, plus extras to allow for loss and mid-year enrollments.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Supplemental materials included open-source educational websites, such as Khan Academy, to supplement online curriculum for students who needed more support in mastering specific standards.</p>	4000-4999 Books and Supplies - LCFF: \$11,100	4000-4999 Books and Supplies - LCFF: \$37,458

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.

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.

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

This is our first year, results pending

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

no material differences

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.

This is our first year, results pending

Goal 3

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in iLEAD Online Charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>2017-18 Parent/Student Satisfaction Survey demonstrates overall satisfaction with LMS navigation, communication and safety.</p> <p>100% of learners felt rules were fair. 100% of learners felt the LMS was very pleasant to be in. 100% of learners felt they almost never had to worry about threats or harassment in the LMS. 80% of learners were extremely excited, 20% were quite excited, and 20% were slightly excited to participate in courses.</p>	<p>100% of learners felt rules were fair. 100% of learners felt the LMS was very pleasant to be in. 100% of learners felt they almost never had to worry about threats or harassment in the LMS. 80% of learners were extremely excited, 20% were quite excited, and 20% were slightly excited to participate in courses.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>3.1 Monitor LMS periodically to ensure that it is accessible, safe, and functional, and adjust procedures as needed, accordingly.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>An online tutor and Help Desk ticket system was implemented and used to input requests for tech help. Staff responded to ticket requests within 24-48 hours. Digital Citizenship and Restorative Practices was attended and implemented to keep the community safe.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Professional Development for all staff to become experts in digital citizenship, social and emotional learning, creating a positive school culture, project based learning</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>Professional Development for all staff to become experts in digital citizenship, social and emotional learning, creating a positive school culture, project based learning</p>	5000-5999 Services and Other Operating Expenses - LCFF: \$4,950	5000-5999 Services and Other Operating Expenses - LCFF: \$2,000

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.

Communication with families is essential to providing an engaged, dynamic and connected learning experience. Our facilitators will communicate on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

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

Results pending , Engaged learners will complete their work on pace, and increase participation in school presentations of learning

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

no difference

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.

This is our first year, results pending

Stakeholder Engagement

LCAP Year: 2018-19

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?

iLEAD Online is committed to meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, iLEAD Online has an LCAP committee that consists of parents/community members, facilitators, other staff members, learners, and site leadership. iLEAD Online conducted annual surveys to evaluate program effectiveness. Three surveys were developed to address specific aspects of the Eight State Priorities. Parents, staff, and learners completed surveys that were designed for each of those populations. Various data, including survey data, was thoroughly examined to determine the needs of iLEAD Online and develop goals and actions based on what we learned from the data. After careful examination of data and critical discussions, it was determined that we need to continue working toward the achievement of our existing three goals.

Stakeholder participation in site decision making is ongoing and takes place through various methods such as Parent University, Town Hall Meetings, iSupport, TED Talks, and EdTalks.

Online facilitators communicate with parents on a regular basis to keep them abreast of what is occurring in the courses. Parents are invited to participate in course activities.

Parents are regularly informed of events, volunteer opportunities, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly emailed newsletter that is sent out every week to all families.

iLEAD Online conducted an annual family survey to receive feedback about the program. Learners and families were surveyed separately. This survey addressed specific aspects of the LCAP (the eight State priorities and potential goal areas). Approximately **20%** of our families participated in the survey. The survey was emailed to all of our families.

The Governing Board had the opportunity to input to the LCAP and was kept updated throughout the development process. The final version of LCAP was approved by the governing board on **June 20, 2018**

Impact on LCAP and Annual Update

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

Feedback collected from iLEAD parent activity was used in the creation of the LCAP goals.

The information from the surveys was compiled and used to create LCAP goals.

Positive feedback on the role and effectiveness of the academic coach role has led iLEAD Online to seek expansion of that position, and offer ongoing training for best practices.

Input from administrative team was used to identify needs, and to create goals and actions

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

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

New Goal

Goal 1

Goal 1 ANNUAL GOAL 1A, 17-18 through 2021-22. All learners have access to highly qualified teachers and a strong sense of community and engagement

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards
Local Priorities:

Identified Need:

As we add staff to support a growing program , we will hire credentialed , highly qualified teachers to work in partnership with learners and families to create an engaging online community.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Continued optional student attendance for advisory, 1:1 meetings with guides, and tutoring.	Learners meet for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.
Increased enrollment		First year of operation	Enrollment increases.	Enrollment remains steady or increases.
Positive parent/family /learner satisfaction surveys.	Data to reflect program satisfaction.	Data to reflect program satisfaction.	Data to reflect program satisfaction.	Data to reflect program satisfaction.
CDE Credentialing		100% credentialed teachers	100% credentialed teachers	100% credentialed teachers

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for print materials, website upgrades, event participation, and other means of marketing and outreach efforts.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$9,600	\$2,500	\$2,500
Source	LCFF	LCFF	LCFF

Budget
Reference

Services and Other Operating Expenses

Services and Other Operating Expenses

Services and Other Operating Expenses

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

Annually, the school will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Unchanged Action
Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.	Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.	Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action	Unchanged Action	Unchanged Action
<p>Continue to foster and provide communication and training to staff and families on digital citizenship, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly Professional Learning. Parent opportunities include</p>	<p>Continue to foster and provide communication and training to staff and families on digital citizenship, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly Professional Learning. Parent opportunities include</p>	<p>Continue to foster and provide communication and training to staff and families on digital citizenship, 7 Habits, and other school-wide approaches that proactively provide alternatives to and provide a safe, positive environment in which learners are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential. Staff opportunities include weekly Professional Learning. Parent opportunities include</p>

parent monitor accounts, Parent Orientation with opportunity to discuss important topics.

parent monitor accounts, Parent Orientation with opportunity to discuss important topics.

parent monitor accounts, Parent Orientation with opportunity to discuss important topics.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$8,000	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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

New Goal

Goal 2

Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement; 8. Other pupil outcomes
Local Priorities:

Identified Need:

- increase academic achievement for all students
- increase student access to a variety of challenging, rigorous, and relevant content taught by qualified and caring educators
- increase access to steam and cte programs
- increase completion of graduation requirements

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Demonstrate learner progress through holistic formative assessment measures which may include NWEA MAP, iLEAD Comprehensive Growth Card, CAASPP scores, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.	Pilot year of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, CAASPP scores, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit Assessments, learner ILP goals, and learner/family surveys, including data protocols to show learner growth and program improvement.
Continued appropriate reclassification of English Learners	Reclassification system created in	Reclassification of English Learners	Reclassification of English Learners	Reclassification of English Learners

	Spring.	reflects learner growth and school system of reclassification.	reflects learner growth and school system of reclassification.	reflects learner growth and school system of reclassification.
Increased learning options in course catalog in online courses, electives, CTE courses	School offers all core academic courses, 2 languages, 6 CTE courses, and 8 visual and performing art courses.	Add courses that meet UC a-g requirements or a CTE pathway option.	Add courses that meet UC a-g requirements or a CTE pathway option.	Add courses that meet UC a-g requirements or a CTE pathway option.
Offer opportunities for learners to meet or exceed school graduation requirements.	Learners were able to meet graduation requirements through online courses, with project based learning.	Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.	Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.	Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.

Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, writing samples, math literacy samples, and PBL rubrics that include social/emotional indicators. Use data from assessments to create, modify, and assess personal learning plans for each learner.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$300	\$720	\$720
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	Services and Other Operating Expenses

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Unchanged Action

Unchanged Action

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.

Each grade level team and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all students develop proficiency in the designated CCSS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

New Action

Unchanged Action

Unchanged Action

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, in person meetings, Remind notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Reduce chronic absenteeism through consistent communication between guides, families, and the office manager when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

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

New Goal

Goal 3

Provide optimal conditions of learning through providing basic services, implementation of California State Standards, and access to an academic and educational program as outlined in iLEAD Online Charter.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Identified Need:

Provide sense of community to increase learner engagement

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of credentialed guides will be appropriate for the number of learners enrolled.	iLEAD Online employed 1 full time credentialed teacher for 25 learners	iLEAD Online will maintain a 25:1 ratio of credentialed guides to learners.	iLEAD Online will maintain a 25:1 ratio of credentialed guides to learners.	iLEAD Online will maintain a 25:1 ratio of credentialed guides to learners.
Parent/Family/Learner annual survey.	The majority of parents/learners reported overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.	The majority of parents/learners will report overall satisfaction with the school program.
Help Desk Facilities Ticket response data	Help desk facilities tickets were resolved in an appropriate time frame for the nature of the ticket. No help desk tickets were denied due to budgetary concerns.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.	Help desk facilities tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting will ensure that valid tickets are addressed.

<p>Participation of continuous professional development for staff and guides.</p>	<p>All staff participated in a 2-week orientation and onboarding as well as weekly professional learning seminars.</p>	<p>Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.</p>	<p>Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.</p>	<p>Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.</p>
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Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Tech Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have safe, well-maintained, and innovative online LMS in which to conduct learning activities.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Tech Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have safe, well-maintained, and innovative online LMS in which to conduct learning activities.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Tech Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have safe, well-maintained, and innovative online LMS in which to conduct learning activities.

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter.

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter.

All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant, and attainable learner outcomes as outlined in our charter.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,100	\$1,612,800	\$1,612,800
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies	Books and Supplies; increased enrollment	Books and Supplies; i

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

English Learners will be administered the ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCSS and the ELD standards.

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)

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

2017-18

Select from New Action, Modified Action, or Unchanged Action:

New Action

Analysis of current year student MAP assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Analysis of all current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Analysis of all current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$371,048

Percentage to Increase or Improve Services:

7.69%

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](#)).

iLEAD Online utilizes the proportionate share of the total Local Control Funding Formula (LCFF) Supplemental and Concentration Grant allocations to ensure our English learners, low income, foster/homeless youth as well as all other identified subgroups are provided additional opportunities to achieve academic excellence that prepares them for success now and into the future. These funds are principally directed towards and effective in meeting the goals for unduplicated learners in the state priority areas in an effort to reach all learners in need of additional support. Based on staff and stakeholder feedback and research on effective practices we are targeting our efforts to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY learner group's academic, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

English Learners:

Reclassification launch of English Learners to best address achievement gaps and meet individual needs;

Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support **EL learners**.

Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income learners:

Additional tutoring to support learning

Additional counseling services for learners.

Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:

Identify the population of foster youth learners.

Offer additional tutoring to support learning

Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.