

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

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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 the student navigate and advocate for their own education but also reframe learning. We are a strength-based program that allows for excellence and flexibility.

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 4-12 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 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 are mindful that active, hands-on learning and collaboration is vital to the learning process and have successfully incorporated both into online curriculum.

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. Our courses and projects reflect this belief.

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 year, a panel of parents, students, and staff gathered to review the last year's LCAP, review data from the school year, and look forward to future school years. The primary outcome of the LCAP process was to celebrate goals we have met and also continue to improve on goals we are still working toward. Students this year had a particularly strong voice, which is a celebration of the leadership and ownership we work to instill. We were pleased to hear them speak to how iLEAD Online has enabled them to meet their personal needs and eager to hear their feedback on how we can continue to improve.

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 a strategic action plan. Universal Design and our personalized learning options help ensure the success of all our students/families. We were also able to use our Public Charter School Grant Program award for curriculum and training specific to ELL learners, Special Education learners, and learners who are facing trauma and hardship due to housing and income instability.

This LCAP contains the same 3 authentic goals that encompass the state's 8 priorities in a way that best fits the school. The team felt that overall, iLEAD Online is on the right track to meet its goals and will continue working in the same direction with small adjustments.

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 grew in enrollment quickly from our first year to our second year. In that short time, our school population more than doubled in staff and students. Our team was successful to scale for increased enrollment without sacrificing excellent levels of service, support, and learning given to families. We were able to attract, hire, and retain caring and qualified staff members that align with our core philosophy and vision. We added a significant number of UC approved courses to our catalog to increase choice and success toward graduation.

And overwhelmingly, our greatest success was the relationships built between academic coaches and their learners/families, especially low-income and English learner families. A bilingual academic coach helped support an EL family finally get the personalized attention and support needed to feel confident and successful academically. Low-income families were given wireless hot-spots to be able to complete learning. And families in crisis were given the personalized support, guidance, and academic intervention needed. One mom stated, "As you know, this past year has been very difficult for our family. Without the support of you, I know my child would still be in bed, in and out of the hospital, and entirely too distraught to do any assignments. I'm not even sure he'd still be with us had iLead Online not been around to help us through. I don't know if I will ever be able to repay

you and iLeadOnline. Last semester, with your guidance, I kept a detailed log of the learning. Most days we did this side-by-side in bed. Watching videos, reading the material, and discussing the discussion questions and so on. iLeadOnline's flexibility made all the difference at that time. This semester? He is completing work on his own, turning assignments in on time (using our own pacing schedule), studying independently- just like the other learners!"

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, particularly in the number of students who test.

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. Increased support and credentialed staff will ensure that we have the capacity to accommodate unique testing needs of families, who need to travel and make arrangements to test in person.

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

Based on available data, which includes sources such as School Pathways, MAP NWEA, and stakeholder surveys, our biggest performance gaps are in our testing participation, learner engagement and course completion rates (time management).

Increased credentialed staff, intervention protocols and practices, professional development, and technology access will help our staff increase testing participation, learner engagement, and course completion rates.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

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:

Annual Measurable Outcomes

Expected		Actual
Continued optional student attendance for advisory, 1:1 meetings with guides, and tutoring.	2018-19 Learners meet on-site for advisory, small group tutoring, and 1:1 meetings with their guides as needed.	Academic Coaches (guides) worked to meet virtually with their learners individually and in small groups at minimum of every 20 days. Coaches kept detailed logs of meetings to track progress and growth. Learners also utilized a live chat tutor for individual and small group tutoring sessions. A new virtual meeting service was purchased (appear.in) to better support coaches during their meetings with learners. New staff laptops were purchased so that coaches had the technology required for frequent virtual meetings with learners, and Google Apps for Education was used to keep coach logs.
Increased enrollment	2018-19 Enrollment increases.	Enrollment reached over 100 learners this year, more than doubling from the previous school year.
Positive parent/family/learner satisfaction surveys.	2018-19 Data to reflect program satisfaction.	A higher percentage of parents participated in our annual survey than last year. Over 90% of parents agreed or strongly agreed that "my child enjoys participating in iLEAD Online". Over 93% of parents agreed or strongly agreed that "the curriculum, courses, and resources available

	are engaging and meeting my child's needs". And 75% of parents with students who have IEPs agreed or strongly agreed that "my child is receiving Special Education instruction needed to meet his/her individual learning needs".
CDE Credentialing 2018-19 100% credentialed teachers	100% of teachers did possess a valid credential appropriate to their assignment (WASC Critical area of follow up #3)

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>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.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>iLEAD Online worked with its Outreach Coordinator to develop and implement a comprehensive marketing plan that included: new print materials, new marketing swag, significant website updates, three paid social media campaigns, a daily social media calendar, and 9 events to increase enrollment and awareness of the program. Over 500 email contacts were added to our interest list throughout the year.</p>	<p>\$2,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$25,058 - LCFF - 5000-5999 Services and Other Operating Expenses - 5830;5920</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</p>	<p>For Actions/Services not included as contributing to meeting Increased or</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$1,275,926 - LCFF - 1000-1999 Certificated</p>

Improved Services Requirement Students to be Served: All Location: All Schools 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.	Improved Services Requirement Students to be Served: Location: Parents were invited to participate in a total of 3 surveys. Learners were invited to participate in quarter and semester course evaluations and a general yearly survey. Staff participated in monthly staff surveys. Additionally, LCAP meetings and other opportunities to give feedback were offered throughout the year. Surveys were analyzed by various staff teams, and action plans were created for data-based improvement plans. (WASC critical area of follow up #1	\$0 - LCFF - 1000-1999 Certificated Salaries	Salaries - 1000's - Facilitators, Director, Other Certificated \$855,060 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools 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	For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools iLEAD Online communicated as indicated in the action/services as planned. Monday Messages, regular emails from coaches, frequent social media, Remind communication from course facilitators, and new software called Parent Square were implemented to help families feel engaged and supported. The school also	\$0 - LCFF \$0	\$426,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 \$111,720 - LCFF - 1000-1999 Certificated Salaries - 1930

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.	<p>purchased appear in accounts for increased communication methods. We also implemented regular Parent University virtual meetings for parents to ask questions, build community, communicate ideas, and get support for college/career planning.</p> <p>In our annual parent survey, 97% of families agreed or strongly agreed that "my child's school effectively communicates with me regarding my child's academic and social/emotional progress".</p>		
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Action 4

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>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 learner's progress and school funding, provide targeted intervention</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>Specific training documents, resources, and live training were given to staff members to implement processes for chronic absenteeism. Academic coaches and course facilitators met monthly in grade level teams to discuss learners in danger of failing or being marked absent to brainstorm collaborative strategies for engagement and support.</p> <p>A low student: teacher ratio also contributed to lower absenteeism rates in addition to regular every 20-day meetings with families.</p> <p>iLEAD Online had a low instance of</p>	<p>\$0</p> <p>\$0</p> <p>\$0</p>	<p>\$27,017 - LCFF - 1000-1999 Certificated Salaries - 1910 (repeated expenditure)</p> <p>\$104,450 - LCFF - 2000-2999 Classified Salaries - 2410</p> <p>\$303 - LCFF - 5000-5999 Services and Other Operating Expenses - 5940</p> <p>\$25,833 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 - Student Information System</p>

through an SST for families with learners who are chronically absent by data from work samples and master agreements.	chronic absenteeism. It is clear that frequent support from Academic Coaches and targeted interventions led to a low rate.		
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Action 5

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>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</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served:</p> <p>Location:</p> <p>Ongoing professional development was given to staff on fostering social/emotional learning and supporting a wide variety of learner needs throughout the year. An additional Program Coordinator was hired to plan and implement weekly and monthly professional development opportunities.</p> <p>Staff members attended a Motivational Interview Training for social/emotional support. Staff also traveled to Eagle Rock School in Colorado for targeted improvement science on increasing social/emotional learning and support for disengaged learners.</p> <p>Electives were revised and built for social/emotional learning, including writing courses for the 7 Habits, Mindfulness, yoga, and junior/senior transition symposium, designed to prepare students for the transition to</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$89,342 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure) \$71,113 - LCFF - 2000-2999 Classified Salaries - 2970 \$35,591 - LCFF - 5000-5999 Services and Other Operating Expenses - 5210; 5230; 5233; 5310 \$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure)</p>

<p>individuals, and challenged to achieve their full potential. Staff opportunities include weekly Professional Learning.</p> <p>Parent opportunities include parent monitor accounts, Parent Orientation with opportunity to discuss important topics.</p>	<p>college/career.</p> <p>20-day meetings with Academic Coaches provided parents the opportunity to discuss concerns and work together as a learning team to support the whole child.</p> <p>Parent accounts were given to each parent to monitor learning online.</p>		
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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.

This year's focus was relationship building, communication strategies, and ongoing team building. As a second-year school, iLEAD Online focused on building a culture of "why-sayers" that believed and implemented our program's vision of personalized education of the whole child. Significant time, effort, and resources were dedicated to recruiting and hiring qualified and engaged team members, recruiting families, and improving our practices in implementing nurturing, personalized, and rigorous education with an emphasis on social/emotional development. Staff built relationships with each other through staff-centered professional development, where staff were able to bring cases and examples of struggles for group problem solving; staff discussed complex educational pedagogy and strategy to make shared decisions on school policy and practices; families were invited as part of the conversation often and in authentic ways. iLEAD Online had a low rate of staff and families that left the program mid-year, a low absenteeism rate, and a high rate of satisfaction among staff, parents, and students. While we more than doubled our enrollment and increased our staff to accommodate, we are confident we maintained a caring, student-centered culture aligned to our vision and values.

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

iLEAD Online implemented all actions and services set forth in our LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The iLEAD online student population grew by an unanticipated amount from the time the 2018/2019 LCAP was submitted. Additionally, WASC recommendations from the 2018 WASC accreditation process and increased knowledge about the culture and needs of the school prompted increased spending.

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 made.

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:

Annual Measurable Outcomes

Expected		Actual
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.	2018-19 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.	Staff met frequently for a data protocol process to reflect on a wide variety of data, including NWEA MAP scores, iLEAD Growth Card indicators, course assessments and work samples, learner ILP goals, and surveys. Each academic coach set goals for improvement based on available data and reflected on goals regularly with the support of a Program Coordinator and iLEAD support Staff.
Continued appropriate reclassification of English Learners	2018-19 Reclassification of English Learners reflects learner growth and school system of reclassification.	iLEAD's EL Coordinator worked to monitor English Learner enrollment and reclassification needs. iLEAD Online is waiting to hear on the reclassification status of the 1 eligible EL learner for the 18/19 school year. A strong protocol and process is in place for future reclassification needs, and staff are up to date on CLAD and BCLAD for targeted intervention and support of EL learners.

<p>Increased learning options in course catalog in online courses, electives, CTE courses</p>	<p>2018-19 Add courses that meet UC a-g requirements or a CTE pathway option.</p>	<p>iLEAD Online currently has 56 UC a-g approved courses for grades 9-12 with 12 more additional courses pending for approval for the 19/20 school year, including new Advanced Placement courses. iLEAD Online currently offers 2 full CTE pathways (Photography, Digital Media, and Law and Government) and is developing an additional 3 CTE pathways for the 19/20 school year (Medical, Computer Science, and Performing Arts). (WASC critical area of follow up #2)</p>
<p>Offer opportunities for learners to meet or exceed school graduation requirements.</p>	<p>2018-19 Learners are offered flexible and appropriate ways to meet graduation requirements through online courses, with project based learning.</p>	<p>iLEAD Online has three paths to graduation and a wide variety of courses to choose from to meet those graduation requirements. Additional courses in Math, Foreign Language, a-g Electives, and Science were added to the catalog this year to fulfill graduation requirements.</p> <p>Each learner meets with their academic coach at the start of the year to create or revise a personalized graduation plan that takes into account the academic needs and strengths of the learner based on NWEA MAP scores, learner reflection, and ILP goals.</p> <p>Throughout the year, academic coaches and course teacher meet regularly to differentiate online projects to meet graduation and ILP goals of learners who need targeted intervention or acceleration.</p> <p>Pacing in courses is flexible, allowing learners to take more time in courses they need more support in or take less time in courses they have already mastered and move ahead. Learners can choose a variety of options for the order and amount of courses they take at one time, allowing for learners to use their strengths and hone new skills in social/emotional goals and our learning outcomes.</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>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.</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>NWEA MAP was offered to learners at a minimum 2 times over the year with a recommended 3 times. Writing samples and math literacy samples were pulled and analyzed quarterly. PBL rubrics were used for each summative assessment in core academic courses. Social/emotional indicators were assessed through each student's Individual Learning Plan and on quarter and semester Reports of Progress and discussed with the parent, student, and academic coach frequently during virtual meetings. (WASC critical area of follow up #4)</p>	<p>\$720 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$25,833 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 (repeated expenditure) \$1,387,646 - LCFF - 1000-1999 Certificated Salaries - 1000s (repeated expenditure)</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>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p>	<p>\$0</p>	<p>\$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure) \$1,186,585 - LCFF -</p>

<p>Location: All Schools</p> <p>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.</p>	<p>Location: All Schools</p> <p>Staff met frequently for a data protocol process to reflect on a wide variety of data, including NWEA MAP scores, iLEAD Growth Card indicators, course assessments and work samples, learner ILP goals, and surveys. Each academic coach set goals for improvement based on available data and reflected on goals regularly with the support of a Program Coordinator and iLEAD support Staff. (WASC critical area of follow up #4)</p>		<p>1000-1999 Certificated Salaries - 1120; 1910 (repeated expenditure)</p>
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Action 3

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>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.</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>iLEAD Online communicated as indicated in the action/services as planned. Monday Messages, regular emails from coaches, frequent social media, Remind communication from course facilitators, and new software called Parent Square were implemented to help families feel engaged and supported. The school also purchased appear.in accounts for increased communication methods. We also implemented regular Parent University virtual meetings for parents to ask questions, build community, communicate ideas, and get support for</p>	<p>\$0</p> <p>\$0</p>	<p>\$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure) \$1,186,585 - LCFF - 1000-1999 Certificated Salaries - 1120; 1910 (repeated expenditure)</p>

Action 4

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>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.</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>Specific training documents, resources, and live training were given to staff members to implement processes for chronic absenteeism. Academic coaches and course facilitators met monthly in grade level teams to discuss learners in danger of failing or being marked absent to brainstorm collaborative strategies for engagement and support. 1 SST protocol was implemented during the 18/19 school year for increased intervention.</p> <p>A low student: teacher ratio also contributed to lower absenteeism rates in addition to regular every 20-day meetings with families.</p> <p>iLEAD Online had a low instance of chronic absenteeism. It is clear that frequent support from Academic Coaches and targeted interventions led to a low rate.</p>	\$0	\$1,186,585 - LCFF - 1000-1999 Certificated Salaries - 1120; 1910 (repeated expenditure)

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.

iLEAD Online worked this year to both improve its existing courses and practices and expand its capacity for more learners, more options, and more pathways to success. Through frequent data protocol and a holistic look at our curriculum, instruction, and assessment practices, our online course checklists were revised to increase rigor, promote success on summative assessment through revised PBL rubrics, and increase student engagement through voice and choice and differentiation on how students demonstrated mastery of standards. Teachers met in teams to improve their grading and assessment practices, record more videos to enhance student learning, and reflected on student data to improve project-based learning. New courses were developed using a unique online course development checklist aligned to iNOCAL standards, state standards, and project-based learning best practices. iLEAD Online worked to meet the needs of our EL learners and disengaged learners through targeted intervention, adding more staff to support learning, and increasing professional development opportunities. A proactive approach was taken to foster strong student-teacher relationships through the orientation process, and more immediate and varied intervention supported students showing early signs of disengagement.

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

iLEAD Online was able to achieve all of the actions and services as planned for the achievement of this goal. iLEAD Online will continue to revise and improve its EL protocols to test for reclassification of EL learners earlier in the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The iLEAD online student population grew by an unanticipated amount from the time the 2018/2019 LCAP was submitted. Additionally, WASC recommendations from the 2018 WASC accreditation process and increased knowledge about the culture and needs of the school prompted increased spending.

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 Made

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
Number of credentialed guides will be appropriate for the number of learners enrolled.	2018-19 iLEAD Online will maintain a 25:1 ratio of credentialed guides to learners.	iLEAD Online had an average of 25:1 student/teacher ratio.
Parent/Family/Learner annual survey.	2018-19 The majority of parents/ learners will report overall satisfaction with the school program.	90.3% of parents and learners reported overall satisfaction with iLEAD Online.

<p>Help Desk Facilities Ticket response data</p>	<p>2018-19 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>	<p>Help desk technology and other related tickets were all answered within 24 hours of receipt and resolved in the appropriate time frame for staff, students, and parents.</p>
<p>Participation of continuous professional development for staff and guides.</p>	<p>2018-19 Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.</p>	<p>All students and parents were given the opportunity for extensive orientation and onboarding both in the learning management system and 1:1 with their academic coach.</p> <p>Parents were given the opportunity to attend monthly Parent Universities for ongoing support and learning.</p> <p>All staff members participated in a two week professional development series in August with monthly professional learning opportunities throughout the year. (WASC critical area of follow up #1)</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>All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and BTSA programs as needed.</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>Human Resources worked with iLEAD Online to check appropriate credentialing to ensure all necessary staff were given the opportunity to participate in a CLAD or BCLAD program and BTSA (now TIP) programs.</p> <p>2 staff members successfully completed their 2nd year of TIP this year. No staff members were required to complete their CLAD or BCLAD this year. (WASC Critical area of follow-up, #3)</p>	\$0	\$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-HR (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>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>	\$0	\$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801-IT

<p>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.</p>	<p>Help desk technology and other related tickets were all answered within 24 hours of receipt and resolved in the appropriate time frame for staff, students, and parents.</p> <p>A total of 165 formal tickets were submitted by staff and a total of 360 formal tickets were submitted by students and families. Only 3 tickets total took longer than 1 business day to answer, and all tickets were resolved in a manner appropriate to the situation.</p> <p>A new ticket tracking system was implemented and another office staff member was added to better process parent and learner ticket requests.</p>		
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Action 3

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>All learners will have sufficient access to CCSS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous, relevant,</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>All students were given access to our extensive course catalog of classes to sign up for. All iLEAD Online courses are aligned to CCSS, are project-based, are rigorous and flexible for learners that need differentiation.</p> <p>iLEAD Online purchased several new subscription programs, lab programs and simulations, and online materials to further enhance and improve content quality and instructional offerings.</p>	<p>\$1,612,800 - LCFF - 4000-4999 Books and Supplies - increased enrollment</p>	<p>\$1,168,109 - LCFF - 4000-4999 Books and Supplies - 4000's \$1,186,585 - LCFF - 1000-1999 Certificated Salaries - 1120;1910 (repeated expenditure) \$6,069 - LCFF - 2000-2999 Classified Salaries - 2110 \$2,250 - LCFF - 2000-2999 Classified Salaries - 2910 \$9,446 - LCFF - 5000-5999 Services and Other Operating Expenses - 5852</p>

and attainable learner outcomes as outlined in our charter.

Internally, iLEAD Online hired an additional Program Coordinator to help support course revision and curriculum improvement, further alignment to rigorous project-based learning, and improve assessment practices. Professional development and course checklists were implemented to improve courses.

Academic coaches ensured that each student had a learning plan relevant to their needs, strengths, and academic and social/emotional goals, using the course catalog and virtual meeting time with each learner to align learning plans with courses taken.

Action 4

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>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.</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>iLEAD Online's EL Coordinator implemented ELPAC protocol as needed. Only 2 EL learners were identified this school year, both entering the school year in Spring. Assessment and plans are being assessed and will begin implementation immediately for the 19/20 school year.</p>		<p>\$20,000 - LCFF - 1000-1999 Certificated Salaries - 1930 (repeated expenditure)</p> <p>\$25,833 - LCFF - 5000-5999 Services and Other Operating Expenses - 5850 (repeated expenditure)</p>

Action 5

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>Analysis of all current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.</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>Staff met frequently for a data protocol process to reflect on a wide variety of data, including NWEA MAP scores, iLEAD Growth Card indicators, course assessments and work samples, learner ILP goals, and surveys. Each academic coach set goals for improvement based on available data and reflected on goals regularly with the support of a Program Coordinator and iLEAD support staff. Staff will meet at end of the year to review preliminary state testing results for CAASPP to set goals for next year's professional development focus.</p>		<p>\$171,012 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 (repeated expenditure) \$1,186,585 - LCFF - 1000-1999 Certificated Salaries - 1120;1910 (repeated expenditure)</p>
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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.

Every learner was given a personalized pathway to success. The structure of iLEAD Online's program and the relationships and practices of our staff ensured that optimal conditions for learning were provided to families. School culture and practice as a whole, from hiring qualified candidates aligned to our philosophy, learning plan development, course access and choice, support of individual students, support and development of staff, encouragement of family participation, and reflection on services provides opportunities for our students to thrive.

A Bilingual academic coach was hired to better support our EL families, and the protocol was reviewed and revised to ensure that faster ELPAC assessment is implemented in future years with plans for late-start enrollments.

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

iLEAD Online implemented all actions and services set forth in our LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The iLEAD online student population grew by an unanticipated amount from the time the 2018/2019 LCAP was submitted. Additionally, WASC recommendations from the 2018 WASC accreditation process and increased knowledge about the culture and needs of the school prompted increased spending.

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 Made

Stakeholder Engagement

LCAP Year: 2019-20

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, regular meetings with the academic coach, orientation, and invitation to participate in school initiatives.

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 35% of our families participated in the survey, a 15% increase from last year. 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.

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 update of the LCAP goals. The information from the surveys was compiled and used to update LCAP goals. Feedback from parents and students in our 2 LCAP meetings was also used to update of LCAP actions and services and gathering of data for analysis of existing goals.

Positive feedback from parents and student 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 the administrative team and LCAP team was used to identify needs, and to update specific actions for each goal. The team determined that updates to our three goals were not needed at this time and that iLEAD Online was making satisfactory progress toward achievement of those goals.

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)

Modified 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, support, 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. Due to the unique nature of teaching and learning online and our population, it's essential that all teachers have the mindset, training and skills to support families through a virtual independent study program.

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 virtually for advisory, small group tutoring, and 1:1 meetings with their academic coaches

				as needed and at minimum every 20 days.
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
Teacher Retention				iLEAD will retain the majority of it's teachers for the next school year.
Students receive counseling servies and support.				Students will have access to virtual counseling support for academic and social emotional services. Data to be measured through parent/student survey and number of students who received services throughout the year.

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

Implement marketing and outreach strategies to increase awareness of the program, increase enrollment, and foster community partnerships and support. Marketing budget for

2018-19

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

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.	print materials, website upgrades, event participation, and other means of marketing and outreach efforts.	print materials, website upgrades, event participation, and other means of marketing and outreach efforts. (WASC action plan goal 1)
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$9,600	\$2,500	\$20,508
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; 5830;5920
Amount	\$0	\$0	\$2,671
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4340

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

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.

2018-19

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.

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. (WASC action

plan goal 1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$745,770
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000s Certificated Salaries
Amount	\$0	\$0	\$185,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Maker

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

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

2018-19

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

2019-20

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

Modified Action

Continue to communicate with families on a regular basis through Monday Messages, grade level emails, virtual video meetings, Parent Square, 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

input, to participate in their child's education, and to promote their child's academic success.	input, to participate in their child's education, and to promote their child's academic success.	decision-making input, to participate in their child's education, and to promote their child's academic success. Hold regular virtual parent meetings for parent support, education, and community building. Connect families to local community resources, events, and community as appropriate. (WASC action plan goal 1)
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Outreach
Amount	\$0	\$0	\$400,862 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1310

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

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

2019-20

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

Modified Action

Reduce chronic absenteeism through consistent communication between academic coaches, course facilitators, families, and the office staff. When a learner is absent, communicate the importance of attendance in regards to the learner's progress

intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements.

and school funding, send mail communication home, and provide targeted intervention through an SST for families with learners who are chronically absent by data from work samples and master agreements. Meet regularly as a team to brainstorm best practices for learner engagement in an online environment. (WASC action plan goal 1)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$400,862 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1910
Amount	\$0	\$0	\$167,280
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2410
Amount	\$0	\$0	\$316
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses;

			5940
Amount	\$0	\$0	\$36,123
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5850

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

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

2018-19

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

Unchanged Action

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

2019-20

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

Modified Action

Continue to foster and provide communication and training to staff and families on digital citizenship, 7 Habits, Motivational Interviewing, and other school-wide approaches that proactively provide

<p>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.</p> <p>Parent opportunities include parent monitor accounts, Parent Orientation with opportunity to discuss important topics.</p>	<p>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.</p> <p>Parent opportunities include parent monitor accounts, Parent Orientation with opportunity to discuss important topics.</p>	<p>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.</p> <p>Parent opportunities include parent monitor accounts and parent orientation with the opportunity to discuss important topics. (WASC action plan goal 1)</p>
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Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$8,000	\$30,800 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	1000-1999 Certificated Salaries; 1310
Amount	\$0	\$0	\$8,400
Source			LCFF
Budget Reference			2000-2999 Classified Salaries;

			2979
Amount	\$0	\$0	\$22,938
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5210; 5220; 5230; 5233; 5310
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801-Maker

Action 6

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

Students to be Served:

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

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:

Action

2018-19

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

Action

2019-20

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

New Action

Develop systems for analyzing and disseminating formative and summative data. Provide regular professional development and support through curricular departments, trainings, and school-wide meetings for support and development of best practices for student engagement and growth in a virtual environment. (WASC action plan goals 1,4)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$859
Source	LCFF		LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; 5851		5000-5999 Services and Other Operating Expenses; 5851
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801-Maker
Amount	\$0	\$0	\$745,770 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000s Certificated Staff

Action 7

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

Students to be Served:

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

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:

Action

2018-19

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

Action

2019-20

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

New Action

Provide counseling services upon request for social/emotional and academic support.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$70,000 (repeat expenditure)
Source			

Budget
Reference

		; 1910
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Unchanged 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	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit	Reflection and revision of NWEA MAP, iLEAD Comprehensive Growth Card, Learner Portfolios, Resiliency Program Toolkit	Learner growth and achievement is reflected and demonstrated with NWEA MAP, Reports of Progress, learner ILP goals, and learner/ family

	Program Toolkit Assessments, learner ILP goals, and learner/ family surveys.	Assessments, learner ILP goals, and learner/ family surveys, including data protocols to show learner growth and program improvement.	Assessments, learner ILP goals, and learner/ family surveys, including data protocols to show learner growth and program improvement.	surveys, including data protocols to show learner growth and program improvement.
Continued appropriate reclassification of English Learners	Reclassification system created in Spring.	Reclassification of English Learners reflects learner growth and school system of reclassification.	Reclassification of English Learners reflects learner growth and school system of reclassification.	Reclassification of English Learners reflects learner growth and effective 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 and additional CTE pathway options.
Offer opportunities for learners to meet or exceed school graduation	Learners were able to meet	Learners are offered flexible	Learners are offered flexible	Learners are offered flexible

requirements.	graduation requirements through online courses, with project based learning.	and appropriate ways to meet graduation requirements through online courses, with project based learning.	and appropriate ways to meet graduation requirements through online courses, with project based learning.	and appropriate ways to meet graduation requirements through online courses, with project based learning.
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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:

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 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.	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.	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	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$0	\$13,366
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5822; 5220

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801-Maker
Amount	\$0	\$0	\$745,770 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000's

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

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.

2018-19

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.

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Outreach
Amount	\$0	\$0	\$153,672 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2990

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:

Modified 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. Meet regularly as a learning team, including course teacher, academic coach, counselor, student, and parent to support and modify individual learning plan and progress toward graduation.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$745,770 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1000s Certificated Salaries

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:

Action

2018-19

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

Action

2019-20

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

New Action

Continue to build rigorous project-based courses to increase course catalog offerings aligned to iNOCAL and CCSS.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$208,246

Source		LCFF
Budget Reference		4000-4999 Books and Supplies; 4410;4120;4305;4310;4315;4430

Action 6

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

Students to be Served:

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

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:

Action

2018-19

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

Action

2019-20

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

New Action

Provide students with access to a virtual academic tutor for live support on coursework and assignments and to meet Individual Learning Plan goals. All course teachers to maintain regular live virtual office hours to provide additional support for students.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$153,672 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2990

Action 7

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

2017-18

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

Action

2018-19

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

Action

2019-20

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

New Action

Provide push-in services to high needs learners to improve outcomes.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$153,672

Source		LCFF
Budget Reference		2000-2999 Classified Salaries; 2990

Unchanged 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 in a virtual setting.

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 teachers to students.
Parent/Family/Learner annual survey.	The majority of parents/ learners reported overall satisfaction with the school	The majority of parents/ learners will report overall satisfaction with the school	The majority of parents/ learners will report overall satisfaction with the school	The majority of parents/ learners will report overall satisfaction with the school

	program.	program.	program.	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 technology and other support tickets will be resolved in an appropriate time frame for the nature of the ticket. Sufficient budgeting and staff will ensure that valid tickets are addressed.
Participation of continuous professional development for staff and guides.	All staff participated in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars.	Participate in a 2-week orientation and onboarding as well as weekly professional learning seminars. Provide increased support and development in curricular departments.

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:

Modified Action

All core facilitators will hold appropriate California credentials, including CLAD or BCLAD and participate in intern and TIP programs as needed. Staff number will increase as enrollments increase. (WASC action plan goal 3)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$81,979
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801-HR

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:

Modified Action

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$0	\$0	\$41,979
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 - IT

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

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

2018-19

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

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.

as outlined in our charter.

as outlined in our charter.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$20,100	\$1,612,800	\$208,246 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies; increased enrollment	4000-4999 Books and Supplies; 4110;4120;4305;4310;4315;4430
Amount	\$0	\$0	\$2,671
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4340
Amount	\$0	\$0	\$9,446
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5852

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$36,123 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5850
Amount	\$0	\$0	\$400,862 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1910

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.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$81,979 (repeat expenditure)

Source		LCFF
Budget Reference		5000-5999 Services and Other Operating Expenses; 5801-Maker

Action 6

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

Students to be Served:

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

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:

Action

2018-19

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

Action

2019-20

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

New Action

Ongoing professional development and support will be given to teachers to design, implement, and assess quality, standards-aligned, and project-based curriculum that includes social/emotional development opportunities in an online setting. Professional learning communities organized by subject area will work to set goals, support each other, and assess success to improve the quality of curriculum and assessment and student engagement with that curriculum. (WASC action plan goal 2)

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$9,075
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5806
Amount	\$0	\$0	\$185,000 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 maker
Amount	\$0	\$0	\$30,800 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1310

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

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;

Initial implementation of ELPAC. Administering ELPAC and adjusting school's ELPAC procedures as needed to improve systems.

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.

Access to educational technology (laptop and WiFi hotspot) to ensure access to curriculum and support.

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.

Additional counseling services for learners.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$1,624,020	\$4,287,940	\$1,711,019
1000-1999 Certificated Salaries	0	1,387,646	745,770
2000-2999 Classified Salaries	0	183,882	329,352
4000-4999 Books and Supplies	1,612,800	1,168,109	213,588
5000-5999 Services and Other Operating Expenses	11,220	1,548,303	422,309

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$1,624,020	\$4,287,940	\$1,711,019
LCFF Base/Not Contributing to Increased or Improved Services	1,624,020	3,750,220	1,557,347
LCFF S & C/Contributing to Increased or Improved Services	0	537,720	153,672

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$1,624,020	\$4,287,940	\$1,711,019
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	1,275,926	745,770
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	111,720	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to	0	183,882	175,680

	Increased or Improved Services			
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	153,672
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	1,612,800	1,168,109	213,588
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	11,220	1,122,303	422,309
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	426,000	0

Expenditures by Goal and Funding Source		
Funding Source	2019	

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

All Funding Sources	\$1,189,865
LCFF Base/Not Contributing to Increased or Improved Services	1,189,865

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

All Funding Sources	\$376,004
LCFF Base/Not Contributing to Increased or Improved Services	222,332
LCFF S & C/Contributing to Increased or Improved Services	153,672

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.

All Funding Sources	\$145,150
LCFF Base/Not Contributing to Increased or Improved Services	145,150

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update	2018 Annual Update

	Budgeted	Estimated Actual
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All learners have access to highly qualified teachers and a strong sense of community and engagement.

All Funding Sources	\$10,500	\$2,931,054
LCFF Base/Not Contributing to Increased or Improved Services	10,500	2,393,334
LCFF S & C/Contributing to Increased or Improved Services	0	537,720

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

All Funding Sources	\$720	\$0
LCFF Base/Not Contributing to Increased or Improved Services	720	0

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.

All Funding Sources	\$1,612,800	\$1,356,886
LCFF Base/Not Contributing to Increased or Improved Services	1,612,800	1,356,886

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