

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

iLEAD Hybrid

Contact Name and Title

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School Director

Email and Phone

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# 2017-20 Plan Summary

## The Story

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

The iLEAD Hybrid learning studios are united not only by their mission and vision, but by common instructional philosophies, a dedication to educating the whole child, all-staff professional learning, and collaboration between staff, administration, and other schools in the iLEAD network. The learning studios serve a diverse TK-12 student body through a rigorous common core aligned project based learning curriculum.

iLEAD schools strongly believe in preparing our learners to be successful in the 21st Century. We place a great value on providing our learners with academic rigor and the 21st Century skills they will need to thrive and succeed.

At iLEAD Hybrid, 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 learning, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century.

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

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

Finally, we value the social and emotional development of our learners. We believe there is an implicit, as well as an explicit, curriculum to teach. Our goal is nothing short of learning--to change the world.

We value and encourage leadership not just as a part of a career track but by instilling in each learner the confidence and character that inspire others.

Our learners are defined by more than a score on a standardized assessment. 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.

Working closely with our stakeholders to align the iLEAD Hybrid Charter Petition with our LCAP, three goals have been identified as our focus to improve outcomes for all learners.

**Goal 1:** 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 Hybrid's Charter. 6 *Actions/Services* (pp.20-29)

**Goal 2:** Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. 10 *Actions/Services* (pp. 30-43)

**Goal 3:** Generate active engagement between parents/families and the school, and connections with the community, to promote student achievement and communication among all stakeholders. 3 *Actions/Services* (pp. 44- 50)

## 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.

iLEAD Hybrid has achieved a score of "Met" for each of the local priorities listed below:

- Appropriately Assigned Teachers, Access to Curriculum-aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)
- Implementation of Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- Local Climate Survey (Priority 6)

As a result of our partnership with Thom Markham, of PBL Global, who provides professional development in project-based learning best practices and mentors each grade-level team, the quality and quantity of our projects has improved.

Our graduation status is high, with a graduation rate of 91% for all students. The status for Hispanic and White students is also stellar with a status of "High" as seen in the chart below.

Student Performance	Number of Students	Status	Percentage
All Students	67	High	91%
Socio-Economically Disadvantaged	55	Medium	89.1%
Hispanic	14	High	92.9%

## Greatest Progress

Student Performance	Number of Students	Status	Percentage
White	39	High	94.9%

iLEAD Hybrid is proud that they have maintained their status of Very Low on the suspension rate of 0.2% for All Students. Our state performance level indicator is blue, which is the highest performance level possible.

**Suspension Rate - Blue: Status Very Low**

Socio-economically disadvantaged	0.5%
Students with disabilities	0.7%
Asian	0%
Hispanic	0.4%
Two or more races	0%
White	0.1%
All students	0.2%

**Chronic Absenteeism - Very Low**

Name	Cumulative Enrollment	Chronic Absenteeism Count	Count Absenteeism Rate
iLEAD Hybrid	2, 979	88	3.0%
Acton-Agua Dulce Unified	14,809	2,245	15.2%
Los Angeles County	1,571,756	167,311	10.6%
State	6,405,496	694,030	10.8%

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?

The iLEAD Hybrid Dashboard indicates that the greatest areas of need are English Learner Progress, English Language Arts (3-8) performance, Mathematics (3-8) performance, and College/Career Preparedness.

The indicator for English Learner Performance is Red, with a status of Very Low, and a change of "Declined Significantly" (down 21.1%)

The indicator for English Language Arts Assessment for All students (3-8) is Orange, with a status of Low (21 points below Level 3). We did maintain our performance from last year, going up 1.4 points. There is one subgroup in Red:

- Students with Disabilities - Performance maintained with a status of Very Low (78.6 points below Level 3)

The indicator for Math Assessment for All Students (3-8) is Orange, with a status of Low and a change of Declined (down 4.9 points). There are 4 subgroups in Red:

- English Learners - Performance declined with a status of Very Low (141.5 points below Level 3)
- Socioeconomically Disadvantaged - Performance declined with a status of Very Low (124.5 points below Level 3)
- Students with Disabilities -Performance maintained with status of Very Low (108.3 points below Level 3)
- Hispanic - Performance declined with a status of Very Low (119.1)

According to the College and Career Report in the California Dashboard, while we have a graduation rate of 91%, with a status of High, iLEAD Hybrid has a need to improve the percentage of learners who graduate "Prepared" according to the state's new requirements.

**Class of 2016**

Prepared	Approaching Prepared	Not Prepared
16.4%	52.2%	31.3%

Our performance on the ELA Assessment (SBAC) in 11th grade was excellent - 63.6 points above Level 3, however, there is room for improvement in Math in 11th grade, which was 48 points below Level 3), declining 24.9 points.

**Greatest Needs**

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?

An analysis of the LCFF Evaluation Rubrics, California Dashboard, along with state and local indicators shows that the following students groups were two or more performance levels below the "all student" performance.

**Suspension Rate: All Students - Blue (Highest Performance)**

Subgroup	Student Performance	Status	Change
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**Performance Gaps**

English Learners	Yellow	Low - 1.2%	Increased - 1.2%
African Americans	Yellow	Low - 1.5%	Increased - 1.5%

While the state indicator for the subgroups above is yellow, which is two levels below the All Students performance, the suspension rates are actually quite low.

**Overall English Learner Progress: Red (Lowest Performance)**

Number of Students	Status	Change
86	Very Low - 40.7%	Declined Significantly (21.1%)

**English Learner Performance on ELA SBAC:**

EL Status	Number of Students	Status	Change
EL - EL Only	93	Very Low - 111.2 points below level 3	Increased Significantly + 20 points
English Only	730	Low - 10 points below level 3	Declined -4.7 points
EL - Reclassified Only	23	Low - 39.3 points below level 3	Declined -6.2 points

**English Learner Performance on Math SBAC:**

EL Status	Number of Students	Status	Change
EL - EL Only	93	Very Low - 149.6 points below level 3	Maintained
English Only	715	Low 52 points below level 3	Declined -4.7 points
EL - Reclassified Only	22	Very Low - 107.4 points below level 3	Declined -8.1points

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

**Increased or Improved Services**

English Learners:

- Reclassification policies and procedures followed with fidelity to ensure timely reclassification and monitoring of EL students.
- Prepare for transition to ELPAC: Attend professional development to implement the new changes required by the state to support EL students.
- Analyze academic data for EL population to best address achievement gaps and meet individual needs; Use this data to guide our academic support for this population.

Low-Income Students:

- Additional tutoring and/or resources to support learning.
- Additional counseling services for students.
- Analyze academic data for low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:

- Identify the population of foster youth students.
- Additional tutoring and/or resources 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.

**Budget Summary**

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

**DESCRIPTION**

**AMOUNT**

Total General Fund Budget Expenditures for LCAP Year

\$25,275,364

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$23,969,276

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

Total Projected LCFF Revenues for LCAP Year

\$23,103,489

# Annual Update

## LCAP Year Reviewed: 2017-18

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

**Goal 1** 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: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual														
<b>NWEA Math MAP</b>	<b>2017-18</b> 51% of the learners will meet or exceed their 2017-2018 projected Math MAP RIT goal.	46% of the learners met or exceeded their projected 2017-2018 Math RIT. <table border="1"> <thead> <tr> <th>Studio</th> <th>% of Learner Who Met Goal</th> </tr> </thead> <tbody> <tr> <td>iLEAD AV</td> <td>34%</td> </tr> <tr> <td>iLEAD Encino</td> <td>50%</td> </tr> <tr> <td>iLEAD Exploration</td> <td>45%</td> </tr> <tr> <td>iLEAD Noho</td> <td>56%</td> </tr> <tr> <td>iLEAD Pacoima</td> <td>44%</td> </tr> <tr> <td>Total</td> <td>46%</td> </tr> </tbody> </table>	Studio	% of Learner Who Met Goal	iLEAD AV	34%	iLEAD Encino	50%	iLEAD Exploration	45%	iLEAD Noho	56%	iLEAD Pacoima	44%	Total	46%
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<b>NWEA ELA MAP</b>	<b>2017-18</b> 51% of the learners will meet or exceed their projected 2017-2018 Reading MAP RIT growth.	48% of the learners met or exceeded their projected 2017-2018 ELA RIT growth. <table border="1"> <thead> <tr> <th>Studio</th> <th>% of Learners Who Met Goal</th> </tr> </thead> <tbody> <tr> <td>iLEAD AV</td> <td>45%</td> </tr> <tr> <td>iLEAD Encino</td> <td>55%</td> </tr> <tr> <td>iLEAD Exploration</td> <td>46%</td> </tr> <tr> <td>iLEAD Noho</td> <td>62%</td> </tr> <tr> <td>iLEAD Pacoima</td> <td>34%</td> </tr> <tr> <td>Total</td> <td>48%</td> </tr> </tbody> </table>	Studio	% of Learners Who Met Goal	iLEAD AV	45%	iLEAD Encino	55%	iLEAD Exploration	46%	iLEAD Noho	62%	iLEAD Pacoima	34%	Total	48%
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iLEAD Pacoima	34%															
Total	48%															
<b>SBAC Math</b>	<b>2017-18</b> 29% will meet or exceed standards on the math SBAC.	24.7% of the iLEAD Hybrid learners met or exceeded standards on the 2016-1017 Math SBAC test.  Preliminary 2017-2018 CAASPP scores indicate about 29% of the learners will meet or exceed standards in math.														

**SBAC ELA**

**2017-18**

48% will meet or exceed standards on the ELA SBAC.

45.4% of the iLEAD Hybrid learners met or exceeded standards on the 2016-2017 ELA SBAC.

Preliminary 2017-2018 CAASPP scores indicate about 49% of the learners will meet or exceed standards in ELA.

**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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development to build understanding of common core learning outcomes and best practices.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>iLEAD Schools provided two weeks of professional development prior to the start of school in August and included Literacy and Mathematics Deep Dive training in best practices, aligned with the Common Core learning outcomes and standards. Additional professional development in these areas was held at the beginning of October. Kim Sutton of Creative Mathematics provided a workshop entitled Building Strong Number Sense for K-5 and a Math Focus Group was help for grades 6-12.</p> <p>In addition, there is a minimum day each Friday providing professional development for the facilitators focused on closing achievement gaps in all subgroups and increasing academic performance in core subgroups.</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$185,675</p> <p>Professional Services - Oversight Fee - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433</p> <p>4000-4999 Books and Supplies - LCFF: \$4,426,754</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$75,569</p> <p>Professional Services - Service Fee - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833</p> <p>4000-4999 Books and Supplies - LCFF: \$5,237,683</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Analysis of current year student assessment data to determine areas of strength and challenges met by individuals, classes, and grade levels.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Directors and facilitators collaborate monthly during the Data Team Meeting to determine areas of strength and challenges, ascertain trends, create goals, and craft action plans. Various data points are analyzed including SBAC results, MAP growth, literacy</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$53,805</p>	<p>Student Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,765</p>

	assessments, and math performances tasks. Directors also meet triennially with the iLEAD Schools' Maker Team for an in-depth data analysis of SBAC, MAP Projected Proficiency results, stakeholder surveys, etc.		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>Curriculum plan developed by or in conjunction with facilitator to address identified needs of learners.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service:</p> <p>Location: All Schools</p> <p>During the monthly Data Team Meetings, the director, facilitator, and a member of the Maker Team (Instructional coach) work together to develop curriculum plans based on the identified needs of all learners, including those in subgroups.</p>	<p>Student Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$53,805 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)</p>	<p>Student Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$30,765 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure)</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing review of MAP and/or SBAC assessment data to inform curriculum decision for grade levels, classes, small groups, and individual learners.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Ongoing review of MAP and/or SBAC assessment data occurred during monthly onsite data team meetings and triennial director data meetings in collaboration with the Maker Team to inform curriculum decisions for grade levels, classes, small groups, and individual learners.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$8,666,354</p> <p>2000-2999 Classified Salaries - LCFF: \$2,500,718</p> <p>3000-3999 Employee Benefits - LCFF: \$3,323,347</p> <p>Professional Services - Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$9,192,814</p> <p>2000-2999 Classified Salaries - LCFF: \$2,448,209</p> <p>3000-3999 Employee Benefits - LCFF: \$2,893,035</p> <p>Professional Services - Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833 (repeated expenditure)</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All core teachers will hold appropriate credentials.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>iLEAD Hybrid has implemented improved recruitment policies and procedures within the Human Resource department to attract and hire appropriately credentialed teachers for core subject areas.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p>
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All learners will be guided and supervised by qualified facilitators and studio director to ensure progress is made.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All learners were guided and supervised by qualified facilitators and the studio director to ensure progress was being made. This was accomplished through Data Team Meetings, class observations, site-specific professional development, new facilitator on-boarding support, etc.</p>	<p>Home Study Teacher Salaries - 1000-1999            Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)            Directors - 1000-1999            Certificated Salaries - LCFF: \$1,088,200 (repeated expenditure)</p>	<p>Home Study Teacher Salaries - 1000-1999            Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure)            Directors - 1000-1999            Certificated Salaries - LCFF: \$986,953 (repeated expenditure)</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All learners and facilitators will have clean, safe, innovative spaces in which to conduct learning activities.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>An inspection using the Facilities Inspection Tool (FIT) revealed that the learning environments are in "Good Repair" as indicated with "Met" for Priority One on the California Dashboard.</p>	<p>Rent - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,144,964            Repairs and Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF: \$98,600            Classified Office Salaries - 2000-2999 Classified Salaries - LCFF: \$942,216 (repeated expenditure)            Custodial Supplies - 4000-4999 Books and Supplies - LCFF: \$42,460 (repeated expenditure)            Classified Facilities/Maintenance</p>	<p>Rent - 5000-5999 Services and Other Operating Expenses - LCFF: \$1,212,016            Repairs and Maintenance - 5000-5999 Services and Other Operating Expenses - LCFF: \$88,884            Classified Office Salaries - 2000-2999 Classified Salaries - LCFF: \$886,514 (repeated expenditure)            Custodial Supplies - 4000-4999 Books and Supplies - LCFF: \$30,147 (repeated expenditure)            Classified Facilities/Maintenance</p>

		Salaries - 2000-2999 Classified Salaries - LCFF: \$130,040 (repeated expenditure) Health and Safety - 4000-4999 Books and Supplies - LCFF: \$16,847 (repeated expenditure)	Salaries - 2000-2999 Classified Salaries - LCFF: \$170,951 (repeated expenditure) Health and Safety - 4000-4999 Books and Supplies - LCFF: \$4,129 (repeated expenditure)
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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Learners will be supported by a qualified facilitator that will evaluate student needs when making decisions about the purchase of instructional materials, maintenance of records, communication with parents, specials classes, oversight, business services and other activities necessary for the safe and efficient operation of the studios and to maintain compliance with state and federal mandates.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators worked in collaboration with administration and learners to evaluate the needs of students. Directors made purchasing decisions for instructional materials in response to data analysis. All records, communication, special classes, oversight, business services and other activities were maintained by the office and administrative staff under the supervision of the directors.</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure) Directors - 1000-1999 Certificated Salaries - LCFF: \$1,088,200 (repeated expenditure)</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure) Directors - 1000-1999 Certificated Salaries - LCFF: \$986,953 (repeated expenditure)</p>

**Analysis**

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

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

The overall implementation of the actions and services to achieve Goal #1 was executed with a few exceptions. Professional development in the California Content Standards was held during the two-week professional development event called Camp Make prior to the start of school, and was ongoing throughout the school year. Data protocols were held with the studio directors and administration from iLEAD Schools Development three times during the year, in addition to monthly data protocol meetings with the studio directors and grade-level teams. An in-depth analysis of various assessment data was conducted to ascertain strengths, determine areas of growth, and create goals and action plans to improve academic and social-emotional performance. The FIT tool revealed that our facilities were in good repair.

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

While the MAP Expected Annual Measurable outcomes fell a few percentage points short of our target, the preliminary CAASPP results for 2017-2018 indicate that iLEAD Hybrid is on track to meet 29% Met or Exceeded in Math and 49% in English Language Arts. In January, studio directors and facilitators met to create iMAPs - Individual Monthly Action Plans using 2016-2017 CAASPP data and All and Winter MAP NWEA Projected Proficiency reports with the goal of improving our performance on the 2017-2018 CAASPP. Preliminary results indicate that we will meet our Expected Annual Measurable Outcomes.

One of the studios did experience a challenge in procuring and hiring appropriately credentialed teachers in all of their core subjects due to the difficulty of finding staff that was willing to work at their location. Human Resources is working diligently to find solutions for recruiting properly credentialed staff in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any material differences are attributed to an increase in enrollment.

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.

Major changes were not made to this goal, expected outcomes, metrics, or actions or services to achieve this goal. Implementation proceeded as planned.

## Goal 2

Learners will demonstrate mastery of common core standards through the completion of Project Based Learning (PBL) tasks.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

	Expected	Actual
<b>Project-Based Learning Professional Development - Summer Camp Make</b>	<b>2017-18</b> 85% of the facilitators will participate in Summer Camp Make Professional Learning in PBL Best Practices.	85%-90% of the onsite facilitators participated in Summer Camp Make Professional Learning in PBL Best Practices.
<b>Project-based monthly coaching/mentoring</b>	<b>2017-18</b> 85% of the facilitators will participate in monthly PBL Team coaching sessions.	85% of the onsite facilitators participated in monthly PBL Team coaching sessions.
<b>Project-based online learning (PBL Global)</b>	<b>2017-18</b> 85% of the facilitators will complete one online PBL course annually.	75% of the onsite facilitators completed at least one online PBL course this year.
<b>Critical Friends Protocol</b>	<b>2017-18</b> 85% of the facilitators will participate in at least one Critical Friends Tuning.	85% of the onsite facilitators participated in at least one Critical Friends Tuning.
<b>iLEAD PBL Academic Rubrics</b>	<b>2017-18</b> 65% of the students will achieve a score of Proficient on the iLEAD Academic Rigor Rubric on at least one PBL unit of study per semester.	At least 65% of the onsite students achieved a score of Proficient on the iLEAD Academic Rigor Rubric on at least one PBL unit of study per semester.

## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators will participate in initial and ongoing professional development in the essential elements of Project Based Learning.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Over 90% of iLEAD Hybrid onsite facilitators participated in initial and ongoing professional development in the essential elements of Project Based Learning (excluding Exploration).</p>	<p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)</p>	<p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators will continue to develop and implement a consistent format for presenting projects and assessing student performance.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators continued to develop and implement a consistent format for presenting projects and assessing student performance by:</p> <ul style="list-style-type: none"> <li>Developing capacity with a monthly iLEAD PBL Collab using the "Train the Trainer" model</li> <li>Providing onsite coaching and professional development in PBL best practices by Thom Markham, PBL Global Consultant</li> </ul>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$4,426,754 (repeated expenditure)</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$5,237,683 (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries -</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries -</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators reviewed results of rubric assessment following a PBL unit of study and used that data to inform instruction during school-wide professional development, grade-level planning meetings and/or monthly Data Team meetings.</p>	<p>LCFF: \$6,125,020 (repeated expenditure) 4000-4999 Books and Supplies - LCFF: \$4,426,754 (repeated expenditure)</p>	<p>LCFF: \$6,079,067 (repeated expenditure) 4000-4999 Books and Supplies - LCFF: \$5,237,683 (repeated expenditure)</p>
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Grade level facilitator teams will design PBL projects that allow learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Grade level facilitator teams designed PBL projects that allowed learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure) Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$185,675 (repeated expenditure) 4000-4999 Books and Supplies - LCFF: \$4,426,754 (repeated expenditure) Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433 (repeated expenditure)</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure) Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$75,569 (repeated expenditure) 4000-4999 Books and Supplies - LCFF: \$5,237,683 (repeated expenditure) Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833 (repeated expenditure)</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Learners will have timely access to technology for completing PBL tasks and SBAC assessments through the purchase and maintenance of computers for classroom use and assessment.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Most learners had timely access to technology for completing PBL tasks and SBAC assessments through the purchase and maintenance of computers for classroom use and assessment.</p>	<p>IT Equipment and Supplies - 4000-4999 Books and Supplies - LCFF: \$392,341 (repeated expenditure)</p>	<p>IT Equipment and Supplies - 4000-4999 Books and Supplies - LCFF: \$418,807 (repeated expenditure)</p>

**Action 6**

Planned Actual Budgeted Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development provided to facilitators in effective ways of using technology and classroom computers to support PBL.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Pre-service and ongoing professional development during the school year was provided to onsite facilitators in effective ways of using technology and classroom computers to support PBL.</p>	<p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433 (repeated expenditure)</p>	<p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833 (repeated expenditure)</p>

## Analysis

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

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

The overall implementation of the actions and services to achieve Goal #2 were successfully executed outlined in the 2017-2018 LCAP. In addition to initial and ongoing professional development in the essential elements of project based learning and the formation of a monthly PBL collaborative meeting to ensure the implementation of Actions /Services #1-6, Thom Markham of PBL Global served as a mentor during the school year to provide targeted PBL support and mentoring to all onsite facilitators.

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

As a result the projects at the onsite studios demonstrated a greater degree of rigor and deeper learning, while addressing the Common Core Standards in English Language Arts and Mathematics. Presentations of Learning were held in all grade levels TK -12 several times a year, and both learners and parents indicated in the LCAP surveys a high degree of satisfaction of the quality of the projects over the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any material differences were due to the increased home study enrollment of students.

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.

There were no specific changes made to this goal, expected outcomes, metrics, or actions and services. Implementation of the Actions/Services proceeded as planned in the 2017-2018 LCAP.

Learners will demonstrate mastery of individual academic and social/emotional goals

### Goal 3

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

#### Annual Measurable Outcomes

	Expected	Actual
<b>ILP Goal - Academic</b>	<b>2017-18</b> 65% of the learners will meet their academic ILP goals.	Most of the learners made progress on their academic ILP goals, however the exact percentage is yet to be determined because Reports of Progress are not yet completed.
<b>ILP Goal - Social Emotional</b>	<b>2017-18</b> 65% of the learners will meet their social-emotional ILP goals.	Most Learners made progress on their social-emotional ILP goals, but the exact number is yet to be determined as Reports of Progress are not yet completed.
<b>Learner-Led Conferences</b>	<b>2017-18</b> 85% of the learners will participate in a Learner-Led Conference with their parent(s) in attendance.	Over 85% of the onsite learners participated in a Learner-Led Conference with their parent(s) in attendance.
<b>Learner Showcases</b>	<b>2017-18</b> 85% of the learners will participate in a year-end Learner Showcase with their parent(s) in attendance.	Over 85% of the onsite learners participated in a year-end Learner Showcase with their parent(s) in attendance.



## 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><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development for facilitators in the development of Individual Learning Plans (ILPs) based on learner academic, social/emotional needs and interests.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development was provided to train onsite facilitators in the development of Individual Learning Plans (ILPs) based on learner academic, social/emotional needs and interests.</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$185,675 (repeated expenditure)</p> <p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,127,433 (repeated expenditure)</p>	<p>Professional Development - 5000-5999 Services and Other Operating Expenses - LCFF: \$75,569 (repeated expenditure)</p> <p>Professional Service Fees - 5000-5999 Services and Other Operating Expenses - LCFF: \$3,072,833 (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators will meet with parents and learners two times per year to develop and/or monitor progress towards mastery of ILP goals and share the results of SBAC (if applicable), MAP, PBL rubrics and other data related to the individual goals; facilitators will communicate regularly with parents and learners regarding progress toward mastery.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators met with parents and learners at least two times per year at the Individual Learning Plan (ILP) conference and Learner-led Conference to develop and/or monitor progress towards mastery of ILP goals and share the results of SBAC (if applicable), MAP, PBL rubrics and other data related to the individual goals; facilitators will communicate regularly with parents and learners regarding progress toward mastery.</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)</p> <p>Student Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$53,805 (repeated expenditure)</p>	<p>Home Study Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$6,079,067 (repeated expenditure)</p> <p>Student Assessments - 5000-5999 Services and Other Operating Expenses - LCFF: \$37,065 (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>Classified Classroom Aide Salaries - 2000-2999 Classified Salaries - LCFF: \$411,600 (repeated)</p>	<p>Classified Classroom Aide Salaries - 2000-2999 Classified Salaries - LCFF (repeated expenditure)</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Learners' behavior will reflect iLEAD cultural values and behavior expectations through advisory and social-emotional guidance.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Most learners behavior reflected iLEAD cultural values and behavior expectations as demonstrated through advisory and social-emotional guidance.</p>	<p>expenditure)</p> <p>Psych and Counseling Services - 1000-1999</p> <p>Certificated Salaries - LCFF: \$463,000 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999</p> <p>Certificated Salaries - LCFF: \$6,125,020 (repeated expenditure)</p>	<p>Psych and Counseling Services - 1000-1999</p> <p>Certificated Salaries - LCFF: \$123,991 (repeated expenditure)</p> <p>Home Study Teacher Salaries - 1000-1999</p> <p>Certificated Salaries - LCFF: \$6,079,067 (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.

While learners did create academic and social-emotional ILP goals, reports of progress for the 2017-2018 have not yet been finalized, so the Expected Annual Measurable Outcomes outlining a goal of 65% of the learners meeting these goals is not available. This year, with the implementation of NOVARE, a Learning Management System, collecting this data will be much easier than in previous years.

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

Facilitators did meet with parents during ILPs during October and again during Student Led Conferences in Feb/March to develop and/or monitor progress towards mastery of the goals. Results were also shared in the 1st semester Reports of Progress, and will be updated again in the 2nd semester Reports of Progress which go out in mid-June.

Through Morning Meeting and Advisory, which are held daily, learners developed an understanding of iLEAD cultural values and behavior expectations, as well as problem-solving and collaboration skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any material differences are due to an increase in enrollment and changes in employee classification.

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.

There were no changes made to this goal, expected outcomes, metrics, or actions and services. Implementation proceeded as planned in the 2017-2018 LCAP.

## Stakeholder Engagement

LCAP Year: 2018-19

### Involvement Process for LCAP and Annual Update

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

iLEAD Hybrid is committed to meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, each site has an LCAP committee that consists of parents/community members, facilitators, other staff members, learners, and site leadership. iLEAD Hybrid Studios 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 Hybrid and develop goals and actions based on what we learned from the data. After careful examination of data and critical discussions, at all studios, 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, Coffee Chat, Town Hall Meetings, iSupport, Director Coffee Talks, TED Talks, and EdTalks.

Studio facilitators communicate with parents on a regular basis to keep them abreast of what is occurring in the courses. Parents are invited to participate in course- and studio-wide activities. Parents are regularly informed of events, volunteer opportunities, field trips, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly emailed newsletter that is sent out from each studio every week to all families.

iLEAD Hybrid Studios conducted an annual family survey to receive feedback about the studios' programs. Learners and families were surveyed separately. This survey addressed specific aspects of the LCAP (the eight State priorities and potential goal areas).

### Impact on LCAP and Annual Update

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

Conducting a variety of stakeholder engagement meetings ensured that the iLEAD Hybrid's LCAP reflects all stakeholders' input. These meetings allowed parents, learners, facilitators, non-instructional staff, and community members to discuss and ask questions about the LCAP. This led to a greater understanding of the LCAP and increased communication between stakeholders. All stakeholders felt empowered to give their honest input in all priority areas. As a team we used this input along with the data provided to evaluate current goals and modify for the upcoming year.

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

### Goal 1

Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Hybrid's charter.

### State and/or Local Priorities Addressed by this goal:

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

### Identified Need:

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Integration	Technology: Facilitators and families will utilize technology for instruction so that it is regularly used by 75% of students in grades K-12.		Technology: Facilitators and families will utilize technology for instruction so that it is regularly used by 80% of students in grades K-12.	
Increase learners' sense of safety and connectedness	71.4% of iLEAD AV learners and 92.4% of iLEAD Exploration learners feel physically and emotionally safe in the school's learning environment.  71.4% of iLEAD AV learners have a close relationship with at least one adult at the school and 88.9% of iLEAD Exploration learners have a close relationship with at least one adult at the school.		72.4% of iLEAD AV learners and 93.4% of iLEAD Exploration learners will feel physically and emotionally safe in the school's learning environment.  72.4% of iLEAD AV learners and 89.9% of iLEAD Exploration learners have a close relationship with at least one adult at the school.	
Percentage of facilitators attending Professional learning	85% of the facilitators will participate in the professional learning workshops during summer PD.  85% of new facilitators will		90% of the facilitators will participate in the professional learning workshops during summer PD.  90% of new facilitators will	

	<p>attend the weekly onboarding meetings or meet with their pod leader for mentoring and support (site specific).</p> <p>85% of the facilitators will participate in ongoing professional learning throughout the school year.</p>		<p>attend the weekly onboarding meetings or meet with their pod leader for mentoring and support (site specific).</p> <p>90% of the facilitators will participate in ongoing professional learning throughout the school year.</p>	
<p>Facilities are in good repair for learner health and safety</p>	<p>Hire sufficient staff to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>		<p>Hire sufficient staff to maintain properties to meet 'Good' or 'Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC).</p>	

## 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:

Action	New Action	Action
	The IT department will maintain computer/iPAD carts and replace broken or missing devices to ensure students and/or staff have frequent access to technology in the learning environment.	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$33,925	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Core Curriculum - Software and Programs	
Amount	\$0	\$406,981	\$0
Source		LCFF	

Budget  
Reference

	Books and Supplies; IT Equipment and Supplies	
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**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:

Unchanged Action

**2018-19**

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

Unchanged Action

All core teachers will hold appropriate credentials.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; No Cost	



**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	New Action	Action
	Provide training to all onsite staff and facilitators in Restorative Practices and Love and Logic.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$110,560	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Development	
Amount	\$0	\$3,959,183	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Service Fees - Maker Network	

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	Unchanged Action	Action
	All learners and facilitators will have clean, safe, innovative spaces in which to conduct onsite learning activities.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$210,155	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Rent	
Amount	\$0	\$78,160	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Repairs and Maintenance - Facilities	
Amount	\$0	\$12,775	\$0
Source		LCFF	

Budget Reference		Books and Supplies; Custodial Supplies	
Amount	\$0	\$80,500	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Classified Facilities Maintenance 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:

New Action  
  
Emergency Operation Plan (EOP) will be reviewed and updated annually. All onsite staff will be trained in the implementation of the EOP and a drill will be held at least once a year.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$2,785	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Health and Safety Equipment	

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**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:

Action	New Action	Action
	Provide professional development in English Language Development, English Language Arts, and mathematical practices to increase the effectiveness of instruction using California State Standards.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$110,560 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Development	
Amount	\$0	\$3,959,183 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Service Fees	

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

New Goal

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

**Goal 2**

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

**Identified Need:**

Students need access to highly qualified teachers, skilled in the creation of rigorous, deeper learning experiences including project-based learning, aligned with the Common Core State Standards, California History-Social Science Standards, and Next Generation Science Standards. As a result of parent, learner, and facilitator surveys, iLEAD Hybrid has identified the following needs.

- Increase academic achievement for all students including all subgroups
- Increased student access to challenging projects and learning experiences that relate to real world problem and contain standards-based, relevant content.
- Implement and maintain CTE Standards for Career Technical Education
- Increase the percentage of learners graduating College and Career Prepared
- Increase the number of EL Learners who reclassify and make progress on English Language Development as indicated on the California Dashboard

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
MAP NWEA Performance	45% of students met their Math MAP NWEA RIT Goal.  48% of students met their Reading MAP NWEA RIT Goal.		47% of students met their Math MAP NWEA RIT Goal.  50% of students met their Reading MAP NWEA RIT Goal.	
SBAC ELA	CAASPP - 45.5% of the learners met and/or exceeded standards.		CAASPP - 47.5% of the learners met and/or exceeded standards.	
SBAC Mathematics	CAASPP - 24.7% of the learners met and/or exceeded standards.		CAASPP - 26.7% of the learners met and/or exceeded standards.	
Improved EL Reclassification Rates	0% of the EL learners reclassified in 2016-2017 using the iLEAD reclassification criteria.		10% of the EL learners reclassified using the iLEAD reclassification criteria.	
College and Career Readiness	16.4% of our high school seniors graduated "Prepared" as determined by the College/Career		20% of our high school seniors graduated "Prepared" as determined by the College/Career	

	Indicator on the California Dashboard.		Indicator on the California Dashboard.	
Engaging project-based learning experiences	84.5% of parents report via the Parent Survey that their child's projects and lessons were engaging.		85.5% of parents report via the Parent Survey that their child's projects and lessons were engaging.	
NGSS Science Assessment	2018 CAST Science Assessment Performance Indicators are not yet available.		At least 30% of the learners will meet standards on the CAST.	

## 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:

Action	New Action	Action
	Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance.	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$52,725	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Student Assessments	



**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**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:

Unchanged Action

**2018-19**

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

Modified Action
Track and analyze CAASPP academic & participation data for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standards.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$7,980,120	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; All Certificated Staff	

**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:

Action

**2018-19**

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

New Action  
  
The learners' Presentations of Learning and/or body of work will include evidence of increased rigor in reading, writing, and math.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source			
Budget Reference		; No Cost	

**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:

Action

**2018-19**

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

New Action

Analyze student work and use the CAASPP Interim Assessment and Digital Library Systems to inform teaching and learning.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$7,980,120 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Certificated Staff	

**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:

New Action  
  
Provide opportunities for high school service projects, internships, and/or volunteer opportunities with local businesses and organizations.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$5,825,620 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Home Study Teacher Salaries	

**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:

New Action  
  
All high school learners will have access to a broad course of study for the completion of college prep A-G, dual enrollment, and CTE requirements.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$5,825,620 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Home Study Teacher Salaries	

**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)

**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:

New Action
Implement EL Master Plan

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$5,825,620 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Home Study Teacher Salaries	

**Action 8**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**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:

Action	New Action	Action
	Provide professional development in scaffolded instruction and inclusion strategies based on IEP goals, so that 100% of students with an IEP will work towards mastery of math and Language Arts standards that correspond to their grade level as measured by IEP goals.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$945,000	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Ed Specialist Salaries	
Amount	\$0	\$275,000	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Special Ed Contracted Services	
Amount	\$0	\$244,200	\$0

Source		LCFF	
Budget Reference		Classified Salaries; Classified Educational Specialist Assistants (SpEd)	



**Action 9**

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:

Unchanged Action
Curriculum plan developed by the facilitator to address identified needs of learners.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$5,825,620 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Home Study Teacher Salaries	
Amount	\$0	\$6,064,696	\$0
Source		LCFF	
Budget Reference		Books and Supplies; Home Study Stipend	
Amount	\$0	\$2,552,431	\$0
Source		LCFF	

Budget  
Reference

	Employee Benefits; Certificated Employee Benefits	
--	--	--

**Action 10**

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:

New Action

Provide professional development in Next Generation Science Standards for K-12 facilitators.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$110,560	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; Professional Development	

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

New Goal

### Goal 3

Facilitate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

#### State and/or Local Priorities Addressed by this goal:

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

#### Identified Need:

There is a need to strengthen and expand support and opportunities for parents/family and learners to know how to succeed academically and social/emotionally, to increase learners and family connectedness to a safe, supportive, and stable learning environment, and to increase engagement with community and school activities designed for whole-family engagement.

iLEAD Hybrid has identified the following needs through stakeholder meetings and the results of the parent, learner, and facilitator surveys:

- Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff, and community).
- Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
- Improve communications and connections with family and community stakeholders throughout the school.
- Increase opportunities, services and partnerships between schools/district/community and businesses to increase student connection to learning.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increased school attendance and decreased chronic absenteeism rates	3.8% of students are chronically absent. 98.72% Average Daily Attendance		Hybrid will decrease chronic absenteeism from 3.8% to 3%. 99% Average Daily Attendance	
Parent/Guardian attendance at school meetings/activities/events	iLEAD AV Served as a volunteer in the classroom or for another school event - 41.3% Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 81.3% Attended the Individual Learning Plan (ILP) conference - 68.0%		iLEAD AV Will serve as a volunteer in the classroom or for another school event - 43.3% Will attend a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 83.3% Will attend the Individual Learning Plan (ILP) conference - 70.0% Will attend Meet the	

	<p>Attended Meet the Facilitator or Back to School Night - 61.3%</p> <p>Participated in a school fundraiser - 50.7%</p> <p>iLEAD Exploration</p> <p>5% participated in STEM park days, coffee connections, field trips, workshops or service projects</p> <p>1% participated in parent webinars</p>		<p>Facilitator or Back to School Night - 63.3%</p> <p>Will participate in a school fundraiser - 52.7%</p> <p>iLEAD Exploration</p> <p>10% will participate in STEM park days, field trips, workshops or service projects</p> <p>3% will participate in parent webinars</p>	
Parent satisfaction with school communication	<p><b>iLEAD AV</b></p> <p>76.5% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.</p> <p>72.1% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress</p> <p>88.2% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)</p> <p><b>iLEAD Exploration</b></p> <p>89.6% of the parents utilize their Educational Facilitators frequently for communication on program happenings</p> <p>45.4% of the parents utilize the Monday Message often for communication on program happenings</p>		<p><b>iLEAD AV</b></p> <p>76.5% of parents surveyed expressed satisfaction with the responsiveness of the school when answering questions or concerns.</p> <p>72.1% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress</p> <p>88.2% of parents surveyed feel they receive timely school communication in a variety of ways (Monday Message, Parent Square, phone calls, newsletters, ILP's, Student Led-Conferences, etc.)</p> <p><b>iLEAD Exploration</b></p> <p>90.6% of the parents utilize their Educational Facilitators frequently for communication on program happenings</p> <p>46.4% of the parents utilize the Monday Message often for communication on program happenings</p>	

## 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:

Action	New Action	Action
	Track student attendance, particularly unduplicated students, and work with facilitators and parents to decrease truancy and tardiness.	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$849,520	\$0
Source		LCFF	
Budget Reference		Classified Salaries; Classified Office Support	

**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:

Action

**2018-19**

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

Unchanged Action  
  
Use Monday Message, Parent Square, emails, newsletters, school website, etc. to deliver timely school information to school families.

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$765,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Directors	

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	New Action	Action
	Use the school website, social media, community publications, and local news media to provide the community with information about school programs and events.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$3,959,183 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses; ISD Oversight Fees	



**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**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:

Action	New Action	Action
	Facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as PI Day, STEAM events, Talent Night, etc. for learners to share their artistic and academic endeavors with peers, parents, and the community.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$7,980,120 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Certificated Staff	

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

Action	New Action	Action
	Interactive Parent Universities will be held monthly for families on a variety of topics such as Parenting with Love and Logic, project based learning, social-emotional learning, college preparedness, 7 Habits, etc.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$5,825,620 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries; Home Study Teacher Salaries	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,308,156

Percentage to Increase or Improve Services:

6.00%

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 Hybrid 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.