

Introduction:

LEA: iLEAD Lancaster Charter School

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions,

and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services

and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>iLEAD seeks to make education a community passion. To this end, parent participation is essential to the success of the education process.</p> <p>Classroom facilitators communicate with parents on a regular basis to keep them abreast of what is occurring in the classroom. Parents are invited to participate in classroom and school wide activities.</p>	<p>Feedback collected from iLEAD parent activities was used in the creation of the LCAP goals.</p> <p>The information from the surveys was compiled, and used to create LCAP goals.</p>

<p>Parents are encouraged to attend Parent University, Parent Participation Meetings, and EdTalks to learn more about the mission and vision of iLEAD Lancaster as well as give input and feedback.</p> <p>iLEAD Lancaster conducted an annual family survey to receive feedback about the school's program. This survey addressed specific aspects of the LCAP (the eight state priorities and potential goal areas). We received 155 responses. (percentage??) The survey was emailed to all of our families by the facilitators. We also advertised the LCAP survey in a dedicated email and posted it on our Facebook page.</p> <p>The School Director met with individual facilitators to discuss needs and goals to be included in LCAP.</p> <p>The Governing Board gave input to the LCAP and was updated throughout the development process. The final version of LCAP was approved by the governing board on June 15, 2016.</p>	<p>Input from facilitators was used to identify needs and create goals and actions.</p> <p>Changes and additions suggested by the governing board were included in the LCAP.</p>
<p>Annual Update:</p> <p>We continue to seek input from all stakeholders to ensure that the LCAP is reflective of the collective voice of the school. To that end, we met with families monthly at ED Talks and discussed topics of concern and appreciated feedback on successes. Weekly emails to parents kept them informed of all projects at school and regularly sought feedback. Facilitators met with parents and learners formally to set up Individual Learning Plans. Parents and facilitators also met periodically throughout the year to review student progress, address concerns and celebrate success. The annual survey provided data from families regarding specific areas of concern. The Director met with all facilitators and care team members each week for TED Talks. In addition to pedagogy or best practices discussions, feedback was also sought regards concerns and successes from all attendees. Feedback was also solicited from the governing board at their meeting held on May 18, 2016. The board approved the LCAP, expense report and proposed budget for 2016-17 at their meeting on June 15, 2016.</p>	<p>Annual Update:</p> <p>The LCAP is an accurate depiction of the progress the school has made towards its goals. It is also reflective of feedback received from all stakeholders and includes goals based on that feedback.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and

concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Goal 1

LCAP Year 1: 2016--17

GOAL:	#1 Learners will demonstrate growth in the core academic areas of Language Arts and Mathematics	Related State and/or Local Priorities:
		1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__x_ 8__
		COE only: 9__ 10__
		Local : Specify _____
Identified Need :	There is a need to supplement our assessment program with a data retrieval system that will allow us to identify individual needs and monitor progress, with particular emphasis on low income, English learner, and Foster Youth.	
Goal Applies to:	Schools:	iLEAD Lancaster
	Applicable Pupil Subgroups:	All
LCAP Year 1: 2016--17		
Expected Annual Measurable Outcomes:	<p>Learners will show growth from Fall baseline MAP to Spring MAP assessments in Language Arts and Math.</p> <p>Learners will demonstrate increased growth towards meeting at or above average on MAP assessment in Language Arts and Math.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1.1 Professional development to build understanding of Common Core learning outcomes and best practices		<input checked="" type="checkbox"/> ALL	Travel for PD 5210	\$10,210 LCFF
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	PD/Conf. Reg. Fees 5230	\$9,900 LCFF
1.2 Analysis of prior year student assessment data to determine areas of strength and challenges met by individuals, classes, and grade levels.		<input checked="" type="checkbox"/> ALL	PD Meetings & Collaboration 5233	\$12,000 LCFF
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Professional dues, memberships and subscriptions 5310	\$6,950 LCFF
1.3 Curriculum plan developed by staff to address identified needs of learners		<input checked="" type="checkbox"/> ALL	Consultant fees 5806	\$5,000 LCFF
			Makers Network (Part of CMO Oversight Fees) 5801	\$213,390

<p>1.6 All learners will be guided and supervised by qualified core facilitators and school director to ensure progress is made.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>Certificated Salaries Site-Based Teachers \$1,115,500 1110 LCFF, EPA Home-Study Teacher \$211,960 1120 LCFF Ed. Specialists \$130,000 1130 State SPED 8311 All Certificated Benefits 3101 STRS \$189,638 3311 Medicare \$21,858 3401 Health Insurance \$180,540 3601 Workers Comp \$25,626 LCFF State SPED 8311</p>
<p>1.7 All learners and staff will have clean, safe, innovative spaces in which to conduct learning activities.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>Utilities: 5510 Electricity \$64,800 5520 Gas \$3,960 5530 Water \$4,320 5540 Trash Removal \$5,175 LCFF for all above Custodial Supplies \$20,125 4325 LCFF Classroom FFE \$8,625 4410 LCFF Insurance \$45,175 5410 LCFF Rent and Cam \$739,572 5610 In Lieu Property Tax Facilities Reimbursement</p>

			<p style="text-align: right;">LCFF</p> <p>Storage \$2,820 5620 LCFF</p> <p>Maintenance Facilities \$15,000 5630 LCFF Elevator \$6,000 5640 LCFF</p> <p>Communications: 5910 Phone & Internet \$9,000 5920 Internet Services \$15,600 5925 Web Fees \$8,340</p> <p>Custodian Salaries \$86,880 2960 LCFF</p> <p>All Classified Employee Benefits 3302 FICA \$53,392 3312 Medicare \$12,939 3402 Health Insurance \$125,460 3502 SUI \$18,921 3602 Worker Comp. \$28,377</p> <p>Security \$4,800 5560 LCFF</p>
<p>1.8 Learners will be supported by qualified staff for purchasing of instructional materials, record-keeping, communication with parents, specials classes, oversight, business services and other activities necessary for the safe and efficient operation of the school and to maintain compliance with state and federal mandates.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	<p>Class. Elective Salaries \$143,500 2110 LCFF</p> <p>PE Supplies \$1,150 4320 Lottery</p>

		Subgroups:(Specify) _____ _____	
			Art Supplies \$4,025 4315 Lottery
			Classified Directors \$160,000 2310 LCFF
			Class. Office Support \$189,900 2410 LCFF
			Office Supplies \$6,950 4340 LCFF
			CARE Team \$189,900 2910 LCFF
			Health and Safety \$8,625 4330 Lottery
			Postage \$695 5940 LCFF
			Depreciation \$55,149 6900 LCFF
			Back Office Services \$897,334 5801 LCFF
			District Oversight \$50,076 5802 LCFF
			Bus. Services and Fees \$9,700 5803 LCFF
			Legal Fees \$15,000 5807 LCFF

			Licenses 5822	\$2,000 LCFF
			Banking Fees 5825	\$4,200 LCFF
			Interest 5826	\$3,000 LCFF
			Marketing 5830	\$9,600 LCFF
			SIS 5850	\$30,580 LCFF

LCAP Year 2: 2017--18

GOAL:	#1 Learners will demonstrate growth in the core academic areas of Language Arts and Mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	There is a need to supplement our assessment program with a data retrieval system that will allow us to identify individual needs and monitor progress, with particular emphasis on low income, English learner, and Foster Youth.	
Goal Applies to:	Schools: iLEAD Lancaster	
	Applicable Pupil Subgroups:	All

LCAP Year 2: 2017--18

<p>Expected Annual Measurable Outcomes:</p>	<p>Learners will show growth from Fall baseline MAP to Spring MAP assessments in Language Arts and Math.</p> <p>Learners will demonstrate increased growth towards meeting at or above average on MAP assessment in Language Arts and Math.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1.1 Professional development to build understanding of Common Core learning outcomes and best practices</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p> <p>_____</p>	<p>Travel for PD \$10,210 5210 LCFF</p> <p>PD/Conf. Reg. Fees \$9,900 5230 LCFF</p> <p>PD Meetings & Collaboration \$12,000 5233 LCFF</p> <p>Professional dues, memberships and subscriptions 5310 \$6,950 LCFF</p> <p>Consultant fees \$5,000 5806 LCFF</p> <p>Makers Network (Part of CMO Oversight Fees) 5801 \$213,390</p>
<p>1.2 Analysis of prior year student assessment data to determine areas of</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Completed at no cost</p>

strength and challenges met by individuals, classes, and grade levels.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	
1.3 Curriculum plan developed by staff to address identified needs of learners		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Core Curriculum \$17,250 4110 Lottery Ed. Software \$25,000 4120 Lottery Home Study Stipends \$312,000 4335 LCFF Educational Supplies \$13,350 4305 Lottery Science Materials \$2025 4310 Lottery Printing Supplies \$9,730 4345 Lottery

1.4 Ongoing review of MAPS and/or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Student Assessments \$16,425 5851 Lottery
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<p>1.5 All core teachers will hold appropriate credentials and participate in intern and BTSA programs as needed.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>PD-BTSA \$4000 5235 LCFF</p>
<p>1.6 All learners will be guided and supervised by qualified core facilitators and school director to ensure progress is made.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries Site-Based Teachers \$1,115,500 1110 LCFF, EPA Home-Study Teacher \$211,960 1120 LCFF Ed. Specialists \$130,000 1130 State SPED 8311 All Certificated Benefits 3101 STRS \$189,638 3311 Medicare \$21,858 3401 Health Insurance \$180,540 3601 Workers Comp \$25,626 LCFF State SPED 8311</p>
<p>1.7 All learners and staff will have clean, safe, innovative spaces in which to conduct learning activities.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Utilities: 5510 Electricity \$64,800 5520 Gas \$3,960 5530 Water \$4,320 5540 Trash Removal \$5,175 LCFF for all above Custodial Supplies \$20,125 4325 LCFF</p>

			Classroom FFE 4410	\$8,625 LCFF
			Insurance 5410	\$45,175 LCFF
			Rent and Cam 5610	\$739,572 In Lieu Property Tax Facilities Reimbursement LCFF
			Storage 5620	\$2,820 LCFF
			Maintenance Facilities 5630	\$15,000 LCFF
			Elevator 5640	\$6,000 LCFF
			Communications: 5910 Phone & Internet	\$9,000
			5920 Internet Services	\$15,600
			5925 Web Fees	\$8,340
			Custodian Salaries 2960	\$86,880 LCFF
			All Classified Employee Benefits 3302 FICA	\$53,392
			3312 Medicare	\$12,939
			3402 Health Insurance	\$125,460
			3502 SUI	\$18,921
			3602 Worker Comp.	\$28,377

			Depreciation 6900	\$55,149 LCFF
			Back Office Services 5801	\$897,334 LCFF
			District Oversight 5802	\$50,076 LCFF
			Bus. Services and Fees 5803	\$9,700 LCFF
			Legal Fees 5807	\$15,000 LCFF
			Licenses 5822	\$2,000 LCFF
			Banking Fees 5825	\$4,200 LCFF
			Interest 5826	\$3,000 LCFF
			Marketing 5830	\$9,600 LCFF
			SIS 5850	\$30,580 LCFF

LCAP Year 3: 2018--19

GOAL:	#1 Learners will demonstrate growth in the core academic areas of Language Arts and Mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to supplement our assessment program with a data retrieval system that will allow us to identify individual needs and monitor progress, with particular emphasis on low income, English learner, and Foster Youth.	
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups: All

LCAP Year 3: 2018--19			
Expected Annual Measurable Outcomes:	Learners will show growth from Fall baseline MAP to Spring MAP assessments in Language Arts and Math. Learners will demonstrate increased growth towards meeting at or above average on MAP assessment in Language Arts and Math.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Professional development to build understanding of Common Core learning outcomes and best practices		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other	Travel for PD 5210 \$10,210 LCFF PD/Conf. Reg. Fees 5230 \$9,900 LCFF

		Subgroups:(Specify) _____ _____	PD Meetings & Collaboration \$12,000 5233 LCFF Professional dues, memberships and subscriptions 5310 \$6,950 LCFF Consultant fees \$5,000 5806 LCFF Makers Network (Part of CMO Oversight Fees) 5801 \$213,390
1.2 Analysis of prior year student assessment data to determine areas of strength and challenges met by individuals, classes, and grade levels.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Completed at no cost
1.3 Curriculum plan developed by staff to address identified needs of learners		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Core Curriculum \$17,250 4110 Lottery Ed. Software \$25,000 4120 Lottery Home Study Stipends \$312,000 4335 LCFF Educational Supplies \$13,350 4305 Lottery

		Science Materials 4310	\$2025 Lottery
		Printing Supplies 4345	\$9,730 Lottery

<p>1.4 Ongoing review of MAPS and/or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Student Assessments \$16,425 5851 Lottery</p>
<p>1.5 All core teachers will hold appropriate credentials and participate in intern and BTSA programs as needed.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>PD-BTSA \$4000 5235 LCFF</p>
<p>1.6 All learners will be guided and supervised by qualified core facilitators and school director to ensure progress is made.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries Site-Based Teachers \$1,115,500 1110 LCFF, EPA Home-Study Teacher \$211,960 1120 LCFF Ed. Specialists \$130,000 1130 State SPED 8311 All Certificated Benefits</p>

			3101 STRS \$189,638 3311 Medicare \$21,858 3401 Health Insurance \$180,540 3601 Workers Comp \$25,626 LCFF State SPED 8311
1.7 All learners and staff will have clean, safe, innovative spaces in which to conduct learning activities.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____	Utilities: 5510 Electricity \$64,800 5520 Gas \$3,960 5530 Water \$4,320 5540 Trash Removal \$5,175 LCFF for all above Custodial Supplies \$20,125 4325 LCFF Classroom FFE \$8,625 4410 LCFF Insurance \$45,175 5410 LCFF Rent and Cam \$739,572 5610 In Lieu Property Tax Facilities Reimbursement LCFF Storage \$2,820 5620 LCFF Maintenance Facilities \$15,000 5630 LCFF Elevator \$6,000 5640 LCFF Communications:

			<p>5910 Phone & Internet \$9,000 5920 Internet Services \$15,600 5925 Web Fees \$8,340</p> <p>Custodian Salaries \$86,880 2960 LCFF</p> <p>All Classified Employee Benefits 3302 FICA \$53,392 3312 Medicare \$12,939 3402 Health Insurance \$125,460 3502 SUI \$18,921 3602 Worker Comp. \$28,377</p> <p>Security \$4,800 5560 LCFF</p>
<p>1.8 Learners will be supported by qualified staff for purchasing of instructional materials, record-keeping, communication with parents, specials classes, oversight, business services and other activities necessary for the safe and efficient operation of the school and to maintain compliance with state and federal mandates.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____ _____</p>	<p>Class. Elective Salaries \$143,500 2110 LCFF</p> <p>PE Supplies \$1,150 4320 Lottery</p> <p>Art Supplies \$4,025 4315 Lottery</p> <p>Classified Directors \$160,000 2310 LCFF</p> <p>Class. Office Support \$189,900 2410 LCFF</p> <p>Office Supplies \$6,950 4340 LCFF</p>

			CARE Team 2910	\$189,900 LCFF
			Health and Safety 4330	\$8,625 Lottery
			Postage 5940	\$695 LCFF
			Depreciation 6900	\$55,149 LCFF
			Back Office Services 5801	\$897,334 LCFF
			District Oversight 5802	\$50,076 LCFF
			Bus. Services and Fees 5803	\$9,700 LCFF
			Legal Fees 5807	\$15,000 LCFF
			Licenses 5822	\$2,000 LCFF
			Banking Fees 5825	\$4,200 LCFF
			Interest 5826	\$3,000 LCFF
			Marketing 5830	\$9,600 LCFF

			SIS 5850	\$30,580 LCFF
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$__\$161,583_____
Supplemental funds (we did not meet criteria for concentration funding) were used to provide additional inclusion-model services to low income learners, English learners, foster students, special needs learners and redesignated English proficient students. All students are assessed using MAP and other appropriate measurements to determine academic and social/emotional needs. Learners, parents and facilitators meet within the first six weeks of school to create an Individual Learning Plan. Students eligible for special education services also have an IEP. Unduplicated students received laptop computers or other technology devices to support learning at school and home. Education Specialist assistants and CARE team members provide inclusion services and direct support of learners in instructional settings. English learners and redesignated proficient students are monitored closely by facilitators to ensure understanding and appropriate adaptation of learning materials when needed. The philosophy of iLEAD is inclusive in concept. Offering services to all learners with needs,	

whether eligible for special education services or not, is the most effective way to provide support. We have designed a “push-in” rather than “pull-out” model. Our unduplicated pupil percentage is 27%-

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.33	%
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Unduplicated learners represented 27% of our student population. Services were increased beyond the minimum 1.85% requirement through the addition of education specialist classroom assistants and counselor as well as CARE team members to address academic and social/emotional needs in instructional as well as non-structured settings.

2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Ongoing Friday afternoon staff development at no additional cost.
2.4 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.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Ongoing Friday afternoon staff development at no additional cost.

LCAP Year 2: 2017-18

G O A L :	# 2 Learners will demonstrate increased proficiency of Common Core State Standards through the completion of PBL tasks.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____
Identified Need :	There is a need to organize, present and assess Project Based Learning tasks in a consistent, systematic fashion across grade levels and use the data effectively.		
Goal Applies to:	Schools: iLEAD Lancaster		
	Applicable Pupil Subgroups:	All	
LCAP Year 2: 2017-18			
Expected Annual	Learners will complete PBL tasks based on the project rubric. Learners will demonstrate a deeper understanding as demonstrated through a successful completion of a Presentation of Learning (POL).		

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Facilitators will participate in initial and ongoing professional development in the essential elements of Project Based Learning.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	On going Friday PD at no additional cost
2.2 Facilitators will continue to develop and implement a consistent format for presenting projects and assessing student performance.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	On going Friday PD at no additional cost
2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	On going Friday PD at no additional cost
2.4 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.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	On going Friday PD at no additional cost

		__Other Subgroups:(Specify)_____	
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LCAP Year 3: 2018-19

G O A L :	# 2 Learners will demonstrate mastery of Common Core State Standards through the completion of PBL tasks.		Related State and/or Local Priorities: 1__x 2__x 3__x 4__x 5__x 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____
	Identified Need :	There is a need to organize, present and assess Project Based Learning tasks in a consistent, systematic fashion across grade levels and use the data effectively.	
Goal Applies to:	Schools:	iLEAD Lancaster	
	Applicable Pupil Subgroups:	All	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Learners will complete PBL tasks based on the project rubric. Every learner will demonstrate a deeper understanding through their Presentation of Learning (POL) of their projects and other elements in PBL.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	2.1 Facilitators will participate in initial and ongoing professional development in the essential elements of Project Based Learning.		__x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
			Ongoing Friday afternoon staff development at no additional cost.

<p>2.2 Facilitators will continue to develop and implement a consistent format for presenting projects and assessing student performance.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing Friday afternoon staff development at no additional cost.</p>
<p>2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing Friday afternoon staff development at no additional cost.</p>
<p>2.4 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><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Ongoing Friday afternoon staff development at no additional cost.</p>

Goal 3

LCAP Year 1: 2016-17

GOAL:	# 3 Learners will have timely access to technology for completing PBL tasks and SBAC assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	Our learners need increased access to technology in order to complete PBL tasks and be better prepared for SBAC.		
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Ratio of learners to computers is 2:1.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of ongoing Friday professional development at no cost
3.2 Purchase additional and replacement computers for classroom use and testing.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		<input type="checkbox"/> Other Subgroups:(Specify)_____	
3.3 Additional training for Exploratorium facilitator.		<input checked="" type="checkbox"/> ALL	
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.4 Provide in-service training for facilitators on the use of the Smart Lab system.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of Friday PD at no additional cost
3.5 Track learner usage and progress on Smart Lab system.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost

GOAL:	# 3 Learners will have timely access to technology for completing PBL tasks and SBAC assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____		
Identified Need :	Our learners need increased access to technology in order to complete PBL tasks and be better prepared for SBAC.			
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups:	All	
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	Ratio of learners to computers is 2:1.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	3.1 Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab to support PBL.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Part of ongoing Friday professional development at no cost
	3.2 Purchase additional and replacement computers for classroom use with PBL.and testing.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

3.3 Additional training for Exploratorium facilitator.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3.4 Provide in-service training for facilitators on the use of the Smart Lab system.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of Friday PD at no additional cost
3.5 Track learner usage and progress on Smart Lab system.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost

GOAL: L:	# 3 Learners will have timely access to technology for completing PBL tasks and SBAC assessments.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Our learners need increased access to technology in order to complete PBL tasks and be better prepared for SBAC.		
Goal Applies to:	Schools:	iLEAD Lancaster ----- Applicable Pupil Subgroups: All	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Ratio of learners to computers is 2:1.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab to support PBL.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of ongoing Friday professional development at no cost
3.2 Purchase additional and replacement computers for classroom use with PBL.and testing.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>3.3 Additional training for Exploratorium facilitator.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>3.4 Provide in-service training for facilitators on the use of the Smart Lab system.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Part of Friday PD at no additional cost</p>
<p>3.5 Track learner usage and progress on Smart Lab system.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>

Goal 4

LCAP Year 1: 2016-17

GOAL: L:	# 4 Learners will demonstrate increased proficiency in meeting individual academic and social/emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	There is a need to refine our intervention program to more effectively address the needs of all learners and provide timely, effective support.		
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Learners will set individual goals on their ILPs based on initial assessment data and personal goals at the beginning of the school year. Goals reached would be measured through their end of year Showcase. Learners will be able to site examples in their leadership notebooks and academic growth will be measured through academic assessments.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	4.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
	4.2 Team meets with all facilitators to review progress and align support to address learner needs.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth
			Part of ongoing Friday professional development; also addressed in summer professional development.
			No additional cost.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4.3 Facilitators will meet with parents and learners 2 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.		<input checked="" type="checkbox"/> ALL	No additional cost.
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 2: 2017-18

GOAL:	# 4 Learners will demonstrate increased proficiency in meeting individual academic and social/emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	There is a need to refine our intervention program to more effectively address the needs of all learners and provide timely, effective support.		
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups: All	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Learners will set individual goals on their ILPs based on initial assessment data and personal goals at the beginning of the school year. Goals reached would be measured through their end of year Showcase. Learners will be able to site examples in their leadership notebooks and academic growth will be measured through academic assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>4.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Part of ongoing Friday professional development; also addressed in summer professional development.</p>
<p>4.2 Team meets with all facilitators to review progress and align support to address learner needs.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>No additional cost.</p>
<p>4.3 Facilitators will meet with parents and learners 2 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 growth.</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>No additional cost.</p>

GOAL:	# 4 Learners will demonstrate increased proficiency in meeting individual academic and social/emotional goals.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	There is a need to refine our intervention program to more effectively address the needs of all learners and provide timely, effective support.		
Goal Applies to:	Schools:	iLEAD Lancaster	
	Applicable Pupil Subgroups:	All	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Learners will set individual goals on their ILPs based on initial assessment data and personal goals at the beginning of the school year. Goals reached would be measured through their end of year Showcase. Learners will be able to site examples in their leadership notebooks and academic growth will be measured through academic assessments.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	4.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
	4.2 Team meets with all facilitators to review progress and align support to address learner needs.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
			Budgeted Expenditures Training for PBL instructors Ongoing Friday afternoon staff development
			No additional cost

<p>4.3 Facilitators will meet with parents and learners 2 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 growth.</p>		<input checked="" type="checkbox"/> ALL	No additional cost
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Goal 5

LCAP Year 1: 2016-17

GOAL #5	<p>GOAL #5 Learners behavior will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.</p>	<p>Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input checked="" type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input checked="" type="checkbox"/> 8_ <input checked="" type="checkbox"/> COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/> Local : Specify _____</p>	
Identified Need :	There is a need to continue to work on refining our intervention programs to effectively address the needs of all learners through a variety of support opportunities.		
Goal Applies to:	Schools: iLEAD Lancaster	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Responses on annual survey will reflect overall satisfaction with campus cleanliness and safety. Staff survey results will reflect decline of conversations/interactions regarding inappropriate behavior with learners.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Professional development in the areas of The Leader in Me (7 Habits) and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1
5.2 Parent training in the areas of The Leader in Me and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Part of expenses at 1.1

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5.3 Learner leadership group formed to address areas of concern to the student body.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
5.4 Weekly TED Talks related to iLEAD learning goals and/or culture offered for all learning community adults.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1

LCAP Year 2: 2017-18

GOAL #5 GOAL #5 L:	Learner behavior will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__
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Local : Specify _____

Identified Need : There is a need to continue to improve campus cleanliness, safety and respectful interactions among students.

Goal Applies to: Schools: iLEAD Lancaster
 Applicable Pupil Subgroups: All

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Responses on annual survey will reflect overall satisfaction with campus cleanliness and safety.
 Staff survey results will reflect decline of conversations/interactions regarding inappropriate behavior with learners.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Professional development in the areas of The Leader in Me (7 Habits) and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1
5.2 Parent training in the areas of The Leader in Me and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1
		<input checked="" type="checkbox"/> ALL	No cost

5.3 Learner leadership group formed to address areas of concern to the student body.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5.4 Weekly TED Talks related to iLEAD learning goals and/or culture offered for all learning community adults.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1

LCAP Year 3: 2018-19

GOAL #5 GOAL #5 L:	Learner behavior will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	There is a need to continue to improve campus cleanliness, safety and respectful interactions among students.		
Goal Applies to:	Schools:	iLEAD Lancaster	
	Applicable Pupil Subgroups:	All	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Responses on annual survey will reflect overall satisfaction with campus cleanliness and safety. Staff survey results will reflect decline of conversations/interactions regarding inappropriate behavior with learners.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Professional development in the areas of The Leader in Me (7 Habits) and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1
5.2 Parent training in the areas of The Leader in Me and Love and Logic for facilitators and support staff.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Part of expenses at 1.1
		<input checked="" type="checkbox"/> ALL	No cost

<p>5.3 Learner leadership group formed to address areas of concern to the student body.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>5.4 Weekly TED Talks related to iLEAD learning goals and/or culture offered for all learning community adults.</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Part of expenses at 1.1</p>