

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 Lancaster Charter

Contact Name and Title

Nykole Kent  
School Director

Email and Phone

[nykole.kent@ileadlancaster.org](mailto:nykole.kent@ileadlancaster.org)  
(661) 722-4287

# 2017-20 Plan Summary

## The Story

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

iLEAD Lancaster Charter School, located in Lancaster, California, opened its doors in September 2012, and now serves grades TK-8. iLEAD added 6th grade in 2013, 7th grade in 2014, and 8th grade in 2015.

As a school of choice, iLEAD Lancaster has 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 because it goes to the heart of how kids learn. We've incorporated technology 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. 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.

Learner academic and personal progress is of the highest priority at iLEAD Lancaster. iLEAD Lancaster's goals reflect 1) service of learners in grades TK8 (2) priorities that align with the school's mission, and (3) all laws explicitly applying to charter schools. iLEAD Lancaster recognizes the importance of ensuring all learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, are learning and demonstrating growth and progress throughout their schooling at iLEAD Lancaster.

iLEAD Lancaster pursues a detailed set of schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Learner performance and achievement of schoolwide, subgroup and individual learner progress are measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including Common Core) and reflect proficiency measures required by the California Assessment of Student Performance and Progress (CAASPP) SMARTER Balanced Assessments.

## LCAP Highlights

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

Working closely with our stakeholders to align the iLEAD Lancaster 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 Lancaster's Charter. 4 *Actions/Services* (pp. 20 - 27)

**Goal 2:** Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness. 5 *Actions/Services* (pp. 28- 36)

**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. 4 *Actions/Services* (pp. 37 - 44)

## 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 Lancaster is proud of the progress they have made on lowering the suspension rate from 1% to 0.3% for All Students. Our state performance level indicator is blue, which is the highest performance possible. 6 of our 7 subgroups' suspension rate declined, and one subgroup maintained their suspension rate of 0%.

iLEAD Lancaster also 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)

## Greatest Progress

In order to increase our academic performance and better support our facilitators, we have hired a part-time *Teacher on Special Assignment* to mentor all facilitators, including onboarding support for new staff, conduct model lessons in classrooms, provide classroom management support, etc. We have also hired a math tutor and reading tutor to work with our at risk learners to help close the achievement gap.

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 learners have also demonstrated strong social-emotional growth as measured by our Character Lab Growth card, demonstrating the highest growth in the strengths, skills, and mindsets of Purpose, Curiosity, and Optimism.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of

local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

iLEAD Lancaster has identified the following indicators in the "Red" or "Orange" performance categories:

- All Students - English Language Arts (3-8)
  - Declined 10.3 points
- All Students - Mathematics (3-8)
  - Declined 11.6 points
- English Learner Progress
  - ELA Declined 13.4 points
  - Math Declined 15.3 points

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

An analysis of the LCFF Evaluation Rubrics, reveals that there are no state indicators for which performance for any student group was two ore more performance levels below the "all student"performance. However, we did determine the following:

- Chronic Absenteeism is 24.2% for All Students
  - 31% for African American and Two or more races
  - 22.5% for Hispanic
  - 18.5% for White
- All groups are two levels below the White group in Math
- All groups are one level below the White group in Reading

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**

Based on staff and stakeholder feedback, CAASPP, ELPAC, and local assessment data, in addition to research on effective practices, we are implementing multiple LCAP Action/Services to improve services for our low income, English learners, and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth to allow iLEAD Lancaster to implement site specific solutions based on our unique needs and stakeholder input. The significant actions to improve services are:

**Low -Income, EL, and Foster Youth**

- Tutoring to support learning in math and reading
  - In-depth analysis of assessment data to ascertain strengths and areas of growth during monthly data protocols.
  - Identify learners in need of support
  - Develop an action plan of academic and social-emotional support to improve performance
  - Track progress through benchmark assessments and adjust action plan as needed

**English Learners:**

- Reclassification policies and procedures will be defined in the EL Master Plan and implemented with fidelity to ensure compliance with state and federal regulations.
- 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. Use this data to guide our academic 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	\$7,385,204
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$6,713,402
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	\$6,306,086

# 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 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 Lancaster'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:

### Annual Measurable Outcomes

	Expected	Actual
<b>Number of credentialed facilitators will be appropriate for the number of learners enrolled.</b>	<b>2017-18</b> iLEAD Lancaster will maintain the 25:1 learner to credentialed facilitator ratio in grades K-5 and 27:1 ratio in grades 6th-8th.	iLEAD Lancaster maintained the 25:1 learner to credentialed facilitator ratio in grades K-5 and 27:1 ratio in grades 6th-8th.
<b>Participation of continuous professional development for teaching staff.</b>	<b>2017-18</b> Teaching staff participates in 2-weeks of summer professional development, onboarding, and weekly professional learning throughout the school year.	90% of the teaching staff participated in 2-weeks of summer professional development, onboarding, and weekly professional learning throughout the school year.
<b>Maintenance Logs, Help Tickets</b>	<b>2017-18</b> Help tickets for facilities will be resolved in an appropriate timeframe. No help tickets will be denied due to budgetary concerns.	100% of the Help tickets for facilities were resolved in an appropriate timeframe. 0% of the Help tickets were denied due to budgetary concerns
<b>Survey results from learners, staff, and parents</b>	<b>2017-18</b> A majority of parents, learners, and staff will report overall satisfaction with the school.	As determined through our LCAP Surveys, a majority of parents, learners, and staff reported overall satisfaction with the school  <b>Parent Survey</b> <ul style="list-style-type: none"> <li>• 87.7% agree that their child enjoys going to school each day.</li> <li>• 89.3% agree that the school is a friendly and welcoming environment</li> <li>• 84.5% agree that the lessons and projects are engaging</li> <li>• 77.1% agree that the administrators and staff create a school environment that helps children learn</li> </ul> <b>Learner Gallup Survey</b> <ul style="list-style-type: none"> <li>• 64.4% agree that they have fun at school</li> <li>• 64.5% agree that the adults at school care about the learners</li> <li>• 60.3% agree that there is a mentor who encourages their</li> </ul>

	<p>development</p> <ul style="list-style-type: none"> <li>• 76.6% agree that the facilitators make them feel their schoolwork is important</li> </ul> <p><b>Facilitator Survey</b></p> <ul style="list-style-type: none"> <li>• 71.3% agree they enjoy coming to work everyday</li> <li>• 94.1% agree they are trusted by administrator to do their job</li> <li>• 76.5% agree the school is a positive working environment</li> <li>• 76.5% agree the school has been supportive of their growth as a facilitator</li> </ul>
<p><b>iLEAD Data Accountability Protocol documentation</b></p>	<p><b>2017-18</b> Data Protocol meetings will be scheduled monthly and goals posted publicly.</p>
<p>Data Protocol meetings were held monthly with the site director and grade-level teams to analyze data, identify trends, and determine strengths and area of growth. Goals and action plans were created each month and progress towards goals was evaluated regularly.</p> <p>While classroom goals were created each month, they were not always posted publicly in every classroom.</p>	

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><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 facilitators will hold appropriate California credentials and participate in intern and BTSA programs as needed.</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>100% of the core facilitators hold appropriate California credentials and participated in intern and BTSA programs as needed.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$2,000 (repeated expenditure)</p>	<p>LCFF: \$0</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$0 (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>Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and 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>Submitted Help Tickets were tracked and given a timely response by maintenance team so that learners and staff would have access to clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$20,000</p> <p>4000-4999 Books and Supplies - LCFF: \$22,295 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$6,370 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,089,187</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$44,556</p> <p>4000-4999 Books and Supplies - LCFF: \$27,776 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$2,564 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$985,478</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>Students to be Served: All</p> <p>Location: All Schools</p> <p>All learners will have sufficient access to CCS instructional materials as well as instruction and projects aligned with our educational philosophy for rigorous,</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 had sufficient access to CCS instructional materials as well as instruction and projects aligned with the iLEAD educational philosophy for rigorous,</p>	<p>4000-4999 Books and Supplies - LCFF: \$597,571</p>	<p>4000-4999 Books and Supplies - LCFF: \$557,043</p>

relevant, and attainable learner outcomes as outlined in our charter.	relevant, and attainable learner outcomes as outlined in our charter.		
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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: Specific Student Group(s):</p> <p>Location: All Schools</p> <p>English Learners will be administered the CELDT/ELPAC annually and will receive targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCS and the ELD standards.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Specific Student Group(s): English Learners</p> <p>Location: All Schools</p> <p>All new students who were enrolling in a California public school for the first time were administered the CELDT Initial Assessment.</p> <p>English Learners were administered the ELPAC Summative Assessment</p> <p>English Learners received targeted instructional support and instructional resources based on assessment data to achieve academic content knowledge and gain English language proficiency based on the CCS and the ELD standards.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$17,730</p> <p>4000-4999 Books and Supplies - LCFF: \$19,110 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$14,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,698</p> <p>4000-4999 Books and Supplies - LCFF: \$7,274 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$25,047 (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, including all subgroups, will have access to an academic and educational program as outlined in our charter.</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>Learners, including all subgroups, had access to an academic and educational program as outlined in our charter.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,036,640</p> <p>2000-2999 Classified Salaries - LCFF: \$919,813</p> <p>3000-3999 Employee Benefits - LCFF: \$938,157</p> <p>4000-4999 Books and Supplies - LCFF: \$597,571 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,105,491</p> <p>2000-2999 Classified Salaries - LCFF: \$1,615,994</p> <p>3000-3999 Employee Benefits - LCFF: \$801,174</p> <p>4000-4999 Books and Supplies - LCFF: \$557,043 (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 were successfully executed as indicated in a variety of measures, surveys, and assessments.
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An extensive EL audit was conducted to ensure the following:

- EL learners were correctly identified in School Pathways and CalPads
- EL folders in the learners' cumulative files contained the required documents
- CELDT Initial Assessment administered to all learners new to California public schools
- ELPAC Summative Assessment administered to learners identified as EL during the appropriate testing window
- Reclassification protocols implemented and followed

The iLEAD Human Resources Department works closely with the director to recruit and hire appropriately credentialed teachers. All new facilitators are provided with weekly mentoring and support from the onsite Teacher on Special Assignment (TOSA).

Targeted professional development in the iLEAD academic program was provided for facilitators and administrators during the two-week professional development training prior to the start of school, in addition to focused weekly PD aligned with the school's goals to improve performance in Mathematics, English Language Arts, and English Language Development.

The school provided clean and safe conditions throughout the campus and insured that learners had equitable access to a rigorous, standards aligned academic program.

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

The effectiveness of this goal can be demonstrated through a variety of measures including surveys, HR documentation, and the Facility Inspection Tool, as well as administrator observation. The 2018 iLEAD Lancaster Parent Survey revealed that over 81.2% of the parents believe that the facilitators are able to meet their child's individual learning needs. 77.1% agree that the administrators and staff create a school environment that helps children learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing was consistent with budgeted expenditures however, variance in actual expenditures is due to 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.

No additional changes were made to the goal, expected outcomes, metrics, or actions and services to achieve this goal.



## Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

### Annual Measurable Outcomes

	Expected	Actual
<b>Holistic formative assessment measures, including NWEA MAP, CAASPP scores, Learner Portfolios, learner ILP goals, and learner/family surveys.</b>	<b>2017-18</b> Reflection of NWEA MAP, Learner Portfolios, CAASPP scores, Fountas & Pinnell Reading Benchmark Assessments, learner ILP goals, learner/family surveys, Data Protocol goals set to show learner growth and program improvement.	The site director and staff met monthly during Data Protocols to reflect on the following data and create goals to improve academic performance: <ul style="list-style-type: none"><li>• NWEA/MAP Results</li><li>• Learner Portfolios</li><li>• CAASPP scores,</li><li>• Fountas &amp; Pinnell Reading Benchmark Assessments</li><li>• Learner ILP goals</li><li>• Learner/family surveys,</li><li>• Data Protocol goals set to show learner growth and program improvement.</li></ul>
<b>Number of reclassification of English Learners</b>	<b>2017-18</b> Reclassification of English Learners reflects learner growth and school system of reclassification.	The EL Team used LEAD Reclassification Criteria to evaluate each EL learner to determine whether they should be reclassified.

**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>Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas &amp; Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators.</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 Assessment Schedule was created to identify testing windows and assessments to be given three times a year. Ongoing formative, interim, and summative assessments were administered and analyzed during monthly data protocol grade-level meetings. These assessments included:</p> <ul style="list-style-type: none"> <li>• NWEA MAP</li> <li>• Fountas &amp; Pinnell Reading Benchmark Assessment</li> <li>• Writing samples (Narrative, Opinion, Informative)</li> <li>• Words Their Way Spelling inventory</li> <li>• PBL rubrics that include social/emotional indicators.</li> </ul>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$17,730 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$19,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,089,187 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,698 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$13,213 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$985,478 (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: Specific Schools: iLEAD Lancaster</p> <p>Each grade level and school director or designee will meet monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs, to set data-focused instructional goals, to continue to monitor learner academic</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>Each grade level team and school director met monthly to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs. They collaboratively set data-focused instructional goals, continued to monitor learner academic progress, and determined research-based</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$17,730 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$19,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,089,187 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$170,000 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$87,000 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$7,698 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$13,213 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$985,478 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$119,449 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$70,000 (repeated expenditure)</p>

progress, and to determine research based appropriate instructional strategies as described in the schools charter to help all learners develop proficiency in the designated CCS in ELA and Math, with a focus on identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.	appropriate instructional strategies as described in the schools charter to help all learners develop proficiency in the designated CCS in ELA and Math. There was a focus on closing the achievement gap for identified learners scoring below Standard Met in CAASPP and NWEAs MAP for ELA & Math.		
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### 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>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide a rigorous week of professional learning (PL) at Camp Make in August before school year begins with focus on math &amp; literacy, 3 PL days in October focus on Math Mindsets, and Spring Training focus on literacy. PL with support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation.</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 participated in a rigorous week of professional learning (PL) at Camp Make in August before the school year began. The focus was on math &amp; literacy as well as ELD. There were also 3 PL days in October with a focus on Math Mindsets and inclusion strategies for our learners with IEPs. During the year, there was also professional learning on SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that included CCS implementation.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$2,036,640 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$919,813 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$938,157 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$1,089,187 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,105,491 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$1,615,994 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$801,174 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$985,478 (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>Adopt K-5 iLEAD Math and 6-8 math curriculum, provide staff training, and implement iLEAD inquiry-based Math aligned to CCS.</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 were trained in the K-5 iLEAD Math curriculum and 6-8 math curriculum and implemented them during the school year. Both of the inquiry-based math curriculum programs are aligned to the CCS.</p>	<p>4000-4999 Books and Supplies - LCFF: \$19,110 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$14,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$7,274 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$25,047 (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>Implement Lucy Calkins Units of Study Writing K-8 literacy program, provide staff training, and provide on going support to staff to increase the number of EL learners who make progress on the CELDT/ELPAC and increase the rate of reclassified EL 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>Additional training on implementing the Lucy Calkins Units of Study Writing K-8 literacy program and WRiting Pathways Toolkit was provided during staff training.</p> <p>Training and support was provided to staff to increase the number of EL learners who make progress on the CELDT/ELPAC and increase the rate of reclassified EL learners.</p>	<p>4000-4999 Books and Supplies - LCFF: \$19,110 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$14,000 (repeated expenditure)</p>	<p>4000-4999 Books and Supplies - LCFF: \$7,274 (repeated expenditure)</p> <p>4000-4999 Books and Supplies - LCFF: \$25,047 (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 was executed with a few exceptions. We analyzed ongoing formative, interim, and summative assessments during monthly data protocol meetings. During the data protocol meetings the school director, grade level teams and maker team curriculum specialist designed measurable and attainable goals to drive instruction. We also held various professional learning that aligned with the CCS. We adopted K-5 iLEAD Math and 6-8 math curriculum, which was inquiry-based Math aligned to CCS. We also implemented a K-8 literacy program. Facilitators created writing lesson plans using the Lucy Calkins' Units of Study in writing and participated in a Lesson Study protocol where participants collaboratively researched, planned, taught and observed each other teaching the lessons, using ongoing discussion, reflection and expert input to track and refine their craft.

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

The actions and services were effective for getting closer to achieving the goal set forth. With these actions we saw some growth in the number of learners who met their growth goals in MAP. Through our data protocol meetings we were able to assess the effectiveness of the curriculum used and make modifications to the curriculum and create goals. Additionally, through data collection, professional learning opportunities and new curriculum development we make some growth in Math and some sub group growth in ELA on the CAASPP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing was consistent with budgeted expenditures however, variance in actual expenditures is due to 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.

Due to the successful implementation of the articulated goals, expected outcomes, metrics, actions and services, no changes were adopted to achieve this goal.

**Goal 3**

Generate 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:

**Annual Measurable Outcomes**

	Expected	Actual
<b>California School Dashboard</b>	<b>2017-18</b> Improve the daily attendance rate	
<b>Yearly parent survey, sign in sheets</b>	<b>2017-18</b> Continued attendance in school and at events	As evidenced by responses to the 2018 Parent Survey, parents indicated their participation as follows: <ul style="list-style-type: none"> <li>• Attended a school or class event (Presentation of Learning, Winter Production, sports event, etc.) - 84.6%</li> <li>• Attended the Individual Learning Plan (ILP) conference - 66.9%</li> <li>• Attended Meet the Facilitator or Back to School Night - 74.2%</li> <li>• Participated in a school fundraiser - 46.8%</li> <li>• Served as a volunteer in the classroom or for another school event - 40.3%</li> </ul>
<b>Yearly parent surveys</b>	<b>2017-18</b> Most families feel safe	78.7% of the parents indicated on the 2018 Parent Survey that their child feels physically safe in his/her school environment.
<b>Yearly parent surveys</b>	<b>2017-18</b> Most families feel that the learning environment is supportive.	As indicated on the 2018 Parent Survey, parent responses the following opinions about a supportive learning environment at iLEAD Lancaster: <ul style="list-style-type: none"> <li>• 78.2% of the parents believe that facilitators are able to meet their learners' individual learning needs</li> <li>• 87.7% of the parents believe that their child enjoys going to school each day</li> <li>• 77.1% of the parents believe that administrators and staff create a school that helps children learn</li> <li>• 84.4% of the parents believe that their child has a close relationship with at least one adult at school</li> </ul>

## 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>Annually, the School will conduct parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.</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 Lancaster conducted parent, learner, and staff surveys to gather feedback on school safety, satisfaction, and connectedness and to generate strategies for improvement.</p>	<p>1000-1999 Certificated Salaries - LCFF: \$170,000 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$87,000 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$119,449 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$70,000 (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>Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, LMS (NOVARE), in person meetings, Parent Square notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.</p>	<p><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 Lancaster communicated with families on a regular basis through weekly Monday Messages, grade level emails, LMS (NOVARE), in person meetings, Parent Square notifications, social media, and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress, to keep families informed on all school announcements, opportunities for involvement and decision-making input, to participate in their child's education, and to promote their child's academic success.</p>	<p>4000-4999 Books and Supplies - LCFF: \$19,000 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$938</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$9,000</p>	<p>4000-4999 Books and Supplies - LCFF: \$13,213 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$6,409</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$12,945</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>1000-1999 Certificated Salaries - LCFF: \$2,036,640 (repeated expenditure)</p>	<p>1000-1999 Certificated Salaries - LCFF: \$1,105,491 (repeated expenditure)</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continue to foster, provide communication &amp; training to staff and families in Love &amp; Logic, Restorative Practices, 7 Habits, and other approaches that proactively provide alternatives to suspension and a safe, positive environment in which learners are respected, valued, nurtured, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks related to iLEAD learning goals and weekly PL. Parent opportunities include monthly ED Talks with school leaders and iLEAD Parent University workshops on topics related to the schools mission and vision.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Continued to foster, provide communication &amp; training to staff and families in Love &amp; Logic, Restorative Practices, 7 Habits, and other approaches that proactively provide alternatives to suspension and a safe, positive environment in which learners are respected, valued, nurtured, and challenged to achieve their full potential. Staff opportunities included weekly TED Talks related to iLEAD learning goals and weekly PL. Parent opportunities included monthly ED Talks with school leaders and iLEAD Parent University workshops on topics related to the schools mission and vision.</p>	<p>2000-2999 Classified Salaries - LCFF: \$919,813 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$938,157 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$37,535</p>	<p>2000-2999 Classified Salaries - LCFF: \$1,615,994 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$801,174 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$45,752</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>Reduce chronic absenteeism through consistent communication between facilitators, families, and the registrar when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent as indicated by a weekly report from our SIS.</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>Worked collaboratively to reduce chronic absenteeism through consistent communication between facilitators, families, and the registrar when a learner is absent. Communicated the importance of attendance in regards to the learners progress and school funding, provided targeted intervention through an SST for families with learners who are chronically absent as indicated by a weekly report from our SIS.</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$15,600</p> <p>1000-1999 Certificated Salaries - LCFF: \$2,036,640 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$919,813 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$938,157 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$938 (repeated expenditure)</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$0</p> <p>1000-1999 Certificated Salaries - LCFF: \$1,105,491 (repeated expenditure)</p> <p>2000-2999 Classified Salaries - LCFF: \$1,615,994 (repeated expenditure)</p> <p>3000-3999 Employee Benefits - LCFF: \$801,174 (repeated expenditure)</p> <p>5000-5999 Services and Other Operating Expenses - LCFF: \$6,409 (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><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>5000-5999 Services and Other Operating Expenses - LCFF: \$150,000</p> <p>1000-1999 Certificated Salaries - LCFF: \$198,000 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$145,000</p>	<p>5000-5999 Services and Other Operating Expenses - LCFF: \$186,112</p> <p>1000-1999 Certificated Salaries - LCFF: \$87,335 (repeated expenditure)</p> <p>1000-1999 Certificated Salaries - LCFF: \$5,000</p>



<p>Support learners through counseling, the Learner Support team, and connecting families with support services as needed. Provide inclusive practice training for Gen Ed facilitators to design and implement co-teaching models as well as develop an inclusive mindset.</p>	<p>Supported learners through counseling, the Learner Support team, and connected families with support services as needed. Provided inclusive practice training for Gen Ed facilitators to design and implement co-teaching models as well as develop an inclusive mindset.</p>	<p>(repeated expenditure) 1000-1999 Certificated Salaries - LCFF: \$170,000 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$108,820 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$134,680 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$163,540 (repeated expenditure)</p>	<p>(repeated expenditure) 1000-1999 Certificated Salaries - LCFF: \$119,449 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$93,758 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$50,981 (repeated expenditure) 2000-2999 Classified Salaries - LCFF: \$141,656 (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.

In order to increase parent involvement and engagement to address the needs of our English Learners, economically disadvantaged, foster youth and homeless students for the 2016-17 school year, a plan, with implemented actions and opportunities were put into practice by the Site Director and Communications and Outreach Coordinator. Several successful events were held which promoted parent participation including Parent University, Ed Talks, ILP's, Student-led conferences, STEAM Night, Fall Carnival, Multi-Cultural Feast, Presentations of Learning, etc.

Communication is provided to parents and stakeholders using a variety of methods, including Monday Message, Parent Square, social media, facilitator newsletters, NOVARE Learning Management System, etc.

iLEAD Lancaster administers annual surveys to parents, facilitators, and learners to ascertain our strengths and areas of growth. Results are shared with our stakeholders and used to help develop the LCAP.

In an effort to reduce chronic absenteeism, the school administrators, facilitators, and office manager work collaboratively and consistently communicate with parents about the importance of attending school daily.

The Special Education Department held a Symposium called "All Means All" in October which was open to staff, parents, and community members with keynotes and workshops about inclusion strategies and universal design for learning.

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

As determined by our annual parent survey, the actions/services to achieve the goal in the LCAP were successful as seen in the following results:

- 89.3% agree that their child's school is a friendly and welcoming environment
- 77% agree that the school values the culture and diversity of their child's background
- 87.7% agree that there are many different ways to be involved at school
- 80.8% are satisfied with the response they get when contacting the school with questions or concerns
- 77.8% agree that the school effectively communicates with them about their child's academic and social-emotional progress
- 82% agree that they receive timely communication in many different ways

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing was consistent with budgeted expenditures however, variance in actual expenditures is due to 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.

No significant changes were made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

## 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?

On an annual basis, iLEAD Lancaster engages stakeholders in preparing a Local Control and Accountability Plan Update that sets goals for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions for all pupils and for each subgroup of pupils that the school will take to achieve each of the identified annual goals and fiscal allocations to support these actions. We conducted 4 stakeholder surveys aligned with the 8 state priority areas. Parents, learners, facilitators, and non-instructional staff met with administration to dissect and analyze the data to determine strengths and areas of growth to create the goals. An LCAP team was formed, comprised of Leadership, Staff, Parents, and learners. The team met several times throughout the year until an action plan was created.

### Impact on LCAP and Annual Update

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

Conducting a variety of stakeholder engagement meetings to ensure that the iLEAD Lancaster's LCAP reflects all stakeholders. 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)

Unchanged 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 Lancaster'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
Number of credentialed facilitators will be appropriate for the number of learners enrolled.	iLEAD Lancaster will maintain Grades K-5 25:1 ratio and Grades 6th-8th 27:1 ratio of credentialed facilitators to learners.	iLEAD Lancaster will maintain Grades K-5 25:1 ratio and Grades 6th-8th 27:1 ratio of credentialed facilitators to learners.	iLEAD Lancaster will maintain Grades K-5 25:1 ratio and Grades 6th-8th 27:1 ratio of credentialed facilitators to learners.	
Participation of continuous professional development for teaching staff.	Teaching staff participates in 2 week PD, onboarding, and weekly professional learning throughout the school year.	Teaching staff participates in 2 week PD, onboarding, and weekly professional learning throughout the school year.	All Teaching staff will participate in a 2-week PD experience prior to the start of school, ongoing weekly professional learning for all teaching staff, and onboarding for new facilitators throughout the school year.	
Maintenance Logs, Help Tickets	Help tickets for facilities resolved in an appropriate timeframe. No help tickets were denied due to budgetary concerns.	Help tickets for facilities will be resolved in an appropriate timeframe. Sufficient budgeting will ensure that valid tickets are addressed.	Help tickets for facilities will be resolved in an appropriate timeframe. Sufficient budgeting will ensure that valid tickets are addressed.	
Survey results from learners, staff, and parents	Majority of parents, learners, and staff reported overall satisfaction with the school.	Majority of parents, learners, and staff will report overall satisfaction with the school.	Majority of parents, learners, and staff will report overall satisfaction with the school.	
iLEAD Data Accountability Protocol documentation	Data Protocol meetings scheduled monthly and	Data Protocol meetings scheduled monthly and	Data Protocol meetings scheduled monthly and	

	goals posted publicly.	goals posted publicly.	goals posted publicly.	
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## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
All core facilitators will hold appropriate California credentials and participate in intern and BTSA programs as needed.	All core facilitators will hold appropriate California credentials and participate in intern and BTSA programs as needed.	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0 (repeat expenditure)	\$2,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Services and Other Operating Expenses	
Amount	\$0 (repeat expenditure)	\$2,000 (repeat expenditure)	\$0
Source		LCFF	
Budget Reference		Certificated Salaries	

**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.	Facilities Help Tickets will be submitted, tracked, and given a timely response by maintenance team so that learners and staff will have clean, safe, well-maintained, and innovative spaces in which to conduct learning activities.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$27,776 (repeat expenditure)	\$22,645 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$3,834 (repeat expenditure)	\$7,590 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$44,556	\$44,000	\$0
Source	LCFF	LCFF	

Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$985,478	\$1,153,165	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$985,478	\$921,733	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	



**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

New Action

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

**2018-19**

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

Unchanged Action

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

**2019-20**

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

Action

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$557,043	\$537,009	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	

**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:

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

	2017-18	2018-19	2019-20
Amount	\$7,274 (repeat expenditure)	\$29,115 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$25,047 (repeat expenditure)	\$14,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$7,698	\$13,885	\$0

Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

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

Unchanged Goal

**Goal 2**

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

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

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

**Identified Need:**

There is a need to increase academic achievement for all learners and to increase learner access to a variety of challenging, rigorous, and relevant content taught by qualified and caring educators.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Holistic formative assessment measures, including NWEA MAP, CAASPP scores, Learner Portfolios, learner ILP goals, and learner/family surveys.	Learner growth through holistic formative assessment measures, including NWEA MAP, Learner Portfolios, CAASPP scores, Fountas & Pinnell Reading Benchmark Assessments, learner ILP goals, and learner/family surveys.	Reflection of NWEA MAP, Learner Portfolios, CAASPP scores, Fountas & Pinnell Reading Benchmark Assessments, learner ILP goals, learner/family surveys, Data Protocol goals set to show learner growth and program improvement.	Reflection of NWEA MAP, Learner Portfolios, CAASPP scores, Fountas & Pinnell Reading Benchmark Assessments, learner ILP goals, learner/family surveys, Data Protocol goals set to show learner growth and program improvement.	
Number of reclassification of English Learners	Reclassification system created in Spring 2017.	Reclassification of English Learners reflects learner growth and school system of reclassification.	Reclassification of English Learners reflects learner growth and school system of reclassification.	

## 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, Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators.	Continue to administer and analyze ongoing formative, interim, and summative assessments, including but not limited to NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators	

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$7,698 (repeat expenditure)	\$13,885 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$13,213 (repeat expenditure)	\$40,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	

Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$985,478 (repeat expenditure)	\$1,153,165 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$7,698 (repeat expenditure)	\$13,885 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$13,213 (repeat expenditure)	\$40,000 (repeat expenditure)	\$0

Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$985,478 (repeat expenditure)	\$1,153,165 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$119,449 (repeat expenditure)	\$100,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	
Amount	\$87,000 (repeat expenditure)	\$127,500 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	



**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
Provide a rigorous week of professional learning (PL) at Camp Make in August before school year begins with a focus on math & literacy, 3 PL days in October focused on Math Mindsets, and Spring Training focused on literacy. PL with support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation.	Provide a rigorous week of professional learning (PL) at Camp Make in August before school year begins with a focus on math & literacy, 3 PL days in October focused on Math Mindsets, and Spring Training focused on literacy. PL with support for ELD, SBAC aligned performance task design, effective PBL instruction, and the guided completion of Project Design Guides that include CCS implementation.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,105,491	\$2,096,500	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	
Amount	\$919,813	\$947,508	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	

Amount	\$801,174	\$980,966	\$0
Source	LCFF	LCFF	
Budget Reference	Employee Benefits	Employee Benefits	
Amount	\$985,478 (repeat expenditure)	\$1,153,165 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
Adopt K-5 iLEAD Math and 6-8 math curriculum, provide staff training, and implement iLEAD inquiry-based Math aligned to CCS.	Continue to implement K-5 iLEAD Math and 6-8 math curriculum, provide staff training, and implement iLEAD inquiry-based Math aligned to CCS.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$7,274 (repeat expenditure)	\$29,115 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$25,047 (repeat expenditure)	\$14,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	

**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)

**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:

Implement Lucy Calkins Units of Study Writing K-8 literacy program, provide staff training, and provide on going support to staff to increase the number of EL learners who make progress on the CELDT/ELPAC and increase the rate of reclassified EL learners.	Continue to implement Lucy Calkins Units of Study Writing K-8 literacy program, provide staff training, and provide on going support to staff to increase the number of EL learners who make progress on the ELPAC and increase the rate of reclassified EL learners.	
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**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$7,274 (repeat expenditure)	\$29,115 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	
Amount	\$25,047 (repeat expenditure)	\$14,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	

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

Unchanged Goal

**Goal 3**

Generate 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.

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard	Daily Attendance Rate: 93%	Improve the daily attendance rate	Improve the daily attendance rate to 94%	
Yearly parent survey, sign in sheets	Participation in school and at school events by learners and families.	Continued attendance in school and at events	Continue to improve learner and family participation in school events.	
Yearly parent surveys	69% families feel safe	Most families feel safe	72% of families feel their learner is safe in the school environment.	
Yearly parent surveys	73% families feel that learning environment is supportive	Most families feel that the learning environment is supportive.	75% Most families feel that the learning environment is supportive.	

## 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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

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

**2018-19**

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

**2019-20**

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

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

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$70,000 (repeat expenditure)	\$127,500 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	
Amount	\$70,000 (repeat expenditure)	\$127,500 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	

**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

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

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$6,409	\$3,036	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$12,945	\$15,600	\$0

Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	
Amount	\$13,213 (repeat expenditure)	\$40,000 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Books and Supplies	Books and Supplies	



**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)

Specific Schools: iLEAD Lancaster

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

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

**2018-19**

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

**2019-20**

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

New Action	Unchanged Action	Action
Continue to foster, provide communication & training to staff and families in Love & Logic, Restorative Practices, 7 Habits, and other approaches that proactively provide alternatives to suspension and a safe, positive environment in which learners are respected, valued, nurtured, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks related to iLEAD learning goals and weekly PL. Parent opportunities include monthly ED Talks with school leaders and iLEAD Parent University workshops on topics related to the schools mission and vision.	Continue to foster, provide communication & training to staff and families in Love & Logic, Restorative Practices, 7 Habits, and other approaches that proactively provide alternatives to suspension and a safe, positive environment in which learners are respected, valued, nurtured, and challenged to achieve their full potential. Staff opportunities include weekly TED Talks related to iLEAD learning goals and weekly PL. Parent opportunities include monthly ED Talks with school leaders and iLEAD Parent University workshops on topics related to the schools mission and vision.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,105,491 (repeat expenditure)	\$2,096,500 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	

Amount	\$1,615,994 (repeat expenditure)	\$947,508 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	
Amount	\$801,174 (repeat expenditure)	\$980,966 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Employee Benefits	Employee Benefits	
Amount	\$45,752 (repeat expenditure)	\$36,448 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

**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:

New Action	Unchanged Action	Action
Reduce chronic absenteeism through consistent communication between facilitators, families, and the registrar when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent as indicated by a weekly report from our SIS.	Reduce chronic absenteeism through consistent communication between facilitators, families, and the registrar when a learner is absent, communicate the importance of attendance in regards to the learners progress and school funding, provide targeted intervention through an SST for families with learners who are chronically absent as indicated by a weekly report from our SIS.	

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$1,104,491 (repeat expenditure)	\$2,096,500 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Certificated Salaries	Certificated Salaries	
Amount	\$1,615,994 (repeat expenditure)	\$947,508 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Classified Salaries	Classified Salaries	

Amount	\$801,174 (repeat expenditure)	\$980,966 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Employee Benefits	Employee Benefits	
Amount	\$6,409 (repeat expenditure)	\$3,036 (repeat expenditure)	\$0
Source	LCFF	LCFF	
Budget Reference	Services and Other Operating Expenses	Services and Other Operating Expenses	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$521,374

Percentage to Increase or Improve Services:

10.89%

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 Lancaster 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.