

# 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 Agua Dulce

Contact Name and Title

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# 2017-20 Plan Summary

## The Story

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

iLEAD Agua Dulce Charter School is located in Agua Dulce, California. As part of the greater area of Antelope Valley, iLEAD Agua Dulce Charter School is situated in a rural/suburban community on the outskirts of Los Angeles County. The neighborhoods of the Santa Clarita and Antelope Valleys include Canyon Country, Saugus, Newhall, Castaic, Valencia, Newhall, Quartz Hill, Littlerock, Antelope Acres, Lake LA, Palmdale, and Lancaster to the north, south, east, and west. Santa Clarita and Antelope Valleys have grown considerably since the 1980's, characterized with large tract home development and strip malls. The majority of the community commutes to Los Angeles for work. The community hosts a wide variety of socioeconomic characteristics. It has neighborhoods that vary from a wide range of low income/first generation Americans to high income, upper class multiracial residents. Antelope Valley consists of about 48% non-hispanic whites, followed by a large population of hispanic residents and then African American residents. Santa Clarita Valley consists of 51% White, non hispanic, 3% African American, 9% Asian, 32% Hispanic residents.

iLEAD Agua-Dulce Charter School opened on August 21, 2018. It is located in the town of Agua Dulce and currently serves TK-6<sup>th</sup> grade. We empower students to become conscientious, compassionate, and responsible citizens of the world. In this process, we inspire them to become creative thinkers and leaders, with a lifelong love of learning. We accomplish this through individualized instruction, active learning methods and opportunities for self-directed learning. We celebrate and foster each child's individuality and support them in discovering their highest potential. We believe each child will be equipped with the skills and knowledge to achieve his or her fullest potential in preparation for college and the demands of the 21st century workplace. iLEAD Agua-Dulce accomplishes its mission through the following practices:

Constructivist methods and project-based learning: iLEAD Agua-Dulce's curriculum implements the California Common Core State Standards through relevant learning experiences that engage students' interest as they discover underlying concepts and develop deep understanding of subject matter. Students are active participants in meaningful learning, as they engage in hands-on activities and experiences that build on their prior knowledge. A key instructional approach is the use of projects, which are conducive to teaching higher order thinking skills and real-world skills. Projects more closely resemble real world work, so students develop skills for successful careers. Students apply their understanding in projects that gradually introduce greater complexity, more student autonomy and increased choice of topics and products, as students are ready. These powerful learning experiences foster self motivation and self-directedness, as students discover and develop their uniqueness, while striving to become competent lifelong learners. In this constructivist relationship, teachers are facilitators of learning and students are learners. For this reason, we call our teachers "facilitators" and we call our students "learners."

An international focus: We provide a rigorous curriculum on global connectivity that gives learners a sense of belonging in the changing world and prepares them to fit in the global marketplace upon graduation and post college. Exploring the world's cultures gives learners a positive attitude toward learning and greater understanding of diverse cultures, both in the U.S. and abroad. iLEAD Agua Dulce offers foreign language instruction to its learners. Foreign language instruction begins in Transitional Kindergarten.

## LCAP Highlights

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

**iLEAD Agua Dulce had many successes it's first year. iLEAD Agua Dulce qualified for the PCSGP grant and received \$475,000 to go towards enhancing the school program in the areas of professional development, a variety of technology, outdoor classroom items, curriculum, arts, and a SMART Lab. In addition, iLEAD AD also received an extra \$50,000 from the California Dept. of Education towards providing special curriculum, technology, and programs for unduplicated pupils.**

**iLEAD AD, is proud to have received accreditation from the Western Association of Schools and Colleges.**

**iLEAD AD assesses its students in many ways, including NWEA MAP, Fountas and Pinnell reading, Words Their Way Inventory, SBAC and formative and summative assessments. We saw significant growth in the areas of math and reading from Fall to Spring on all assessments with the exception of SBAC as we have not received the results.**

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

**iLEAD Agua Dulce is proud of the growth in English Language Arts (ELA) and Math NWEA MAP and Fountas and Pinnell results for grades 1st-6th. We attribute the growth to our school's fidelity with the implementation of the Daily 5 reading structure model and connecting reading curriculum with our Project-Based Learning, implementing authentic math into the projects and using Georgia Math and Creative Solutions Math for centers and when conferring with students daily. In addition, iLEAD AD utilizes both Khan Academy and Prodigy computer-based programs for resource to collect specific data weekly. In our recent Parent Survey, 87.1% Agree or Strongly Agree that the lessons and projects are engaging. And, 80.6% of parents Agree or Strongly Agree that the program and teacher are able to meet their child's individual learning.**

**Our current goal is showing a 5% growth in MAP Assessments from Fall to Spring in both ELA and Math. Overall, we showed a 4.3% growth in reading and a 6.3% growth in math.**

**Additionally, we were recently accredited from the Western Association of Schools and Colleges. The Visiting Committee stated that the school focuses on ensuring a personalized learning approach for each student that is**

tailored to their academic needs and learning styles and The school provides their students access to a variety of support services to ensure they have maximum opportunity to be academically successful.

Lastly, we are very proud to have qualified and receive the Public Charter Schools Grant Program funds totaling \$475,000 to go towards enhancing our school program and an additional \$50,000 for unduplicated pupils.

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

As we are in our first year of operation ,we do not have a California School Dashboard. However, we have identified the need to increase student achievement in both ELA and Math, and addressing absenteeism.

Although we met, our initial goal of demonstrating 5% growth in the areas of reading and math on the NWEA MAP assessment from Fall to Spring (6.3% in math and 4.3 in reading), we still feel that there needs to be improvement in both areas.

As a result of receiving \$475,000 from the PCSGP Grant, we have purchased interactive Promethean ActTiv Panels for each classroom which has numerous ELA and Math resources built in for independent and whole group use. We also purchased a high tech SMART Lab which is also programmed to promote innovation and support in all areas of the curriculum. All students will have weekly access to the lab. to close the gap and improve academic achievement.

After School reading and math clubs were made accessible to all students and will continue with added days for the 2019-2020 school year. We plan to dig deeper into the data that is provided by both Prodigy and Khan Academy math programs, in addition to utilizing the MAP data to from conferring groups.

Due to our 94.4% attendance rate, our school plans to implement student and parent focus groups to identify the root causes of absenteeism. Based on the input and feedback from our stakeholders our school will establish systems and protocols to be put in place school wide, including but not limited to bi-weekly attendance checks by the school's Leadership; meetings with families, professional learning for our facilitators (on PBL, classroom management, and culturally responsive teaching) and workshops led by our maker team.

One of our WASC goals is to continue to identify and implement additional marketing and outreach strategies to promote school awareness of the mission and vision and to increase student enrollment. When families understand the need for their child to attend Project-Based Learning school, the families should become more aware of the importance of attending for discussions, collaborations and research that can only be done in the classroom setting.

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

As we are a first year school, we do not have a California Dashboard as of yet and have not received our state testing scores. However, with our school assessments, such as NWEA MAP, Fountas and Pinnell, Words Their Way and data from our math programs Khan Academy and Prodigy we can identify students with performance level gaps. As of current, we do not identify a specific student group with a two or more year gap. However, we have taken proactive steps close what achievement gaps do exist.

We obtained an extra \$50,000 for our PCSGP Grant to go towards closing the gaps and support unduplicated pupils. We plan to purchase specific programs such as:

**2 Bridges Math Intervention Kits** These hands on math intervention kits have two volumes (K-2 and 3-5) that are hands on standards based intervention for learners that need remediation in specific math standards. This will be used in small group in classrooms to target students' needs.

**Edmentum Intervention:** This online system connects to our NWEA MAP assessment system. These licenses will be used to target learners that are struggling that need additional assistance in ELA and Math. The online system provides adaptable lessons to help fill gaps for learners based on results of MAP assessment and gives assistance in areas of need.

**Provide specialized online training for our facilitators to participate in.** The Orton Gillingham training works specifically in reading strategies that our facilitators will learn about to be able to successfully work with our Special Education population, students on an SST and even our struggling readers. These strategies are used to address learners with Dyslexia and will also be important strategies for reading that our facilitators will use.

We also plan to purchase extra technology and hold very specific after school workshops targeting the students who have the greatest needs.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

N/A

### **Monitoring and Evaluating Effectiveness**

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

N/A

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

iLEAD Agua-Dulce students, including all student subgroups, unduplicated students, and students with exceptional needs will demonstrate growth in the core academic areas of English Language Arts and Mathematics.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>2018-19</b> Increase of 5% on MAP scores from Fall to Spring; increase support for learners not making adequate progress	From Fall 2018 to Spring 2019 our school showed a 4.3% growth in ELA scores and 6.3% growth in math on the NWEA MAP Assessment.

## 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 staff will engage in professional development to build understanding of common core learning outcomes and best practices.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each August all teachers attend Camp Make which is a three week training program in all areas of the curriculum, Project-Based Learning, Social/Emotional Learning, and cultural pieces. Camp Make also takes place for one week in October, one day in January and two days in March.</p> <p>All staff receives professional development in Project-Based Learning and all areas of the core curriculum every Friday.</p> <p>All teachers and support staff attended Outdoor Classroom Training and Differentiated Instruction workshops to deliver Common Core Standards in various ways that connect with nature and outdoors.</p> <p>Every month teachers meet for Data Protocol Meetings to review assessments and how to address needs of low level students.</p> <p>Every Tuesday Morning staff meets to</p>	<p>\$440,000 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries \$99,840 - LCFF - 2000-2999 Classified Salaries - 2000s Classified Salaries \$179,825 - LCFF - 3000-3999 Employee Benefits - 3000s Employee Benefits \$11,185 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 - Professional Development</p>	<p>\$247,966 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries \$199,465 - LCFF - 2000-2999 Classified Salaries - 2000s Classified Salaries \$98,726 - LCFF - 3000-3999 Employee Benefits - 3000s Employee Benefits \$3,785 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 Professional Development</p>

watch and discuss specific videos  
pertaining to education in the classroom.

## 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>Annual review of prior year scores and ongoing review of MAPS and/or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>As a first year school we do not have prior year data to review. However, We have reviewed each MAP assessment in Fall, Winter and Spring and utilized that data, including data from our online math resource program, Fountas and Pinnell reading level assessment, and Words Their Way spelling pattern assessments to determine small group conferring.</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 - Site-Based Teacher Salaries (repeated expenditure) \$80,000 - LCFF - 2000-2999 Classified Salaries (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 - Site-Based Teacher Salaries (repeated expenditure) \$80,254 - LCFF - 2000-2999 Classified Salaries - 2310 - Classified Directors Salaries (repeated expenditure)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>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>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure) \$80,000 - LCFF - 2000-2999 Classified Salaries - 2310 Classified</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure) \$80,254 - LCFF - 2000-2999 Classified Salaries - 2310 Classified</p>

Curriculum plan developed by staff to address identified needs of learners and aligned to Common Core State Standards.	As a Project-Based Learning School, designing projects always has Common Core State Standards, Differentiation and RTI built in for the needs of all students. Project Design Guides are scaffolded and provide multiple ways for students to succeed.	Directors Salaries (repeated expenditure)	Directors Salaries (repeated expenditure)
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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>All learners will be guided and supervised by qualified core facilitators, staff and school directors to ensure progress is made.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Students work daily with qualified facilitators, the school has a nurse aide, office manager, business manager, and CARE team. The director is present daily and highly involved in all aspects of the school program</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p> <p>\$80,000 - LCFF - 2000-2999 Classified Salaries - 2310 Classified Directors (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p> <p>\$80,254 - LCFF - 2000-2999 Classified Salaries - 2310 Classified Directors (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>All learners and staff will have clean,</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 Agua Dulce campus is well</p>	<p>\$19,033 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Service Fee (10% of Fee)</p> <p>\$8,030 - LCFF - 5000-5999 Services and Other Operating Expenses - 5400 Insurance</p>	<p>\$12,990 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 - Service Fee (10% of Fee)</p> <p>\$8,030 - LCFF - 5000-5999 Services and Other Operating Expenses - 5400 Insurance</p>



safe, innovative spaces in which to conduct learning activities.	maintained. The water is tested daily, bathrooms and classrooms are cleaned nightly. We have very innovative spaces for our students to learn including our SMART LAB Exploratorium, collaborative classrooms with flexible seating, and our Outdoor Classroom spaces.	\$20,500 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500 Utilities \$44,698 - LCFF - 5000-5999 Services and Other Operating Expenses - 5600 Rent	\$26,101 - LCFF - 5000-5999 Services and Other Operating Expenses - 5500 Utilities \$44,698 - LCFF - 5000-5999 Services and Other Operating Expenses - 5600 Rent
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Engage with parents in support of their students learning through parent conferences, school-wide curriculum meetings, participation in school-wide activities (Ed Talks, community garden, multicultural feast, presentations of learning, etc.) Survey parents to obtain input on the implementation of the schools educational program, school culture, and the state priorities as they apply to our school.</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>In August, iLEAD Agua Dulce had a School Beautification Day where numerous families came to work together in the classrooms and gardens to make the campus bright and welcoming for the students first day of school.</p> <p>iLEAD Agua Dulce meets with parents monthly at our iSUPPORT Meetings where updates on the school program are given and the parents can have meaningful conversations with the school director.</p> <p>Parents meet with teachers at the beginning of the year to attend goal setting with their child and child's teacher.</p> <p>Presentations of Learning take place approx. every 5 weeks for students to present their project and discuss the learning process to families.</p> <p>In November we held a Fall Festival and a</p>	<p>\$440,000 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries (repeated expenditure) \$99,840 - LCFF - 2000-2999 Classified Salaries - 2000s Classified Salaries - Classified Director and Care Team (repeated expenditure) \$179,825 - LCFF - 3000-3999 Employee Benefits - 3000s Classified Salaries (repeated expenditure)</p>	<p>\$247,966 - LCFF - 1000-1999 Certificated Salaries - 1000s Certificated Salaries (repeated expenditure) \$221,207 - LCFF - 2000-2999 Classified Salaries - 2000s Classified Salaries - Classified Director and Care Team (repeated expenditure) \$98,726 - LCFF - 3000-3999 Employee Benefits - 3000s Classified Salaries (repeated expenditure)</p>

	<p>Multi-Cultural Feast for all families to partake. In December we had our Winter Show.</p> <p>Parent Universities are held monthly to inform parents on the process of Project-Based Learning and cultural components such as Love and Logic, 7 Habits, and Character Lab.</p> <p>Several surveys regarding the school program and overall effectiveness are emailed home to families and focus groups are held.</p> <p>Weekly Updates are emailed home by the student's teacher and Monday Messages are also emailed home by the school director.</p>		
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## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Each grade level team and school director will meet monthly to disaggregate subgroup (pursuant to EC 52052) data and analyze formative, interim, and summative assessment data to set goals and determine research based appropriate instructional strategies to help all students develop proficiency in the designated CCSS standards in English Language Arts and Math.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>The director, teachers and data specialist meet monthly to disaggregate MAP data and formative/summative assessments. During this collaborative protocol meeting, strategies are put in place and built into the project design guide.</p> <p>The director meets weekly with teachers to</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p> <p>\$80,000 - LCFF - 2000-2999 Classified Salaries - 2310 Classified Director (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p> <p>\$80,254 - LCFF - 2000-2999 Classified Salaries - 2310 Classified Director (repeated expenditure)</p>

	address small group conferring, differentiation and RTI. The Ed Specialist is also a part of the project design and small group conferring placement. Data from all assessments including online resources are analyzed to ensure steady growth in the areas of English Language Arts and Math. This has resulted in 4.3% growth in ELA and 6.3% growth in math overall in MAP assessment data.		
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## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>100% of all subgroups pursuant to EC 52052</p> <ul style="list-style-type: none"> <li>• Ethnic subgroups</li> <li>• Socioeconomically disadvantaged pupils</li> <li>• English learners</li> <li>• Pupils with disabilities,</li> <li>• Foster youth</li> </ul> <p>will gain academic content knowledge through the implementation of the CA CCSS</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>iLEAD Agua Dulce has an inclusive program where CCSS content is implemented for 100% of student subgroup demographics. Projects are designed to be engaging and accessible with differentiation for all subgroups. Small group conferring is held daily with the teacher to address areas of need and support in both ELA and Math.</p>	<p>\$37,440 - LCFF - 2000-2999 Classified Salaries - 2120 Classified Aide Salaries, 2210 Ed. Spec. Asst. and 1:1 Aides (repeated expenditure)</p> <p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>	<p>\$21,742 - LCFF - 2000-2999 Classified Salaries - 2120 Classified Aide Salaries, 2210 Ed. Spec. Asst. and 1:1 Aides</p> <p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (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.

All learners have access to a highly qualified teacher. Projects are well thought out and planned with California content standards implementation. Students have access to chromebooks each day with math and ELA programs for resources and data. Our Outdoor classroom provides hands-on experiences that connect the standards with nature-based activities. All students meet in small group settings to confer with the teacher on specific readiness levels for support and to be challenged. Students have access to our Smart Lab which provides more opportunities for technology use with high level computer programming.

In addition, all students take the NWEA MAP assessment three times a year to set a baseline and track growth in the areas of reading and math. Students also are assessed with Words Their Way Inventory and Fountas and Pinnell reading level assessment. This helps to target specific needs when conferring with students.

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

NWEA MAP Assessments have shown significant growth from Fall to Spring in both of the areas of reading and math showing a 4.3% in reading and 6.3 % in math.

The majority of learners have progressed multiple reading levels according to the results of Fountas and Pinnell reading level assessments.

The majority of students have expanded their vocabulary and recognition of targeted spelling patterns according to our Words Their Way Assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to obtaining the PCSGP Grant, we have been able to utilize this money to purchase the first year start up for NWEA program, in addition to purchasing the technology and assessment materials, so LCFF funds were not needed for those initial start up expenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

## Goal 2

All learners, including student subgroups, unduplicated students, and students with exceptional needs will demonstrate mastery of common core state standards through the completion of PBL tasks.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>2018-19</b></p> <p>Annually, 100% of all subgroups pursuant to EC 52052 will gain academic content knowledge through the implementation of the CA CCSS</p> <p>Annually 100% of student subgroups will have access to a broad curriculum through Project-Based Learning.</p>	<p>100% of all subgroups gained academic content knowledge through the implementation of the CA CCSS. 100% of all student subgroups had yearlong access to a broad curriculum through Project-Based Learning.</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>Facilitators will participate in initial and ongoing professional development in the essential elements of Project-Based Learning and common core state standards.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth</p> <p>Scope of Service: Schoolwide</p> <p>Location:</p> <p>Each August all teachers attend Camp Make which is a three week training program in all areas of the curriculum, Project-Based Learning, Social/Emotional Learning, and cultural pieces. Camp Make also takes place for one week in October, one day in January and two days in March.</p> <p>All staff receives professional development in Project-Based Learning and all areas of the core curriculum every Friday.</p> <p>All teachers and support staff attended Outdoor Classroom Training and Differentiated Instruction workshops to deliver Common Core Standards in various ways that connect with nature and outdoors.</p> <p>Every month teachers meet for Data Protocol Meetings to review assessments and how to address needs of low level</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%)</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%)</p>

	<p>students.</p> <p>Every Tuesday Morning staff meets to watch and discuss specific videos pertaining to education in the classroom.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators will continue to refine and implement a consistent format for presenting projects and assessing student performance on common core state 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: All</p> <p>Location: All Schools</p> <p>Our facilitators work closely with our Maker Team, a team of iLEAD development specialists that focus on specific areas of the curriculum within Project-Based Learning and provide a specific Project Design Guides that include implementation of differentiation, rubrics and CCSS. Facilitators also meet with PBL expert Thom Markham and the director to reflect on prior projects to refine and form new projects.</p> <p>Assessments are built in to each project in all areas of CCSS.</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Facilitators have several points of assessing all areas of CCSS throughout the entity of the project. Assessment data is used throughout the project and after to form conferring groups.</p>	<p>Salaries (repeated expenditure) \$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 2120 Classroom Aide, 2210 Ed. Spec. Asst. 1:1 Aide (repeated expenditure)</p>	<p>Salaries (repeated expenditure) \$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 2120 Classroom Aide, 2210 Ed. Spec. Asst. 1:1 Aide (repeated expenditure)</p>
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## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Grade level facilitator teams will design PBL projects that allow learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All grade level facilitator teams will designed PBL projects that allowed learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (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.



Our instruction is based upon Project-Based learning which allows our students the opportunity to dive deeper into different core subject matter and explore cross curricular content standards. Guest speakers who are experts in a variety of fields come into the classroom periodically to connect projects that are covered to real-life careers in the world today. Projects incorporate 21st Century skills to further prepare students for college and careers. Projects also include driving questions that allow for higher level thinking, which are meaningful and have real-world applications with multiple ways to solve them. This makes the learning more engaging, rigorous and allows for voice and choice.

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

Teachers provide project design guides that incorporate activities for creativity and rigor. The design guide is calendared and provides rubrics and dates of formative and summative assessments. Students present their portfolios and artifacts, which includes writing samples and core work to families, staff and experts in the field at their Presentation of Learning concluding the project. The POL heavily focuses on articulating the learning process, areas of growth and time management. This provides data in various areas that have shown the effectiveness of the projects.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We received the PCSGP grant which allowed us to purchase the technology for PBL research and the assessment programs to provide data. The grant also provided the funding to purchase the various assessments.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

### Goal 3

All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will have timely access to technology for completing PBL tasks and SBAC assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>2018-19</b> Ratio of learners to computers is 2:1.	Enough technology was purchased for a 2:1 learner to computer ratio.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab.</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 facilitators were trained on Chromebook usage, carts, and had specialized training in our SMART LAB.</p>	<p>\$11,185 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 Professional Development (repeated expenditure)</p> <p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure)</p>	<p>\$3,785 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200 Professional Development (repeated expenditure)</p> <p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (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>Purchase additional computers for classroom use and testing.</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>Due to receiving our PSCGP Grant, we are able to purchase extra computers for the classrooms this year.</p>	<p>\$14,000 - LCFF - 4000-4999 Books and Supplies - 4000s IT Supplies</p>	<p>\$141,575 - Other State Revenues - 4000-4999 Books and Supplies - 4000s IT Supplies (PSCGP Funding)</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>Additional training for Exploratorium facilitator.</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>The entire facilitating staff had a week long Exploratorium training this year. Two facilitators will attend specialized training this summer.</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure) \$11,185 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200s Professional Development (repeated expenditure)</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure) \$3,785 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200s Professional Development (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>Provide professional development for facilitators on the effective use of the Smart Lab system.</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>The entire facilitating staff had a week long Exploratorium/SMART LAB System training this year. Two facilitators will attend specialized training this summer.</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure) \$11,185 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200s Professional Development (repeated expenditure)</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure) \$3,785 - LCFF - 5000-5999 Services and Other Operating Expenses - 5200s Professional Development (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.

We have built a strong foundation between all stakeholders, including outlying people in the community. We hold iSUPPORT meetings on the 1st of every month where school updates are provided and ways for stakeholders to get involved. We have Presentations of Learning for each grade level

every 5-6 weeks for members of the community, board and families to attend. We also have school functions and activities for stakeholders to attend and get involved with.

We also send out surveys to further obtain significant information on how families want to get involved.

We have also attended all major community events such as parades, luncheons, events, and boothing.

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

We have had an overwhelming amount of stakeholder engagement. Over 90% of our families attend their child's POL throughout the year. We have a large force of families that attend our iSUPPORT Parent meetings each month and plan, attend, set-up and contribute to all of our school events. Each classroom has a parent liaison and several volunteers. Others who are unable to attend, donate much needed items.

Our school board also attends POLs and very involved in many ways. In addition, members of the community such as the community Women's Club and others volunteer and support our school in many ways. There is a strong sense of community and stakeholder engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We received the PCSGP Grant and were able to purchase additional technology

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made

## Goal 4

All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate mastery of individual academic and social/emotional goals.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Individual Learning plans/IEPs</b>	<b>2018-19</b> 95% of learners will meet or exceed individual goals on ILP and/or IEP	95% of learners met at least 1-2 ILP and IEP goals.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All facilitators had several days of professional development on ILPs based on learner academic, social/emotional needs and interests.</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure)</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (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>Friendly Intervention Team (FIT) meets with all facilitators to review progress and align support to address learner needs</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>Our Student Support Team meets with facilitators when designing projects to align support to address learner needs. Progress review takes place throughout the year.</p>	<p>\$50,000 - LCFF - 1000-1999 Certificated Salaries - 1130 Student Support Education Specialists (repeated expenditure)</p>	<p>\$19,503 - LCFF - 1000-1999 Certificated Salaries - 1130 Student Support Education Specialists (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>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.</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>Parents and facilitators meet at least 2 times per year to develop and monitor MAP, PBL and other data progress, related to the individual goals. Facilitators give weekly updates on learning taking place in the classroom and communicate progress of mastery.</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (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.

Learners, parents and facilitators meet at the beginning of year to set individual learning goals in both the academic and social and emotional areas. Goals are worked on and monitored throughout each project and assessed for mastery. Once mastery is made, new goals are set between learner and facilitator. IEP goals are also set at the beginning of the school year, where both Student Support and facilitator supports and confers with the learner on these specific goals throughout the school year. Projects are designed for differentiation to meet the needs of each learner and contains a social and emotional component. Parents come at the end of each project for a presentation of learning where they are able to see growth in learning. POLs take place about 4-5 times per year. In addition, parents also attend Showcases of Learning where the learner presents their ILP goals, best work, areas where they had challenges and demonstrated growth.

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

This proved to be very effective as the goals are worked on with intentionality throughout each project. In addition, conferring in small groups helps to target areas of need and supports the learner in a more effective way. Projects are organically differentiated and specific instruction is built in.



Having parents attend the presentations of learning helps them to be more involved and aware of progress or areas of need.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted and estimated actual expenditures with the exception of Student Support. We did not have a need at this time for the extra support as originally estimated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made.

## Goal 5

All Learners behavior, including all student subgroups, unduplicated students, and students with exceptional needs, will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 5. Pupil engagement; 6. School climate  
Local Priorities:

### Annual Measurable Outcomes

Expected		Actual
<b>Parent/student/teacher survey results</b>	<b>2018-19</b> 85% of responses on annual survey will reflect satisfaction with campus cleanliness and safety. Staff survey results will reflect decline of conversations/interactions regarding inappropriate behavior with learners by 10% over previous year.	96.7% of survey responses reflected that they agree or strongly agree with campus cleanliness and safety.  There few conversations regarding inappropriate behavior. We had 100% of our facilitators responded that our learners are enthusiastic about coming to school frequently or almost always. We will use this as a baseline for next school

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Professional development in the areas of The Leader in Me (7 Habits) and Love and Logic for facilitators and support staff.</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 staff had training in the areas of the 7 Habits throughout the entire school year. Facilitators had training in Love and Logic.</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (repeated expenditure)</p>	<p>\$47,582 - LCFF - 5000-5999 Services and Other Operating Expenses - 5801 Service Fee (25%) (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>Learner leadership group formed to address areas of concern to the student body.</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>As a new school we took this year to form strong relationships with our learners. We developed the first project to incorporate all of the iLEAD Cultural pieces and continued to implement throughout the school year.</p> <p>This resulted in numerous learners feeling safe to go to any of our staff to voice</p>	<p>\$0</p>	<p>\$0</p>

areas of concern. We did not feel that a specific group needed to be formed this year.

### 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>Weekly TED Talks related to iLEAD learning goals and/or culture offered for all learning community adults; Monthly ED talks on topics related to mission/vision offered to parents.</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>Our staff met every Tuesday morning for weekly TED Talks. Several Parent Universities were held on iLEAD PBL, Mission and Vision, and other cultural pieces.</p>	<p>\$292,000 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (repeated expenditure)</p>	<p>\$228,463 - LCFF - 1000-1999 Certificated Salaries - 1110 Teacher Salaries (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.

iLEAD cultural pieces were implemented the first day of school as the inaugural project for all grade levels focused on social/emotional component. These components continued to be implemented with each following project. Learner expectations are given consistently and the staff speaks the 7 Habits "language" daily. Staff uses the Love and Logic method, natural consequences, when addressing a behavioral concern and all learners are reminded daily to "leave things better than they found it". Staff meets each Tuesday morning for Ted Talks and discussion on implementation of cultural components into the classroom to be more effective.

Parents and community were also invited to attend 7 Habits and Love and Logic informational nights to become more familiar on how they are implemented into the classroom.

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

This was very effective as learners and families understand the expectations and many families started speaking the 7 Habits vocabulary at home. In addition, having natural consequences involves the learner in his or her own actions where they have to take accountability. "Leaving things better than they found it", is stated each day at the end of recess and lunch which has contributed to the cleanliness of the school. iLEAD Agua Dulce has had very few behavioral concerns, partially due to the social and emotional focus. Learners are happy to come to school and feel safe going to at least one adult when they have concerns. Because of this, we did not feel the need to form a student leadership group at this time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The LCAP stakeholder engagement process began from our school's inception in August 2018. The site director meets monthly with school facilitators, office administration and staff to discuss goals, academic achievement and reflection. Facilitators and the site director carefully look at academic and social and emotional data to ensure effectiveness in the classroom. Data meetings are held each month with the teacher, site director and Director of Curriculum Instruction to disseminate data for each student subgroup and adjust implementation accordingly.

The site director meets monthly with student subgroups to collaborate on engagement, and gather information on their unique perspectives. Additionally, the site director meets on the first Tuesday of every month with a variety of parent/families and community members to update them on the progress of the school, effectiveness, and activities. Meaningful dialogue and collaboration takes place to solicit input and provide opportunities for feedback.

Multiple surveys formatted with personalized questions were sent out to families and students throughout the year to gather evidence, more specific feedback and perspectives. Based on the feedback, we continued the practice of implementing LCAP goals and plan next steps. All of this information is brought forth to teachers and school board members for further reflection and action planning based on the data to ensure that the needs of all significant subgroups are being addressed.

### Facilitator Data Meetings

August 24th/31st September 28th October 26th November 30th December 7th January 18th March 28th April 25th

### Parent/Family Engagement Meetings

October 2nd . November 6th December 3rd February 1st March 4th April 2nd May 6th

## Impact on LCAP and Annual Update

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

Our families give input each month and feel that they have a voice. In turn we have had much family involvement and support whenever we need it. Our families volunteer in great numbers and are a positive voice for school resulting in positive results on our online surveys and social media page. On one of our parent surveys over 67.7% Strongly agree and 25.3% Agree that they feel they can become involved in the school in a variety of ways.

The word of mouth from our families has also resulted in doubling our enrollment from the beginning of the 2018-19 school year to registration for the 2019-2020 school year.

In addition, we had a large panel of board members, families and students who met with the WASC Accreditation Visiting Committee who stated that iLEAD Aqua Dulce provides a strong commitment to the school and validate that the students are receiving a high quality educational experience where all voices are heard.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

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 Agua Dulce'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
NWEA MAP assessments, SBAC assessments; Common Core standards identified in PBL; Number of qualified teachers; parent participation rates; fountas and Pinnell benchmark assessments, PBL Rubrics			All learners will demonstrate a 5 % increase in Reading and Math RIT Scores from Fall baseline MAP to Spring MAP assessments. The percentage of learners with a score of Met or Exceeded Standards on the ELA and Math Smarter Balanced Assessments will increase 7% each year.	All learners will demonstrate a 3% increase in Reading and Math RIT Scores from Fall baseline MAP to Spring MAP assessments. The percentage of learners with a score of Met or Exceeded Standards on the ELA and Math Smarter Balanced Assessments will increase 3% each year.

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

Specific Schools:

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Modified Action
		100% of the core facilitators hold appropriate California credentials and participated in intern and BTSA programs as needed.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$484,000
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher Salaries
Amount	\$0	\$0	\$3,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5310 Prof. Dues Memberships and Subscriptions (BTSA)

## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Modified Action
		Provide regular benchmark assessments using NWEAs MAP, Fountas & Pinnell Reading Benchmark Assessment, writing samples, spelling inventory, and PBL rubrics that include social/emotional indicators in order to develop and revise Individual Learning Plans (ILP) as well as create learning targets.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$5,001
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 5851 Student Assessments
Amount	\$0	\$0	\$484,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Action
		Provide and implement Instructional materials accessible to learners, that sufficiently support Common Core State Standards in order to align with rigorous projects.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
--	---------	---------	---------

Amount	\$0	\$0	\$53,717
Source			Other State Revenues
Budget Reference			4000-4999 Books and Supplies; 4100 Core Curriculum (PCSGP)
Amount	\$0	\$0	\$122,110
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2110, 2310 - Classified Instructional Support
Amount	\$0	\$0	\$484,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher Salaries

## Action 4

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Action
	All students and staff will have clean, safe, innovative spaces in which to conduct learning activities.	All students and staff will have clean, safe, innovative spaces in which to conduct learning activities.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$137,380



Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5410 5510 5540 5550 5560 5610 5630 Insurance, Electricity, Trash, Janitorial Services, Security, Rent, Repairs and Maintenance
Amount	\$0	\$0	\$64,480
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2960 Facilities Maintenance
Amount	\$0	\$0	\$8,400
Source			LCFF
Budget Reference			4000-4999 Books and Supplies; 4325 4330 Custodial Supplies, Health & Safety 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:
Unchanged Action	Action	Action
	Engage with parents in support of their students learning through parent conferences, school-wide curriculum meetings, participation in school-wide activities (Ed Talks, community garden, multicultural feast, presentations of learning, etc.) Survey parents to obtain input on the implementation of the schools educational program, school culture, and the state priorities as they apply to our school.	This action has been applied as Goal 3

## Action 6

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Action
	Each grade level team and school director will meet monthly to disaggregate subgroup (pursuant to EC 52052) data and analyze formative, interim, and summative assessment data to set goals and determine research based appropriate instructional strategies to help all students develop proficiency in the designated CCSS standards in English Language Arts and Math.	This action was applied to Goal 2

## Action 7

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Modified Action	Action
	100% of all subgroups pursuant to EC 52052 <ul style="list-style-type: none"> <li>• Ethnic subgroups</li> <li>• Socioeconomically disadvantaged pupils</li> <li>• English learners</li> <li>• Pupils with disabilities,</li> <li>• Foster youth</li> </ul>	100% of all subgroups pursuant to EC 52052 <ul style="list-style-type: none"> <li>• Ethnic subgroups</li> <li>• Socioeconomically disadvantaged pupils</li> <li>• English learners</li> <li>• Pupils with disabilities,</li> <li>• Foster youth</li> </ul>

	will gain academic content knowledge through the implementation of the CA CCSS	will gain academic content knowledge through the implementation of the CA CCSS
--	--	--

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$484,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher Salaries
Amount	\$0	\$0	\$8,500
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5200s Professional Development
Amount	\$0	\$0	\$67,166
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Professional Services Fees (25%)

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

Modified 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 learning experiences.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PBL Rubrics; Facilitator planning session sign-in sheets, project outlines; Rubrics for projects that identify state standards			80% of learners will complete PBL tasks with a satisfactory assessment based on the project rubric.	80% of learners will complete PBL tasks with a satisfactory assessment based on the project rubric.

# 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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
	Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.	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. Data will be analyzed during monthly data protocol

grade-level meetings and monthly action plans will be created.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$484,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher Salaries
Amount	\$0	\$0	\$67,166 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Service Fee (25%)
Amount	\$0	\$0	\$8,500 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5200 Professional Development



## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
	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.	Each grade level team and school director will have monthly meetings to disaggregate subgroup data and analyze formative, interim, summative, and social/emotional assessment data to identify learner strengths and needs. Data driven instructional goals will be set, as well as track and monitor academic progress for learners, and determined research-based appropriate instructional strategies.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$484,000 (repeat expenditure)
Source			LCFF
Budget Reference			1000-1999 Certificated Salaries; 1110 Certificated Teacher Salaries
Amount	\$0	\$0	\$87,550 (repeat expenditure)
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2310 Classified Director 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)

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

### Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
		Provide a rigorous week of professional learning (PL) at Camp Make in August before school year begins with focus on math & literacy, 3 PL days in October curriculum development in math and literacy, 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. Weekly professional learning opportunities on instructional strategies, curriculum implementation, social emotional

support, and intervention strategies. (WASC action plan goal 2)

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$67,166 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Service Fee

## 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

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
		Provide enrichment opportunities and support afterschool such as tutoring, clubs and activities.

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

Modified 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 continue to 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 continue 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
number of devices to learner ratio; Professional development sign-in sheets; percentage of students using technology during project based learning; Classroom observation, user logs, invoices, inventory list, student/facilitator/parent surveys; use of exploratorium			Ratio of learners to computers is 2:1.	

# 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:

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	Action	Action
	Professional development provided to facilitators in effective ways of using chrome carts, classroom computers and learning lab.	iLEAD Agua Dulce will incorporate multiple ways for family engagement, connect with the community through marketing and outreach strategies, and provide communication amongst all stakeholders to promote learner engagement and awareness of the mission and vision of

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$51,000
Source			Other State Revenues
Budget Reference			1000-1999 Certificated Salaries; 1000s - All Certificated Staff
Amount	\$0	\$0	\$169,960
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; 2000s Classified Staff
Amount	\$0	\$0	\$260,352
Source			LCFF
Budget Reference			3000-3999 Employee Benefits; 3000s Employee Benefits



## Action 2

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

**Students to be Served:**

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

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
	Provide professional development for facilitators on the effective use of the Smart Lab system.	Continue to communicate with families on a regular basis through weekly Monday Messages, grade level emails, Learning Management System access, in person meetings, Parent Square notifications, social media, Monday Message and other modes of communication to discuss the learners Individualized Learning Plan goals, assessments, and progress.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$15,794
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5830 5850 5910 5915 5920 5940 Marketing & Advertising, SIS, Telephone, Internet, Postage, Cell Phone

### 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)

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	Action	Action
		Provide communication & training to staff and families in Love & Logic, Restorative Practices, and 7 Habits/Leader in Me. These practices trainings will provide strategies to alternatives to suspensions and develop a restorative school community. Staff opportunities such as weekly TED Talks related to academic achievement and weekly Professional Learning. 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	\$0	\$0	\$15,794
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5830 5850 5910 5915 5920 5940 Marketing, SIS, Telecommunications
Amount	\$0	\$0	\$67,166 (repeat expenditure)
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; 5801 Service Fee

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

**NWEA MAP assessments, Fountas and Pinnell reading level assessment, Words Their Way spelling pattern assessment and data from our resource online math programs Khan Academy and Prodigy are we disaggregated to better identify learners with performance level gaps.**

**iLEAD Agua Dulce obtained an extra \$50,000 for our PCSGP Grant to go towards closing the gaps and support unduplicated pupils. We plan to purchase specific programs such as:**

**2 Bridges Math Intervention Kits These hands on math intervention kits have two volumes (K-2 and 3-5) that are hands on standards based intervention for learners that need remediation in specific math standards. This will be used in small group in classrooms to target students' needs.**

**Edmentum Intervention: This online system connects to our NWEA MAP assessment system. These licenses will be used to target learners that are struggling that need additional assistance in ELA and Math. The online system provides adaptable lessons to help fill gaps for learners based on results of MAP assessment and gives assistance in areas of need.**

**Provide specialized online training for our facilitators to participate in. The Orton Gillingham training works specifically in reading strategies that our facilitators will learn about to be able to successfully work with our Special Education population, students on an SST and even our struggling readers. These strategies are used to address learners with Dyslexia and will also be important strategies for reading that our facilitators will use.**

**There is also a plan to purchase extra technology and hold very specific after school workshops targeting the students who have the greatest needs.**

**EL Zoo Phonics has been purchased and utilized to help with ELA gaps.**

**Facilitators will attend the Differentiated Instruction Conference to obtain more effective strategies to support the areas of need and close gaps.**

**iLEAD Agua Dulce has Care Team that works in the classrooms supporting learners in small group conferring.**

# Expenditure Summary

One or more of the Action/Services for this plan do not have the "Is this Action/Service included as contributing to meeting the Increased or Improved Services Requirement?" question answered, and have expenditures with a funding source of "LCFF". As a result, these expenditures cannot be assigned to the proper LCFF sub-category. The affected budget entries are highlighted below.

Please edit the following Action/Services:

Goal 1, Action/Service 2  
 Goal 1, Action/Service 3  
 Goal 1, Action/Service 4  
 Goal 1, Action/Service 7  
 Goal 3, Action/Service 2  
 Goal 3, Action/Service 3

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$884,693	\$852,660	\$1,466,654
1000-1999 Certificated Salaries	440,000	247,966	535,000
2000-2999 Classified Salaries	99,840	221,207	356,550
3000-3999 Employee Benefits	179,825	98,726	260,352
4000-4999 Books and Supplies	14,000	141,575	67,118
5000-5999 Services and Other Operating Expenses	151,028	143,186	247,634

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$884,693	\$852,660	\$1,466,654
LCFF	0	0	444,625
Other State Revenues	0	141,575	104,717

LCFF Base/Not Contributing to Increased or Improved Services	884,693	641,761	917,312
LCFF S & C/Contributing to Increased or Improved Services	0	69,324	0

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$884,693	\$852,660	\$1,466,654
1000-1999 Certificated Salaries	Other State Revenues	0	0	51,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	440,000	247,966	484,000
2000-2999 Classified Salaries	LCFF	0	0	186,590
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	99,840	199,465	169,960
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	21,742	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	179,825	98,726	260,352
4000-4999 Books and Supplies	LCFF	0	0	13,401
4000-4999 Books and Supplies	Other State Revenues	0	141,575	53,717
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	14,000	0	0
5000-5999 Services and Other Operating Expenses	LCFF	0	0	244,634
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	151,028	95,604	3,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	47,582	0

Expenditures by Goal and Funding Source	
Funding Source	2019

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 Agua Dulce's charter.	
All Funding Sources	\$953,754
LCFF	413,037
Other State Revenues	53,717
LCFF Base/Not Contributing to Increased or Improved Services	487,000
Provide all learners with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.	
All Funding Sources	\$0
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.	
All Funding Sources	\$512,900
LCFF	31,588
Other State Revenues	51,000
LCFF Base/Not Contributing to Increased or Improved Services	430,312

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
iLEAD Agua-Dulce students, including all student subgroups, unduplicated students, and students with exceptional needs will demonstrate growth in the core academic areas of English Language Arts and Mathematics.		
All Funding Sources	\$823,111	\$663,503
LCFF Base/Not Contributing to Increased or Improved Services	823,111	641,761
LCFF S & C/Contributing to Increased or Improved Services	0	21,742
All learners, including student subgroups, unduplicated students, and students with exceptional needs will demonstrate mastery of common core state standards through the completion of PBL tasks.		



All Funding Sources	\$47,582	\$47,582
LCFF Base/Not Contributing to Increased or Improved Services	47,582	0
LCFF S & C/Contributing to Increased or Improved Services	0	47,582
All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will have timely access to technology for completing PBL tasks and SBAC assessments.		
All Funding Sources	\$14,000	\$141,575
Other State Revenues	0	141,575
LCFF Base/Not Contributing to Increased or Improved Services	14,000	0
All Learners, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate mastery of individual academic and social/emotional goals.		
All Funding Sources	\$0	\$0
All Learners behavior, including all student subgroups, unduplicated students, and students with exceptional needs, will reflect iLEAD cultural values and behavior expectations through the application of The Leader in Me (7 Habits) and Love and Logic.		
All Funding Sources	\$0	\$0

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