Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	iLEAD Hybrid		
Contact Name and Title	Dawn Evenson Executive Director	Email and Phone	dawn.evenson@ileadschools.org

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

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

At iLEAD Hybrid, we've built a model based on what we believe to be the best of all that is out there. We believe passionately in project-based learning, not because it's a fad, but because it goes to the heart of how kids learn. We've incorporated technology, not as a trendy add-on, but as an organic part of the learning process in the 21st century.

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

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

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

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

Our learners are defined by more than a score on a standardized assessments. Studies have shown that learners who drive their own education through our deeper-learning approach are well prepared for college and beyond.

LCAP HIGHLIGHTS

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

With the significant amount of data collected, we were able to dissect the information and develop new goals. We have made significant progress in key areas and have identified areas of need and set forth action plans.

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

State Priority One :Basic Service:

- Restructuring of Human Resource Dept. to best address all areas in relation to hiring and personnel.

State Priority Two:

- Reclassification of ELL population
- This year, the Student Support Department restructured to address the specific needs and gaps for learners with disabilities and from minority subgroups. We currently have added indicators as part of our NWEA assessment rosters. This data helps the Student Support team look at data using clear classification to best address group and individual needs.

State priority Three: Parental Involvement:

- Weekly communication from every studio in the form of the Monday Message.
- Numerous opportunities for parental involvement in the forms of town hall meetings, parent ed nights, parent universities, and opportunities for parents to both volunteer and meet with the administration.
-

State Priority Eight: Other Student Outcomes:

- 75% of our Class of 2017 will matriculate in Fall 2017 to the following range of four-year colleges and universities throughout the United States: Private universities, small liberal arts colleges, University of California campuses, California State University campuses, Ivy League Schools, HBCUs (Historically Black Colleges and Universities, art colleges , women's colleges, Catholic/Christian schools; and one overseas university (Trinity College Dublin).
- Approximately 23% will attend local community colleges; and approximately 2% will enlist in U.S. military services

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

iLEAD Hybrid values holistic education over any one assessment measure. However, iLEAD does prioritize CAASP state assessment results and will be targeting improvements on the ELA and Math assessments. 46% of iLEAD Hybrid students met or exceeded ELA standards as measured by CAASPP assessments. Across the state 49% of students met or exceeded ELA standards. 27% of iLEAD Hybrid students met or exceeded Math standards as measured by the CAASPP assessments. 37% of students in California met or exceeded Math standards. **iLEAD Hybrid is committed to increasing student**

achievement in both ELA and Math standards as measured by CAASPP assessments.

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

Because iLEAD Hybrid has only been in operation since 2015, the California Dashboard is incomplete at this time. There is some limited data regarding the 2015-2016 CAASPP assessments, but as there has been only one year of assessment thus far, we do not have Change Over Time data. The reports below report SBAC Scores indicating the percentage of students who met and/or exceeded standards for All Students, and those with a Disability, English Learners, and those who have been identified by the parents as Hispanic or Latino Ethnicity.

SBAC Scores 2015-2016					
iLEAD Hybrid - ELA					
Grade	iLEAD Hybrid Met & Exceeded	With Disability	Economically Disadvantaged	English Learner	Hispanic
3	31%	30%	10%	0%	8%
4	40%	N/A	9%	0%	5%
5	55%	8%	19%	0%	16%
6	40%	25%	20%	0%	18%
7	50%	23%	25%	0%	30%
8	46%	N/A	11%	0%	27%
11	74%	N/A	N/A	0%	73%
Total	46%	22%	17%	1%	20%

iLEAD Hybrid - Math					
Grade	iLEAD Hybrid Met & Exceeded	With Disability	Economically Disadvantaged	English Learner	Hispanic
3	24%	10%	7%	0%	0%
4	25%	N/A	15%	0%	7%
5	27%	9%	4%	0%	4%
6	21%	13%	7%	0%	3%
7	33%	23%	11%	0%	16%
8	27%	N/A	7%	0%	13%
11	39%	N/A	N/A	0%	46%
Total	27%	15%	8%	1%	9%

California Dashboard

ELA CAASPP - Status Low

All students performed 22.4 points below Level 3.

Breakdown by subcategory:

- English Learners scored 114.4 points below Level 3 (Very Low)
- Socioeconomically Disadvantaged scored 91.8 points below Level 3 (Very Low)
- Students with Disabilities scored 78 points below Level 3 (Very Low)
- African American subgroup scored 57.1 points below Level 3 (Low)
- Hispanic subgroup scored 87.5 points below Level 3 (Very Low)

MATH CAASPP - Status Low

All students scored 59 points below level 3.

Breakdown by subcategory:

- English Learners scored 136.6 points below Level 3 (Very Low)
- Socioeconomically Disadvantaged scored 118.5 points below Level 3 (Very Low)
- Students with Disabilities scored 106 points below Level 3 (Very Low)
- African American subgroup scored 90.9 points below Level 3 (Low)
- Hispanic subgroup scored 115.7 points below Level 3 (Very Low)
- Two or More Races scored 54.1 points below Level 3 (Low)

Steps the LEA is taking to address these performance gaps:
- Adopting 6-12 CPM math curriculum with complete training for all teachers

- K-5 is incorporating strategic training on inquiry-based mathematics using Pearson's scope and sequence followed up with a curriculum audit using an implementation rubric
- Contracting with Kim Sutton of Creative Mathematics to provide math coaching and training during October Professional development in K-5
- Professional development to improve ELD in content area subjects
- Strategic training and support to ensure academic vocabulary in both ELA and Math is an integral part of daily instruction
- Monthly Data Protocol meetings for K-12 as well as Special Ed and Inclusion department.
- Rostering students for NWEA MAP assessment by program and by ethnicity in order to best address individual, group needs and achievement gaps.
- Comprehensive training in literacy (Daily 5, CAFE Reading Strategies, Writer's workshop) followed up with a curriculum audit by the Maker Team using an implementation rubric

INCREASED OR IMPROVED SERVICES

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

iLEAD schools is addressing the needs of low-income students, English Learners and foster youth by

English Learners:
- Reclassification launch of English Learners to best address achievement gaps and meet individual needs;
- Prepare for transition to ELPAC: Attending professional development to implement the new changes required by the state to support EL students.
- Analyze academic data for EL population. Use this data to guide our academic support for this population.

Low-income students:
- Additional tutoring to support learning
- Additional counseling services for students.
- Analyze academic data for Low-income population. Use this data to guide our academic and social emotional support for this population.

Foster-Youth:
- Identify the population of foster youth students.
- Additional tutoring to support learning
- Analyze academic data for the foster youth population. Use this data to guide our academic and social emotional support for this population.

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$25,990,943
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$20,462,767

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

iLEAD Hybrid will support independent study learners by offering access to learning studios and the costs associated with providing these services. Some special education contracted services, compliance expenses, and business services may not be reflected in the LCAP however are addressed in the iLEAD Hybrid budget.

$22,905,778	Total Projected LCFF Revenues for LCAP Year

Annual Update

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** | Learners will demonstrate growth in the core academic areas of language arts and mathematics. |

State and/or Local Priorities Addressed by this goal:	STATE x 1 x 2 ☐ 3 x 4 ☐ 5 ☐ 6 x 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

- Learners will show progress towards meeting projected growth targets in Mathematics and Reading generated by the NWEA MAP assessment system.

iLEAD Hybrid Student Growth Summary Winter 2016-Winter 2017

iLEAD AV

Mathematics

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	147.3	1	167.2	19.8	50%	14%
1	159.6	2	174.4	14.8	40%	9%
2	165.5	3	180.3	14.8	58%	9%
3	172.4	4	188.3	15.9	75%	9%
4	192	5	200	8	67%	4%

Reading

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	147.7	1	164.7	17	38%	12%
1	149	2	168	19	75%	13%
2	165.8	3	180.3	14.5	44%	9%
3	181.3	4	183.2	1.9	25%	1%
4	197.9	5	205.6	7.8	41%	4%

iLEAD Pacoima

Mathematics

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	134.1	1	154.8	20.8	15%	15%
1	158.8	2	173.3	14.6	42%	9%
2	171.8	3	184.7	12.9	64%	8%
3	179.9	4	188.9	9	40%	5%
4	190.3	5	207.8	17.4	88%	9%
5	192.6	6	201.4	8.8	48%	5%
6	200	7	208.8	8.7	74%	4%
7	206	8	212.7	6.7	62%	3%
8	208.5	9	215.5	7	50%	3%

Reading

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	136.5	1	153	16.5	15%	12%
1	158.3	2	170.9	12.7	42%	8%
2	170.5	3	179.7	9.2	18%	5%
3	177	4	183.3	6.3	27%	4%
4	184.8	5	194.9	10.1	57%	5%
5	191.3	6	197.3	6	48%	3%
6	196.7	7	204	7.3	61%	4%
7	205.5	8	213.3	7.8	67%	4%
8	201	9	198.5	-2.5	50%	-1%

iLEAD NoHo

Mathematics

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
8	232.8	9	234.3	1.5	43%	1%
9	235.8	10	236.4	0.7	45%	0%
10	239.6	11	242.8	3.2	n/a	1%
11	240.8	12	246.4	5.6	n/a	2%

Reading

Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
8	227.8	9	232.2	4.3	67%	2%
9	229.2	10	227.2	-2	36%	-1%
10	231.5	11	231.2	-0.3	n/a	0%
11	229	n/a	227	-2	n/a	-1%

iLEAD Encino						
Mathematics						
Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	153.8	1	174.8	21	25%	14%
1	177.9	2	185.5	7.6	22%	4%
2	182.7	3	193.3	10.6	39%	6%
3	201	4	209.5	8.5	33%	4%
4	206.1	5	214.5	8.4	50%	4%
5	215.8	6	221.9	6.1	54%	3%
6	217.8	7	223.6	5.8	59%	3%
7	228.4	8	233.5	5.1	57%	2%
Reading						
Grade 2016	Winter 2016	Grade 2017	Winter 2017	Observed Growth	Percent Met Projection	Percentage of Growth from Winter to Winter
K	153.4	1	173	19.6	56%	13%
1	178.6	2	190.1	11.5	50%	6%
2	184.1	3	194.3	10.2	41%	6%
3	202.2	4	208.1	5.9	46%	3%
4	207	5	215.7	8.7	67%	4%
5	215.4	6	220.7	5.3	59%	2%
6	214.6	7	219.6	5	63%	2%

- Learners will demonstrate progress towards mastery of common core standards based on SBAC assessments (mastery to be determined based on proficiency bands)

- 46% met or exceeded SBAC ELA goals
- 23% nearly met SBAC ELA goals

- 27% met or exceeded SBAC Math goals
- 29% nearly met SBAC Math 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.

Draf   1

Action

	PLANNED	ACTUAL
Actions/Services	1.1 Professional development to build understanding of common core learning outcomes and best practices.	1.1 Site directors at each individual learning studio hold common core-aligned professional learning sessions specific to their sites' needs.
	1.2 Analysis of current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels.	1.2 Studio directors, in conjunction with staff members from the iLEAD Maker Team, engaged in monthly data protocol meetings to determine areas of strength as well as challenges to be addressed utilizing intervention strategies.
	1.3 Curriculum plan developed by or in conjunction with facilitator to address identified needs of learners	1.3 Every learner in iLEAD Hybrid has an Individualized Learning Plan that addresses their individual academic and social emotional needs that is developed at the beginning of the school year with their advisory facilitators, at least one family member, as well as an education specialist added to the teams of any learners with IEPs.
	1.4 Ongoing review of MAP and or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners	
	1.5 All core teachers will hold appropriate credentials	1.4 Studio directors in conjunction with staff members from the iLEAD Makers team engage in monthly data protocol meetings with facilitators to determine areas of strength as well as challenges to be addressed that utilize intervention strategies.
	1.6 All learners will be guided and supervised by qualified facilitators and studio director to ensure progress is made.	1.5 All core teachers either have a credential, are working towards a credential in an accredited program, or are being counseled into credentialing programs.
	1.7 All learners and facilitators will have clean, safe, innovative spaces in which to conduct learning activities.	1.6 iLEAD Hybrid facilitators regularly monitor student progress and communicate with families, studio directors, and education specialists as needed.
	1.8 Learners will be supported by a qualified facilitator that will evaluate student needs when making decisions about the purchase of instructional materials, maintenance of records, communication with parents, specials classes, oversight, business services and other activities necessary for the safe and efficient operation of the studios and to maintain compliance with state and federal mandates.	1.7 The studios are very different from each other in areas of residence as well as building architecture. Studio directors and facilitators purposefully work to ensure that individual learning

	spaces are as innovative and aligned to the iLEAD Charter as the individual constraints allow. All learning spaces are cleaned daily by iLEAD staff. 1.8 Facilitators regularly meet with Studio Directors, Education Specialists, and Leadership Residents to ensure that learners have access to differentiated curriculum that targets their academic zones of proximal development. Data reports from online curriculum software are regularly reviewed so that instruction, interventions, and enrichment can be appropriately modified for every learner. Facilitators ensure that every learner has access to the resources that will ensure Individual Learning Plan goals can be met.
Expenditures	**BUDGETED** 1120 Home-Study $4,145,960 1130 Ed. Specialists $513,616 1140 Certificated Substitutes $53,100 1210 Psychologist and Counseling Services $75,000 1310 Directors $848.00 2960 Classified Other-Facilities $73,081 3101 STRS $610,328 3302 FICA $59,405 3311 Medicare $81,261 3312 Medicare $15,299 3401 Health Insurance 587520 3402 Health Insurance $171,360 3502 SUI $16,666 3601 Workers Comp $95,271 3602 Worker Comp $16,288 4110 Core Curriculum $47,850	**ESTIMATED ACTUAL** 1120 Home-Study $5,834,102 1130 Ed. Specialists $918,885 1140 Certificated Substitutes $325,719 1210 Psychologist and Counseling Services $- 1310 Directors $924,414 2960 Classified Other-Facilities $144,607 3101 STRS $745,012 3302 FICA $108,562 3311 Medicare $114,868 3312 Medicare $25,392 3401 Health Insurance $477,000 3402 Health Insurance $358,962 3502 SUI $26,340 3601 Workers Comp $150,228 3602 Worker Comp $37,482 4110 Core Curriculum $52,225 4120 Ed. Software $37,571

4120   Ed. Software $53,630

4305   Educational Supplies $60,675

4310   Science Materials $17,565

4325   Custodial Supplies $22,830

4335   Student Stipends $1,392,200

4345   Printing Supplies $27,750

4410   Classroom FFE $16,620

5013   State Unemployment – certificated $54,942

5210   Travel for PD $35,350

5230   PD/Conf. Reg. Fees $44,250

5235   PD-BTSA $36,000

5310   Professional dues, memberships and subscriptions $63,225

5410   Insurance $37,000

5510   Electricity $134,440

5520   Gas $8,400

5530   Water $21,600

5540   Trash Removal $19,560

5560   Security $16,200

5610   Rent and Cam $964,780

5630   Facilities Maintenance $140,000

5801   Makers Network

5806   Consultant fees $13,000

5851   Student Assessments $27,750

5852   Special Education Contract Services $120,000

5910   Phone & Internet $132,600

5915   Cell Phones $14,900

5925   Web Fees $3,902

4305   Educational Supplies $27,489

4310   Science Materials $17,957

4325   Custodial Supplies $7,113

4335   Student Stipends $2,288,300

4345   Printing Supplies $19,561

4410   Classroom FFE $19,350

5210   Travel for PD $14,359

5230   PD/Conf. Reg. Fees $18,792

5235   PD-BTSA $6,333

5310   Professional dues, memberships and subscriptions $22,328

5410   Insurance $70,905

5510   Electricity $57,395

5520   Gas $7,183

5530   Water $14,490

5540   Trash Removal $20,192

5560   Security $65,921

5610   Rent and Cam $1,054,366

5630   Facilities Maintenance $80,756

5801   Makers Network $53,731

5806   Consultant fees $31,302

5851   Student Assessments $33,690

5852   Special Education Contract Services $279,772

5910   Phone & Internet $93,774

5915   Cell Phones $225

5925   Web Fees $17,754

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.	Facilitators use and create Common Core aligned curriculum in the areas of Math and ELA. Through assessments that include the NWEA MAP, facilitators identify baselines of knowledge for student academic achievement. Based on these results, an Individualized Learning Plan is developed in conjunction with the facilitator, parent/guardian, and the student themselves to establish clear ELA and Math goals that are appropriate for their current academic levels. Students at iLEAD Hybrid participate in multiple measures of summative and formative assessment to ensure achievement of mastery of common core standards. Three times a year (Fall, Winter, and Spring) the students take the NWEA MAP for Math and Reading. Students also take the SBAC every spring. Data from the NWEA MAP scores and other internal assessments are analyzed monthly in Data Protocol meetings that include facilitators and Studio Directors to ensure that modifications are being made to curriculum or instruction as needed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	2015-16 was the first academic year that iLEAD Hybrid received SBAC assessment data. In 2015-16 46% met or exceeded SBAC ELA goals, 23% nearly met SBAC ELA goals, 27% met or exceeded SBAC Math goals 29%, nearly met SBAC Math Goals. Students will be taking the SBAC for ELA and Math in April, May and June. Based on our NWEA MAP data we are anticipating growth in both ELA and Math this year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Any material differences are attributed to an increase in enrollment. Student stipends (4335) are estimated to be greater due to growth in home study learners.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes have been made to this goal.

Goal 2	Learners will demonstrate mastery of common core standards through the completion of PBL tasks.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 x 3 x 4 ☐ 5 ☐ 6 x 7 x 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
● An increasing number of learners will demonstrate satisfactory completion of PBL tasks based on project rubrics	● All of our learners are working towards mastery of common core standards utilizing PBL. Learners work with facilitators to create criteria charts and rubrics that are meaningful and standard based. These rubrics are used to assess mastery of common core standards and are the basis of evaluating academic achievement.

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.

Draf **1**

Action

Actions/Services	**PLANNED** 2.1 Facilitators will participate in initial and ongoing professional development in the essential elements of Project Based Learning. 2.2 Facilitators will continue to develop and implement a consistent format for presenting projects and assessing	**ACTUAL** 2.1 Every facilitator is required to complete two online courses with PBL Global, onsite schoolwide PBL Spring Training, and professional development on Fridays with the PBL team and studio directors.

student performance.

2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.

2.4 Grade level facilitator teams will design PBL projects that allow learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.

2.5 Learners will have timely access to technology for completing PBL tasks and SBAC assessments through the purchase of additional computers for classroom use and assessments.

2.6 Professional development provided to facilitators in effective ways of using technology and classroom computers to support PBL.

2.2 Facilitators use a formal PBL Design Guide to create projects and create rubrics based on the goals of the projects and common core standards to be covered

.
2.3 Facilitators regularly do ongoing monitoring of project work and then review learner rubrics in order to guide instruction and planning of future projects.

2.4 Facilitators collaborate while co-designing PBL projects that include listing common core standards to be addressed, timelines for projects, and criteria for performance levels that are then shared with learners and their families during the introduction of project. Facilitators also provide regular check-ins with learners to keep them on track and assure that they are on the right path to completing project goals while mastering common core standards.

2.5 All studios have a technology to learner ratio of at least 1:3 and a bring your own device policy. Learners use technology on a daily basis for research, access to google classroom and google apps to support PBL. Learners use school purchased technology 3 times a year for MAP assessment, practice for SBAC and the SBAC assessments at end of year.

2.6 Facilitators receive and participate in ongoing, weekly professional development in effective ways of using technology and classroom computers to support PBL.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	4430 Computer, devices $428,470	4430 Computer, devices $375,884
		5200 & 5801 Professional Development and Maker Network $136,183

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Every project facilitated at iLEAD Hybrid is planned to align to the iLEAD Project Design Guide. Facilitators are required to complete two online PBL courses and ensure that projects are updated as they increase their own PBL mastery. The project design guide ensures that achievement of the project goals will include mastery of specific common core standards that relate to the theme of the project. Presentations of Learning occur at the end of every project and are opportunities for the student to reflect and present their cognitive skill and content mastery as achieved through the project. Rubrics are used to grade the common core aligned mastery of content.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The completion of the online PBL courses by every facilitator, along with the onsite PBL professional development has increased the capacity of facilitators and other instructional staff. Rubrics have been an effective way to transparently communicate and measure expected learning outcomes in PBL tasks as they pertain to Common Core Standards mastery.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No material differences
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes have been made to this goal.

Goal 3
Learners will demonstrate mastery of individual academic and social/emotional goals.

State and/or Local Priorities Addressed by this goal:	STATE x 1 x 2 x 3 x 4 x 5 ☐ 6 x 7 x 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
● Through the ILP process, learners will show progress towards meeting academic and social-emotional goals on their collaboratively developed individualized learning plans.	● All learners meet with their facilitator and parents at the beginning of the year as well as mid year to create and evaluate meaningful academic and social-emotional goals. Learners meet regularly with their advisor to monitor their work towards these goals and write new or revise existing goals as needed.

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.

Draf **1**

Action

Actions/Services	PLANNED 3.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests. 3.2 Facilitators will meet with parents and learners two times per year to develop and/or monitor progress towards mastery of ILP goals and share the results of SBAC (if applicable), MAP, PBL rubrics and other data related to the	ACTUAL 3.1 All facilitators who oversee homerooms/advisories have been instructed in frequent Professional Development sessions on techniques in holding ILP meetings with learners and their parents/guardians. 3.2 We received mostly positive feedback from parents regarding our twice-yearly ILP meetings that concern MAP, SBAC and PBL

	individual goals; facilitators will communicate regularly with parents and learners regarding progress toward mastery . 3.3 Learners behavior will reflect iLEAD cultural values and behavior expectations through advisory and social-emotional guidance.	data. They appreciate the fact that learners are empowered with the tools to drive their own goals creation and related achievement plans. A small group of parents commented that they'd rather have conventional parent-teacher conferences but the vast majority would like us to continue the same format. 3.3 We have credentialed school counselors situated within each one of our learning centers to facilitate most discoveries and remedies of social-emotional problems. Culture building and addressing of related behavioral issues generally occur during grade-level advisory periods, and those overseeing facilitators are assigned as initial contact points in assisting to find and carry out solutions to learners' academic and socio-emotional issues.
Expenditures	BUDGETED Professional Development	ESTIMATED ACTUAL 5200 & 5801 Professional Development and Maker Network $136,183

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Every student who attends iLEAD Hybrid has participated in the development of an Individualized Learning Plan (ILP). The ILP contains two academic goals that are appropriate for any given student's current academic achievement level and one social emotional goal. The academic goals are primarily based on baseline assessment data for the school year. NWEA MAP, and SBAC scores are taken into account as academic goals are devised. Socio-Emotional goals are based on either Stephen Covey's Seven Habits of Highly Effective People or Angela Duckworth's Character Lab. Students regularly meet with their advisory facilitators to monitor progress toward meeting their goals. Facilitators regularly communicate with parents/guardians pertaining to ILP goals. Students participate in Learner Showcases at the end of the academic year to highlight their academic and social emotional growth as they relate to their respective ILP goals. The Report of Progress for every student contains facilitator feedback in the form of a narrative regarding progress towards the achievement of ILP goals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student and family feedback indicate that the ILP process at iLEAD Hybrid has been highly effective at facilitating student ownership of academic achievement. Studio directors have held Parent University events in which parent/guardians are educated and empowered with strategies for supporting students with social-emotional growth as it pertains to the Seven Habits and Character Lab. iLEAD Hybrid expects the vast majority of students to achieve or exceed their academic and social-emotional goals. Facilitators will record and report quantitatively achievement of ILP goals to their studio directors.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No significant differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No significant changes have been made to this goal.

Stakeholder Engagement

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

iLEAD Hybrid is committed to meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, each site has an LCAP committee that consists of parents/community members, facilitators, other staff members, learners, and site leadership. iLEAD Hybrid Studios conducted annual surveys to evaluate program effectiveness. Three surveys were developed to address specific aspects of the Eight State Priorities. Parents, staff, and learners completed surveys that were designed for each of those populations. Various data, including survey data, was thoroughly examined to determine the needs of iLEAD Hybrid and develop goals and actions based on what we learned from the data. After careful examination of data and critical discussions, at all studios, it was determined that we need to continue working toward the achievement of our existing three goals.

Stakeholder participation in site decision making is ongoing and takes place through various methods such as Parent University, Coffee Chat, Town Hall Meetings, iSupport, Donuts with the Director, TED Talks, and EdTalks.

Studio facilitators communicate with parents on a regular basis to keep them abreast of what is occurring in the courses. Parents are invited to participate in course- and studio-wide activities.

 Parents are regularly informed of events, volunteer opportunities, accomplishments of learners and facilitators, and other pertinent information through the Monday Message, a weekly emailed newsletter that is sent out from each studio every week to all families.

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

The Governing Board had the opportunity to input to the LCAP and was kept updated throughout the development process. The final version of LCAP was approved by the governing board on June 6, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Feedback collected from iLEAD parent activity was used in the creation of the LCAP goals.

The information from the surveys was compiled and used to create LCAP goals.

Input from studio directors was used to identify needs, and to create goals and actions.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	X Modified	☐ Unchanged
Goal 1	Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness	

State and/or Local Priorities Addressed by this goal:	STATE X 1 X 2 ☐ 3 X 4 ☐ 5 ☐ 6 X 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	● Increase academic achievement for all students. ● Increase student access to challenging, rigorous, and relevant content taught by enthusiastic and skilled educators. ● Strengthen and create a positive and safe learning environment.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA MAP Math	49% of the learners met or exceeded their projected RIT growth	51% will meet or exceed their projected RIT growth		
NWEA MAP ELA	49% of the learners met or exceeded their projected RIT growth	51% will meet or exceed their projected RIT growth		
SBAC Math	27% Met or exceeded goals	29% will meet or exceed goals		
SBAC ELA	46% Met or exceeded goals	48% will meet or exceed goals		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income	
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.1 Professional development to build understanding of common core learning outcomes and best practices.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,674,978	Amount		Amount	
Source	5200, 5801, 4000s	Source		Source	
Budget Reference	Professional Development,Maker Network Books, Supplies, Equipment.	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20

☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.2 Analysis of current year student assessment data to determine areas of strength and challenges met by individuals, classes and grade levels..		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$116,354	Amount		Amount	
Source	5801, 5851	Source		Source	
Budget Reference	Professional Services, Maker Network, Student Assessments	Budget Reference		Budget Reference	

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

☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.3 Curriculum plan developed by or in conjunction with facilitator to address identified needs of learners.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,178,825	Amount		Amount	
Source	1120, 5851	Source		Source	
Budget Reference	Home Study Teacher Salaries,, Student Assessments	Budget Reference		Budget Reference	

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

☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.4 Ongoing review of MAP and or SBAC assessment data to inform curriculum decisions for grade levels, classes, small groups and individual learners.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$14,552,968	Amount		Amount	
Source	1000, 2000,3000, 5801	Source		Source	
Budget Reference	Professional Services, Director Salaries, Home Study Teacher salaries	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.5 All core teachers will hold appropriate credentials		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No Cost	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.6 All learners will be guided and supervised by qualified facilitators and studio director to ensure progress is made.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,213,220	Amount		Amount	
Source	1120, 1310	Source		Source	

Budget Reference	Home study teachers salaries, Directors salaries	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.7 All learners and facilitators will have clean, safe, innovative spaces in which to conduct learning activities.		

[BUDGETED EXPENDITURES]

2017-18		**2018-19**		**2019-20**	
Amount	$2,375,127	Amount		Amount	
Source	2410, 2960, 4325, 4330, 5610, 5630	Source		Source	
Budget Reference	classified Office Support, facilities/maintenance salaries, Health and safety, custodial supplies, Rent, Repairs and Maintenance	Budget Reference		Budget Reference	

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
1.8 Learners will be supported by a qualified facilitator that will evaluate student needs when making decisions about the purchase of instructional materials, maintenance of records, communication with parents, specials classes, oversight, business services and other activities necessary for the safe and efficient operation of the studios and to maintain compliance with state and federal mandates.		

[BUDGETED EXPENDITURES]

2017-18		**2018-19**		**2019-20**	
Amount	$7,213,220	Amount		Amount	

Source	1120, 1310	Source		Source	
Budget Reference	Home study teachers salaries, Directors	Budget Reference		Budget Reference	

☐ New	☐ Modified	X Unchanged

Goal 2

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

<u>State and/or Local Priorities Addressed by this goal:</u>

STATE X 1 X2 X 3 X 4 X 5 ☐ 6 X 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

<u>Identified Need</u>

- Students need access to highly qualified teachers, skilled in the creation of rigorous project-based learning experiences, aligned with the Common Core State Standards, California History-Social Science Standards, and Next Generation Science Standards

<u>EXPECTED ANNUAL MEASURABLE OUTCOMES</u>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Project-Based Learning Professional Development - Summer Camp Make	80% of the facilitators will participate in Summer Camp Make Professional Learning in PBL Best Practices	85% of the facilitators will participate in Summer Camp Make Professional Learning in PBL Best Practices		
Project-based monthly coaching/mentoring	80% of the facilitators will participate in monthly PBL Team coaching sessions	85% of the facilitators will participate in monthly PBL Team coaching sessions		
Project-based online learning (PBL Global)	80% of the facilitators will complete one online PBL course annually	85% of the facilitators will complete one online PBL course annually		
Critical Friends Protocol	80% of the facilitators will participate in at least one Critical Friends Tuning	85% of the facilitators will participate in at least one Critical Friends Tuning		

| iLEAD PBL Academic Rubrics | 60% of the students will achieve a score of Proficient on the iLEAD Academic Rigor Rubric on at least one PBL unit of study per semester | 65% of the students will achieve a score of Proficient on the iLEAD Academic Rigor Rubric on at least one PBL unit of study per semester | | |

Protocol annually to reflect upon and improve their PBL Design Process and Unit of Study (top of table, two columns)

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.1 Facilitators will participate in initial and ongoing professional development in the essential elements of Project Based Learning.		

BUDGETED EXPENDITURES

2017-18		2018-19	2019-20
Amount	$6,187,569	Amount	Amount
Source	5801, 1120	Source	Source
Budget Reference	Professional Services, Home study Teacher salaries	Budget Reference	Budget Reference

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.2 Facilitators will continue to develop and implement a consistent format for presenting projects and assessing student performance.		

[BUDGETED EXPENDITURES](#)

2017-18		2018-19	2019-20
Amount	$10,551,774	Amount	Amount
Source	1120, 4000s	Source	Source
Budget Reference	Home Study Teacher Salaries, Books Supplies and Equipment	Budget Reference	Budget Reference

2017-18	2018-19	2019-20
☐ New ☐ Modified x Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.3 Facilitators review results of rubric assessment following PBL activity and use that data to inform instruction.		

[BUDGETED EXPENDITURES](#)

2017-18		2018-19	2019-20
Amount	$10,551,774	Amount	Amount
Source	1120, 4000s	Source	Source

Budget Reference	Home Study teacher salaries	Budget Reference		Budget Reference	

2017-18		**2018-19**		**2019-20**	
☐ New ☐ Modified x Unchanged		☐ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged	
2.4 Grade level facilitator teams will design PBL projects that allow learners to demonstrate mastery of common core standards, timelines for projects and criteria for performance levels.					

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$10,799,998	Amount		Amount	
Source	1120, 4000s, 5200s, 5801	Source		Source	
Budget Reference	Home study teacher salaries, Books, Supplies and Equipment, Professional Development, Maker Network	Budget Reference		Budget Reference	

2017-18		**2018-19**		**2019-20**	
☐ New ☐ Modified x Unchanged		☐ New ☐ Modified ☐ Unchanged		☐ New ☐ Modified ☐ Unchanged	
2.5 Learners will have timely access to technology for completing PBL tasks and SBAC assessments through the purchase and maintenance of computers for classroom use and assessment.					

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$392,341	Amount		Amount	
Source	4430	Source		Source	
Budget Reference	IT equipment and supplies	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified x Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
2.6 Professional development provided to facilitators in effective ways of using technology and classroom computers to support PBL.		

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$62,549	Amount		Amount	
Source	5801	Source		Source	
Budget Reference	Professional Services, Maker Network	Budget Reference		Budget Reference	

	☐ New	☐ Modified	X Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X4 X 5 ☐ 6 X 7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

- Increase academic achievement for all students.
- Increase social-emotional development for all students
- Improve college/career readiness and 21st century skills

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ILP Goal - Academic	60% of the learners will meet their academic ILP goals	65% of the learners will meet their academic ILP goals		
ILP Goal - Social Emotional	60% of the learners will meet their social-emotional ILP goals	65% of the learners will meet their social-emotional ILP goals		
Learner-Led Conferences	80% of the learners will participate in a Learner-Led Conference with their parent(s) in attendance	85% of the learners will participate in a Learner-Led Conference with their parent(s) in attendance		
Learner Showcases	80% of the learners will participate in a year-end Learner Showcase with their parent(s) in attendance	85% of the learners will participate in a year-end Learner Showcase with their parent(s) in attendance		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's 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	X All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	X All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.1 Professional development for facilitators in the development of ILPs based on learner academic, social/emotional needs and interests.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$248,549	Amount		Amount	
Source	5200, 5801	Source		Source	
Budget Reference	Professional Development, Professional Services, Maker Network	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.2 Facilitators will meet with parents and learners two times per year to develop and/or monitor progress towards mastery of ILP goals and share the results of SBAC (if applicable), MAP, PBL rubrics and other data		

related to the individual goals; facilitators will communicate regularly with parents and learners regarding progress toward mastery .

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,178,825	Amount		Amount	
Source	1120, 5851	Source		Source	
Budget Reference	Student Assessment, Home Study Teacher Salaries	Budget Reference		Budget Reference	

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.3 Learners behavior will reflect iLEAD cultural values and behavior expectations through advisory and social-emotional guidance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$6,999,620	Amount		Amount	
Source	1120, 1210, 2120	Source		Source	
Budget Reference	Home Study Teacher salaries, psychologist and counseling services	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   x 2017–18   ☐ 2018–19   ☐ 2019–20

[Estimated Supplemental and Concentration Grant Funds:](#) $ 1,042,026   [Percentage to Increase or Improve Services:](#)   3.33 %

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](#)).

Services were increased beyond the minimum 3.33% requirement through the addition of education specialist assistants and counselor as well as CARE team members to address academic and social needs in instructional as well as non-structured settings.

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (*http://www.cde.ca.gov/fg/ac/sa/*). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a

dollar-for-dollar accounting is not required.

- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related

state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s)

as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All

Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.
>
> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016