LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: iLEAD Hybrid

CDS Code: 19753090131987

School Year: 2021 – 22

LEA contact information: Lara Durrell lara.durrell@ileadexploration.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

iLEAD Hybrid

All federal funds
3.9%

All other state funds
12.5%

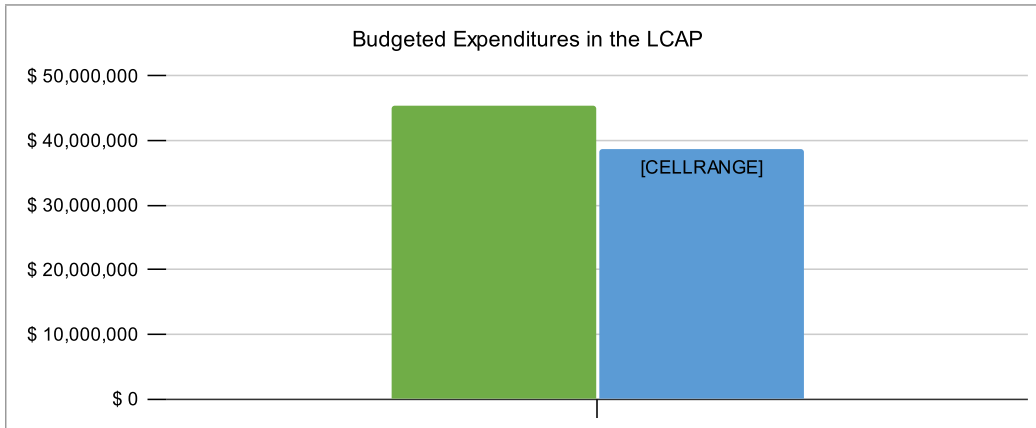LCFF supplemental &
5.4%

All Other LCFF funds
78.1%
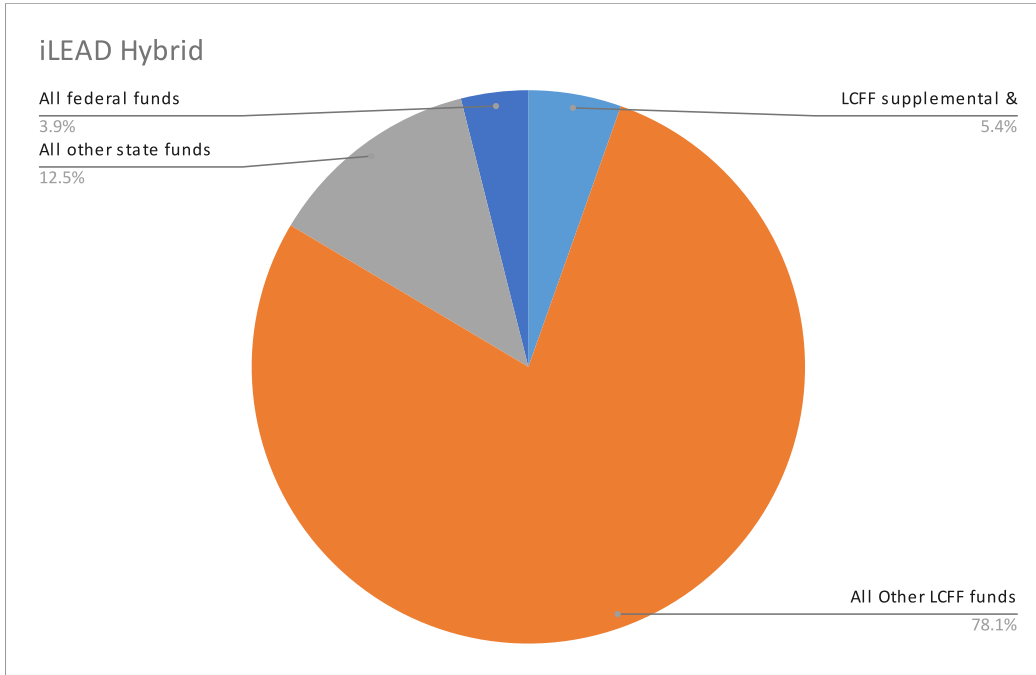
This chart shows the total general purpose revenue iLEAD Hybrid expects to receive in the coming year from all sources.

The total revenue projected for iLEAD Hybrid is $46,796,480.00, of which $39,095,243.00 is Local Control Funding Formula (LCFF), $5,863,232.00 is other state funds, $0.00 is local funds, and $1,838,005.00 is federal funds. Of the $39,095,243.00 in LCFF Funds, $2,540,551.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much iLEAD Hybrid plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

iLEAD Hybrid plans to spend $45,310,581.00 for the 2021 – 22 school year. Of that amount, $38,698,151.00 is tied to actions/services in the LCAP and $6,612,430.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
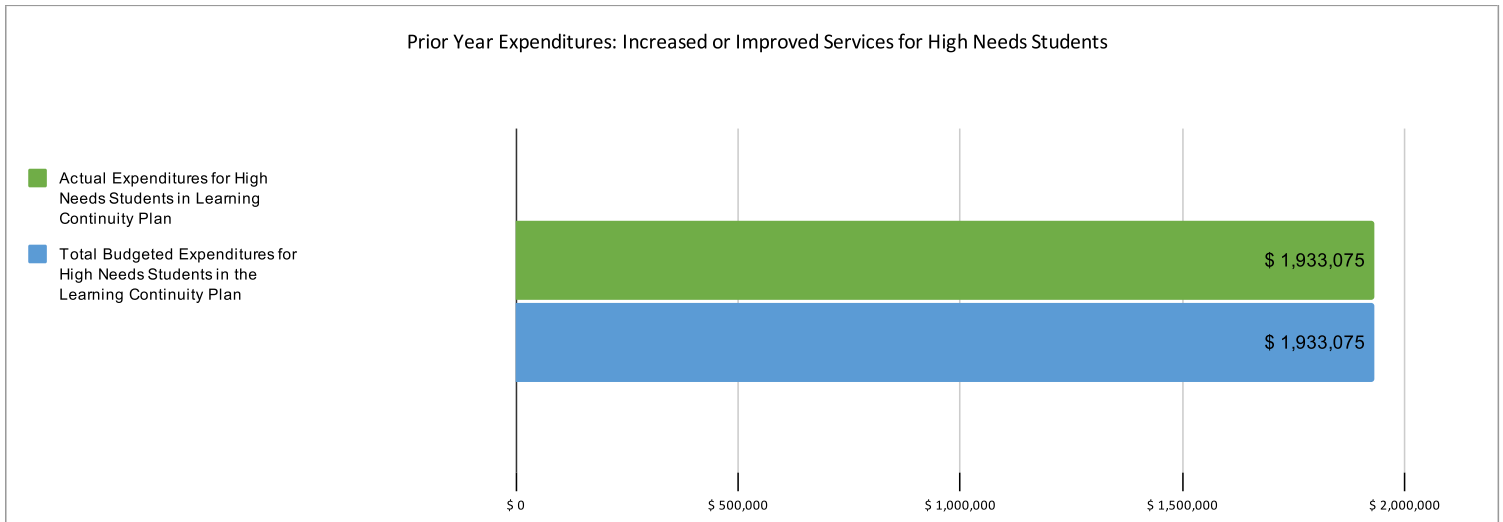
Materials & Supplies: Office Supplies
Facilities Supplies
 Equipment & Supplies: Classroom Furniture, Equipment
 Equipment & Supplies: NonClassroom Furniture, Equipment
 Student Lunches - Vended Food Service
 Student Lunches - Food Supplies
 Student Lunches - Cafe Other Supplies
 Professional Dues, Memberships, and Subscriptions
 Liability Insurance
 Professional Services - Service Fees
 Professional Services - District Oversite Fees
 Professional Services - Business Services
 Professional Services - Auditing & Tax Preparation
 Professional Services - Payroll Fees
 Professional Services - Consultant Fees
 Professional Services - Legal Fees
 Professional Services - Shared/Leased Employees
 Operating Expenditures - Licenses & Other Fees
 Operating Expenditures - Banking Charges & Fees
 Operating Expenditures - Interest
 Operating Expenditures - Marketing & Advertising
 Operating Expenditures - Software Licenses
 5910 - Telephone & Fax
 5915 - Cell Phones
 5920 - Internet Services
 5925 - Website/Communication Fees
 5930 - Freight Expense
 5940 - Postage Expense   and 3% Reserve for Economic Uncertainty

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, iLEAD Hybrid is projecting it will receive $2,540,551.00 based on the enrollment of foster youth, English learner, and low-income students. iLEAD Hybrid must describe how it intends to increase or improve services for high needs students in the LCAP. iLEAD Hybrid plans to spend $2,540,551.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- **Actual Expenditures for High Needs Students in Learning Continuity Plan** — $ 1,933,075
- **Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan** — $ 1,933,075

This chart compares what iLEAD Hybrid budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what iLEAD Hybrid estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, iLEAD Hybrid 's Learning Continuity Plan budgeted $1,933,075.00 for planned actions to increase or improve services for high needs students. iLEAD Hybrid actually spent $1,933,075.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Tricia Lckeroth Regional Director, So Cal	tricia.luckeroth@ileadschools.org (661) 400-1714

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected		Actual
Increase learners' sense of safety and connectedness	2019-20 73% of iLEAD AV learners and 96% of iLEAD Exploration learners will feel physically and emotionally safe in the school's learning environment. 73% of iLEAD AV learners and 96% of iLEAD Exploration learners have a close relationship with at least one adult at the school.	82% of iLEAD AV learners and 91% of iLEAD Exploration learners feel physically and emotionally safe in the school's learning environment. 56% of iLEAD AV learners and 93% of iLEAD Exploration learners have a close relationship with at least one adult at the school.

Facilities are in good repair for learner health and safety	**2019-20** Hired staff will maintain properties to meet 'Good" or "Exemplary' status as measured by Facility Inspections Tool (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff will be trained in drills and safety.	iLEAD Hybrid was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff was trained in drills and safety.
Student Learner Outcomes	**2019-20** 100% of the staff are able to demonstrate one or more ways that they implemented the SLOs in their daily work.	Due to the COVID pandemic in the spring of 2020, no end of year data was collected regarding the staff's articulation of the SLOs. This measurable outcome will be continued in the next LCAP.
Staff Credentials	**2019-20** 100% of the teachers possess or are working towards a clear credential.	During the 2019-20 school year, seven teachers were enrolled in the El Dorado County Office of Education teacher induction program to clear their credentials. Five educators were identified as ineffective teachers as they were completing their credentials under a PIP/STSP.
Curriculum Alignment	**2019-20** 88% of parents feel that the curriculum, courses and resources available through the school meet their child's learning needs.	65% of iLEAD AV parents and 93% of iLEAD Exploration parents felt that the curriculum, courses and resources available through the school met their child's learning needs.
Student Assessment	**2019-20** CAASPP: 49% of students will meet or exceed standards on ELA; 30% of students will meet or exceed standards in math NWEA MAP: 49% of students will meet their RIT goal in math; 51% will meet their RIT goal in reading	CAASPP: 48% of students met or exceeded standards in ELA; 26.3% of students met or exceeded standards in math. NWEA MAP: 47.61% of students met their RIT goal in math; 49.59% of students met their RIT goal in reading.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Creation of a more unified scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design. (WASC action plan goal #5)	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other	$7,166,109 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 $547,908 - LCFF - 1000-1999 Certificated Salaries - 1930

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All teachers possess or are working towards a clear credential.	$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Consulting Services - Edcoe	$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5310

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $843,405 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Student Services Expenditures - Special Ed Contracted	$7,166,109 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure) $843,405 - LCFF - 5000-5999 Services and Other Operating Expenses - 5852 $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated

| Develop and implement additional grade level resources to improve learner outcomes.(WASC action plan goal #5) (LPSBG) | Services
$665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure)
$547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure)
$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits
$38,050 - LPSBG - 1000-1999 Certificated Salaries - Certificated - LPSBG
$29,640 - LPSBG - 2000-2999 Classified Salaries - Classified - LPSBG
$8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses - LPSBG
$56,314 - LPSBG - 4000-4999 Books and Supplies - Books and Supplies - LPSBG | expenditure)
$547,908 - LCFF - 1000-1999 Certificated Salaries - 1930 (repeated expenditure)
$3,662,384 - LCFF - 3000-3999 Employee Benefits - 3000s (repeated expenditure)
$38,050 - LPSBG - 1000-1999 Certificated Salaries - 1000s
$29,640 - LPSBG - 2000-2999 Classified Salaries - 2000s
$8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - 5000s
$56,314 - LPSBG - 4000-4999 Books and Supplies - 4000s |

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All learners and facilitators will have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$124,666 - LCFF - 5000-5999 Services and Other Operating Expenses - Liability Insurance $27,762 - LCFF - 5000-5999 Services and Other Operating Expenses - Utilities - Electricity $6,573 - LCFF - 5000-5999 Services and Other Operating Expenses - Utilities - Gas $1,951 - LCFF - 5000-5999 Services and Other Operating Expenses - Operations - Janitorial Services $6,853 - LCFF - 5000-5999 Services and Other Operating Expenses - Utilities - Water $9,070 - LCFF - 5000-5999 Services and Other Operating Expenses - Utilities - Trash	$124,666 - LCFF - 5000-5999 Services and Other Operating Expenses - 5410 $27,762 - LCFF - 5000-5999 Services and Other Operating Expenses - 5510 $6,573 - LCFF - 5000-5999 Services and Other Operating Expenses - 5520 $2 - LCFF - 5000-5999 Services and Other Operating Expenses - 5550 $6,853 - LCFF - 5000-5999 Services and Other Operating Expenses - 5530 $9,070 - LCFF - 5000-5999 Services and Other Operating Expenses - 5540 $4,857 - LCFF - 5000-5999 Services and Other Operating Expenses - 5550 $324,818 - LCFF - 5000-5999 Services and Other Operating Expenses - 5610 $74,000 - LCFF - 5000-5999 Services and Other Operating Expenses - 5630

	$4,857 - LCFF - 5000-5999 Services and Other Operating Expenses - Operations - Security $324,818 - LCFF - 5000-5999 Services and Other Operating Expenses - Rent - Facilities Rent and CAM Charges $74,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Repair and Maintenance - Facilities	

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The staff will be trained to apply the Schoolwide Learner Outcomes (SLOs). (WASC action plan goal #4)	$547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure)	$547,908 - LCFF - 1000-1999 Certificated Salaries - 1930 (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure)

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Provide professional development in best practices to increase the effectiveness of instruction using California State Standards. (WASC action plan goal #2,#5) (LPSBG) .	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries $881,567 - Other State Revenues - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries $589,402 - Other State Revenues - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED)	$7,166,109 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - 1140 $881,567 - Other State Revenues - 1000-1999 Certificated Salaries - 1130 $82,113 - LCFF - 1000-1999 Certificated Salaries - 1140 $589,402 - Other State Revenues - 1000-1999 Certificated Salaries - 1210 $174,983 - Other State Revenues - 1000-1999 Certificated Salaries - 1220 $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated

	$174,983 - Other State Revenues - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries - Certificated - LPSBG (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries - Classified - LPSBG (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books and Supplies - Books and Supplies - LPSBG (repeated expenditure) $8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses - LPSBG (repeated expenditure)	expenditure) $547,908 - LCFF - 1000-1999 Certificated Salaries - 1930 (repeated expenditure) $3,662,384 - LCFF - 3000-3999 Employee Benefits - 3000s (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries - 1000s (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries - 2000s (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books and Supplies - 4000s (repeated expenditure)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services were implemented during the 2019-20 school year. Any discrepancy in the budget is attributed to an increase in enrollment. Additional staff, including educational facilitators, special education staff, and clerical staff, were hired to support the student population. Three new regional lead positions were created to provide additional learner and staff support across the five counties iLEAD serves. Additional technology was purchased to assess and/or service learners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

iLEAD Hybrid made several improvements during the 2019-20 school year to support staff and families in their academic endeavors. Throughout the year, professional development was provided by iLEAD leadership to increase the effectiveness of instruction and the implementation of standards-based curriculum frameworks. Grade level resources, including writing rubrics, grade level I can

statements, and other academic supports, were developed and/or provided by the staff. Emergency drills were regularly practiced at the sites, and the Emergency Operation Plan was reviewed and updated. The FIT tool revealed that iLEAD's facilities were in good repair. The measurable outcomes indicate that iLEAD Hybrid has provided optimal conditions by providing clean, safe, innovative spaces.

Though the majority of staff members have cleared their credentials (or are enrolled in programs to clear them), one ongoing challenge to this goal has been the procurement and hiring of appropriately credentialed staff at the iLEAD AV learning studio due to its location and the number of candidates available in that area. During the 2019-20 school year, five educators were identified as ineffective teachers as they were completing their credentials under a PIP/STSP. The human resource department continues to work diligently to find solutions for this challenge. Though the schools state testing and internal benchmark (NWEA MAP) scores nearly met the projected goal, the school will continue to make improvements in this area through the ongoing development of grade level resources, as continued improvement in academic progress is of primary importance to all stakeholders of the school.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
MAP NWEA Performance	**2019-20** NWEA MAP: 49% of students will meet their RIT goal in math; 51% will meet their RIT goal in reading	NWEA MAP: 47.61% of students met their RIT goal in math; 49.59% of students met their RIT goal in reading.
SBAC ELA	**2019-20** CAASPP: 49% of students will meet or exceed standards on ELA	CAASPP: 48% of students met or exceeded standards in ELA.
SBAC Mathematics	**2019-20** CAASPP: 30% of students will meet or exceed standards in math	CAASPP: 26.3% of students met or exceeded standards in math.
Improved EL Reclassification Rates	**2019-20** 12% of the English Learners will be reclassified using the iLEAD reclassification criteria.	23.6% of English learners were reclassified using the iLEAD reclassification criteria.
College and Career Readiness	**2019-20** 43% of high school seniors will graduate, "Prepared" as determined by the College/Career Indicator on the California Dashboard.	25.8% of high schoolers graduated "Prepared" as determined by the College and Career indicator on the California Dashboard.

Engaging project-based learning experiences	**2019-20** 90% of parents will report via the Parent Survey that their children's projects and lessons are engaging.	65% of iLEAD AV parents and 93% of iLEAD Exploration parents reported that their via the parent survey that their children's projects and lessons are engaging.
NGSS Science Assessment	**2019-20** At least 30% of learners will meet standards on the CAST.	28.58% of iLEAD Hybrid learners met or exceeded standards on CAST.
Students With Disabilities	**2019-20** CAASPP: 75% of students with disabilities will participate in CAASPP testing 23% of students with disabilities will meet or exceed standards on ELA; 15% of students with disabilities will meet or exceed standards in math	CAASPP: 71% of students with disabilities participated in CAASPP testing. 23.77% of students with disabilities met or exceeded standards on ELA; 12.59% of students with disabilities met or exceeded standards in math.
Presentations of Learning	**2019-20** The studios will host a minimum of two presentations of learning throughout the school year.	Both the AV and OC studios held a minimum of two presentations of learning throughout the 2019-20 school year. iLEAD AV held one per semester, and the iLEAD OC Studio hosted three presentations of learning up until the time of the COVID-19 pandemic shutdown.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continued implementation and monitoring of NWEA/MAP growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance. (WASC action plan goal #5) (LPSBG)	$881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - Service Fees $3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries - Certificated - LPSBG (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified	$881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books and Supplies (repeated expenditure) $8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

	Salaries - Classified - LPSBG (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books and Supplies - Books and Supplies - LPSBG (repeated expenditure) $8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses - LPSBG (repeated expenditure)	

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Track and analyze CAASPP academic & participation data for all students and subgroups to identify focus areas in math, reading, and writing for students who did not meet standards. (WASC action plan goal #5) (LPSBG)	$881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $932,438 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - District Oversite	$881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - 1150 (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - 1220 (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - 1930 (repeated expenditure) $932,438 - LCFF - 5000-5999 Services and Other Operating Expenses - 5802 $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries (repeated expenditure)

| | Fees
$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure)
$38,050 - LPSBG - 1000-1999 Certificated Salaries - Certificated - LPSBG (repeated expenditure)
$29,640 - LPSBG - 2000-2999 Classified Salaries - Classified - LPSBG (repeated expenditure)
$56,314 - LPSBG - 4000-4999 Books and Supplies - Books and Supplies - LPSBG (repeated expenditure)
$8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses - LPSBG (repeated expenditure) | $29,640 - LPSBG - 2000-2999 Classified Salaries (repeated expenditure)
$8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses (repeated expenditure) |

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools The learners' presentations of learning and/or body of work will include evidence of increased rigor in reading, writing, and math, as well as understanding and usage of SLOs. (WASC action plan goal #4)	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors	$7,166,109 - LCFF - 1000-1999 Certificated Salaries - 1120 (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)

(repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $8,516 - LCFF - 4000-4999 Books and Supplies - Core Curriculum - Text, Workbooks, Etc. $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - Service Fees (repeated expenditure) $3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure)	$8,516 - LCFF - 4000-4999 Books and Supplies $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools On-site staff will work closely with the Maker team to increase the number of projects and presentations of learning (POLs) occurring at each learning studio.	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues -	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - 1220 (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - 1310 (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure) $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses

| | 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure)
$5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - Service Fees (repeated expenditure)
$36,450 - LCFF - 4000-4999 Books and Supplies - Other Curriculum
$1,765 - LCFF - 4000-4999 Books and Supplies - Professional Development References and Materials
$19,807 - LCFF - 4000-4999 Books and Supplies - Educational Supplies (Classroom, Project, SPED, etc.)
$2,058 - LCFF - 4000-4999 Books and Supplies - Science Supplies
$836 - LCFF - 4000-4999 Books and Supplies - Art Supplies
$5,008 - LCFF - 4000-4999 Books and Supplies - PE Supplies
$9,100,000 - LCFF - 4000-4999 Books and Supplies - Home Study Stipend
$846,870 - LCFF - 4000-4999 Books and Supplies - IT Equipment and Supplies
$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) | (repeated expenditure)
$36,450 - LCFF - 4000-4999 Books and Supplies
$1,765 - LCFF - 4000-4999 Books and Supplies
$19,807 - LCFF - 4000-4999 Books and Supplies
$2,058 - LCFF - 4000-4999 Books and Supplies
$836 - LCFF - 4000-4999 Books and Supplies
$5,008 - LCFF - 4000-4999 Books and Supplies
$9,100,000 - LCFF - 4000-4999 Books and Supplies
$846,870 - LCFF - 4000-4999 Books and Supplies
$3,662,383 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) |

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners. (WASC action plan goal #1)	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999

| | Certificated Salaries (repeated expenditure)
$589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure)
$174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure)
$665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure)
$547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure)
$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) | Certificated Salaries (repeated expenditure)
$174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)
$665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure)
$547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure)
$3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) |

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools All high school learners will have access to a broad course of study for the completion of college prep A-G, dual enrollment and CTE requirements. (WASC action plan goal #1)	$881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure)	$881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure) $8,516 - LCFF - 4000-4999 Books and

| | $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure)
$8,516 - LCFF - 4000-4999 Books and Supplies - Core Curriculum - Texts, Workbooks, Etc. (repeated expenditure)
$36,450 - LCFF - 4000-4999 Books and Supplies - Other Curriculum (repeated expenditure)
$1,765 - LCFF - 4000-4999 Books and Supplies - Professional Development References and Materials (repeated expenditure)
$19,807 - LCFF - 4000-4999 Books and Supplies - Educational Supplies (Classroom, Project, SPED, etc.) (repeated expenditure)
$2,058 - LCFF - 4000-4999 Books and Supplies - Science Supplies (repeated expenditure)
$836 - LCFF - 4000-4999 Books and Supplies - Art Supplies (repeated expenditure)
$5,008 - LCFF - 4000-4999 Books and Supplies - PE Supplies (repeated expenditure)
$9,100,000 - LCFF - 4000-4999 Books and Supplies - Home Study Stipend (repeated expenditure)
$846,870 - LCFF - 4000-4999 Books and Supplies - IT Equipment and Supplies (repeated expenditure)
$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) | Supplies
$36,450 - LCFF - 4000-4999 Books and Supplies
$1,765 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$19,807 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$2,058 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$836 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$5,008 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$9,100,000 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$846,870 - LCFF - 4000-4999 Books and Supplies (repeated expenditure)
$3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) |

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth,	$665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $5,162,052 - LCFF - 5000-5999	$665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $5,162,052 - LCFF - 5000-5999

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Low Income Scope of Service: LEA-wide Location: All Schools Develop additional resources for EL learners and their families. (WASC action plan goal(s) #2,#5)	Services and Other Operating Expenses - Professional Services - Service Fees (repeated expenditure)	Services and Other Operating Expenses (repeated expenditure)

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Increase collaboration between general education and special education staff to strengthen resources and strategies to support learners with IEPs.(WASC action plan goal(s) #2,#5)	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries - Classified Elective Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries - Classified CARE Team Salaries (repeated expenditure) $843,405 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Student Services	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries $843,405 - Other State Revenues - 5000-5999 Services and Other Operating Expenses $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)

	Expenditures - Special Education Contracted Services (repeated expenditure) $3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure)	

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Resources will be aligned to improve learner achievement across Hybrid and increase participation in CAASPP. (WASC action plan goal #5) (LPSBG)	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries - Classified Elective Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries - Classified CARE Team Salaries (repeated expenditure) $843,405 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Student Services Expenditures - Special Education Contracted Services (repeated expenditure)	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $843,405 - Other State Revenues - 5000-5999 Services and Other Operating Expenses (repeated expenditure) $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books

	$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure) $38,050 - LPSBG - 1000-1999 Certificated Salaries - Certificated - LPSBG (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries - Classified - LPSBG (repeated expenditure) $56,314 - LPSBG - 4000-4999 Books and Supplies - Books and Supplies - LPSBG (repeated expenditure) $8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses - Services and Other Operating Expenses - LPSBG (repeated expenditure)	and Supplies (repeated expenditure) $8,000 - LPSBG - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Continue collaboration with the Maker team to provide professional development in Next Generation Science Standards implementation for K-12 facilitators. (WASC action plan goal(s) #2,#5)	$35,295 - LCFF - 5000-5999 Services and Other Operating Expenses - Travel for PD, Conferences, and School Development $29,210 - LCFF - 5000-5999 Services and Other Operating Expenses - Travel for School/CMO Business - Mileage $15,271 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Conference and Workshop Registration Fees $20,705 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development - Meetings & Collaborations $35,008 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Dues, Memberships, and Subscriptions $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - Service Fees (repeated expenditure)	$35,295 - LCFF - 5000-5999 Services and Other Operating Expenses $29,210 - LCFF - 5000-5999 Services and Other Operating Expenses $15,271 - LCFF - 5000-5999 Services and Other Operating Expenses $20,705 - LCFF - 5000-5999 Services and Other Operating Expenses $35,008 - LCFF - 5000-5999 Services and Other Operating Expenses $5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools Resources will be dedicated to improving high needs learner achievement.	$29,249 - LCFF - 2000-2999 Classified Salaries - Classified Elective Salaries $509,589 - LCFF - 2000-2999 Classified Salaries - Classified Care Team $199,716 - LCFF - 4000-4999 Books and Supplies - 4120	$29,249 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $199,716 - LCFF - 4000-4999 Books and Supplies - Core Curriculum- Software and Programs (repeated expenditure)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Any material differences related to internal assessments, state testing, high school opportunities, EL, professional development, and curriculum were directly related to an increase in enrollment. Not all families opted to use the full amount of their home study stipend, so the budgeted amount was over the actual amount. Due to hiring shortages in special education, outside companies were contracted to provide services from highly qualified, credentialed service providers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Strengths:

During the 2019-20 school year, iLEAD Hybrid spent much time tracking and analyzing academic and participation data for all students and subgroups. The student support and general education team began meeting regularly to address the needs of underperforming learners and seek ways to lessen the achievement gap for these students. iLEAD Schools Maker Team provided professional development and support in curriculum, helping the school to further develop and implement standards-based curriculum frameworks.

All staff were trained on how to interpret NWEA MAP data to guide instruction customized to each learner. The charter renewal, WASC, and low performing student block grant processes included a thorough, reflective analysis of all students not meeting standards and was conducted by all credentialed staff (including the special education team) to ascertain strengths, determine areas of growth, and create goals and action plans to improve performance. iLEAD Hybrid achieved a 95% participation rate in the NWEA MAP assessments that are administered several times per year. This data greatly supports facilitators in guiding instruction, creating assignments and scaffolding learners who need additional resources and support. This data also merges with an online math subscription called Edmentum (Exact Path) which creates a customized math learning plan for learners who need enhanced math support.

Throughout the year, facilitators worked with each learner to develop a standards-aligned learning plan tailored to each child. This included curriculum, enrichment activities and any necessary resources to foster the learner's growth and development. The facilitator

provided regular feedback that included results of informal or formal assessment, frequent check-ins, and additional instruction as needed. When necessary, an academic contract was implemented to ensure the instructor, student and parent's goals aligned with grade level standards and course completion. The learner support and monitoring process has greatly increased the outcomes of at-risk learners. Student attendance was regularly tracked by Exploration facilitators and iLEAD AV's office manager as reflected in the school's low absenteeism rate.

The EL team remained in compliance for assessing EL learners in language proficiency, and the reclassification rate was at 23.6%. Regular ELAC meetings were held to engage and support EL parents, and the EL team continued to develop much needed resources including family and staff webinars, a quarterly newsletter, and a database of online resources to support the four domains of language acquisition (speaking, listening, reading, and writing).

The high school counselor and college advisor attempted to meet regularly with all high schoolers over the course of the year. As a result, 25 courses of service learning (doubled from the previous year) and 146 year-long A-G courses were taken by iLEAD Hybrid high school students during the 2019-20 school year. In the fall of 2019, 100 community college courses were completed by iLEAD Hybrid's high school students, with 92 more community college courses completed in the spring of 2020. 48 AP courses were also taken by high schoolers throughout the school year.

At the end of the 2019-20 school year, numerous resources were created to support learners virtually during the pandemic. This included an extensive list of free websites and resources in both core and enrichment areas.

Challenges:

Both state assessment and internal benchmark assessments continue to show student performance slightly below the measurable outcome. The school's rate of students graduating as prepared is lower than expected but through college and high school advisement, combined with dual enrollment options, this percentage is expected to climb.

iLEAD's assessment team provided staff and family webinars on state testing, and the special education team was fully prepared to support learner participation, but this information was not able utilized to its fullest extent due to the canceling of 2020 spring CAASPP testing. Because student performance is imperative to schools, the staff will continue to collaborate on ways to improve scores and participation rates on state testing.

A broad scope of rigorous and interest based CTE courses were offered to all high school learners in order to help meet college and career readiness goals, but only four students took these classes. CTE is new, so there are plans to expand this program in the years to come.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Parent satisfaction with school communication	

Expected	Actual
2019-20 iLEAD AV 75% of parents surveyed expressed satisfaction with the responsiveness of the school when answering concerns or questions. 75% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress. 80% of parents surveyed feel they receive timely school communication in a variety of ways (MM, Parent Square, phone calls, newsletters, etc.). Exploration 96% of the parents utilize their educational facilitators for communication on program happenings. 36% of the parents utilize the Monday Message (or other school-wide newsletters) for communication on program happenings.	iLEAD AV Due to the COVID pandemic, the parent survey was not updated to ask about the responsiveness of this program. 57% of parents surveyed feel the school effectively communicates with them regarding their child's academic and social-emotional progress. Due to the COVID pandemic, the parent survey was not updated to ask about timely communication of this program within the school. iLEAD Exploration 92% of the parents utilize their educational facilitators for communication on program happenings. 97% of the parents utilize the Monday Message (or other schoolwide newsletters) for communication on program happenings.

Parent/Family Meetings	2019-20 iLEAD AV will hold monthly parent meetings. iLEAD Exploration will hold three parent meetings.	iLEAD AV held monthly iSupport parent meetings. In the spring of 2020, iLEAD Exploration had scheduled three in-person parent meetings across the counties they serve but these were cancelled due to the COVID-19 pandemic.
Academic and Social Emotional Support	2019-20 90% of families will feel supported by the school's offerings (facilitators, webinars, and workshops).	93% of families feel supported by the school's offerings (facilitators, webinars and workshops).
Family Participation	2019-20 **iLEAD AV** 50% of parents will serve as a volunteer in the classroom or for another school event. 90% of parents will attend a school or class event (presentation of learning, winter production, etc.). 90% of parents will attend the Individual Learning Plan (ILP) conference. 80% of learners and/or parents will attend Meet the Facilitator or Back to School Night. **ILEAD Exploration** 50% of learners will participate in school events (STEM park days, field trips, workshops, service projects, etc.). 8% of learners and/or parents will participate in parent webinars or stakeholder meetings.	iLEAD AV 61% of parents served as a volunteer in the classroom or for another school event. 95% of parents attended a school or class event at the school (presentation of learning, winter production, etc.). 94% of parents attended the Individual Learning Plan (ILP) conference. 75% of learners and/or parents attended Meet the Facilitator or Back to School Night. iLEAD Exploration Around 72% of learners participated in school events (STEM park days, field trips, workshops, service projects, etc.). Due to the COVID-19 pandemic, activities shifted from in-person to virtual, so much transition was occurring in the spring of 2020. Due to the COVID-19 pandemic, several activities were canceled or moved to a virtual platform and it was difficult to ascertain accurate data for this measurable outcome.

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Use Monday Message, Parent Square, emails, newsletters, school website, social media, fliers, etc. to deliver timely school information to school families.	$17,198 - LCFF - 5000-5999 Services and Other Operating Expenses - Operating Expenditures - Marketing & Advertising $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $26,060 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet Services $12,087 - LCFF - 5000-5999 Services and Other Operating Expenses - Website/IT Fees	$17,198 - LCFF - 5000-5999 Services and Other Operating Expenses $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $26,060 - LCFF - 5000-5999 Services and Other Operating Expenses $12,087 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Provide academic and social emotional strategies/skills to families via facilitator support and parent/educator university webinars and workshops.	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist Salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated

	and Other Services (SPED) (repeated expenditure)	expenditure)
	$665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure)	$547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure)
	$547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure)	$5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses (repeated expenditure)
	$5,162,052 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Services - Service Fees (repeated expenditure)	$3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)
	$3,662,383 - LCFF - 3000-3999 Employee Benefits - Employee Benefits (repeated expenditure)	

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools **Facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.**	$7,078,059 - LCFF - 1000-1999 Certificated Salaries - Certificated Salaries; Home Study Teacher Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialist salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective Teacher Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute Teacher Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and Counseling Services (SPED) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech Therapy and Other Services (SPED) (repeated expenditure) $3,662,384 - LCFF - 3000-3999 Employee Benefits - Employee Benefits	$7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues -

	(repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Support - Other (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries - Classified Elective Salaries (repeated expenditure) $6,836 - LCFF - 2000-2999 Classified Salaries - Classified Classroom Aide Salaries $800,713 - LCFF - 2000-2999 Classified Salaries - Classified Office Support $509,589 - LCFF - 2000-2999 Classified Salaries - Classified CARE Team Salaries (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries - Classified After School Care Salaries (repeated expenditure) $113,618 - LCFF - 2000-2999 Classified Salaries - Classified Facilities - Maintenance Salaries $2,058 - LCFF - 4000-4999 Books and Supplies - Science Supplies (repeated expenditure) $836 - LCFF - 4000-4999 Books and Supplies - Art Supplies (repeated expenditure) $23,313 - LCFF - 4000-4999 Books and Supplies - Custodial Supplies $324,818 - LCFF - 5000-5999 Services and Other Operating Expenses - Rent - Facilities Rent and CAM Charges (repeated expenditure) $74,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Repairs and Maintenance -Facilities (repeated expenditure)	1000-1999 Certificated Salaries (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $6,836 - LCFF - 2000-2999 Classified Salaries $800,713 - LCFF - 2000-2999 Classified Salaries $509,589 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $29,640 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $113,618 - LCFF - 2000-2999 Classified Salaries $2,058 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $836 - LCFF - 4000-4999 Books and Supplies (repeated expenditure) $23,313 - LCFF - 4000-4999 Books and Supplies $324,818 - LCFF - 5000-5999 Services and Other Operating Expenses $74,000 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Implement regular family meetings to provide program updates and to receive stakeholder feedback for program improvement. (WASC action plan goal 3)	$3,662,384 - LCFF - 3000-3999 Employee Benefits - employee benefits (repeated expenditure) $7,078,059 - LCFF - 1000-1999 Certificated Salaries - Home Study Teacher salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries - Education Specialists salaries (SPED) (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries - Elective teacher salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries - Substitute teacher salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries - Psychologist and counseling services (sped) (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries - Speech therapy and other services (SPED) (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries - Directors (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated support/other (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries - classified elective salaries (repeated expenditure) $6,836 - LCFF - 2000-2999 Classified Salaries - classified classroom aide salaries (repeated expenditure) $800,713 - LCFF - 2000-2999 Classified Salaries - classified office support (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries - classified care team salaries (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries - Classified after school care salaries (repeated expenditure)	$3,662,384 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) $7,166,109 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $881,567 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $110,151 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $82,113 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $589,402 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $174,983 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $665,010 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) $547,908 - Other State Revenues - 1000-1999 Certificated Salaries (repeated expenditure) $29,249 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $6,836 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $800,713 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $509,589 - LCFF - 2000-2999 Classified Salaries (repeated expenditure) $29,640 - LPSBG - 2000-2999 Classified Salaries (repeated expenditure)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

When the pandemic occurred, resources were shifted to support learning in a virtual platform. All other material differences are due to an increase in enrollment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During the 2019-20 school year, iLEAD Hybrid provided numerous schoolwide and educational opportunities to support and engage all learners and families. Around 35 workshops and webinars were conducted for staff and families covering topics including project based learning, learning styles, touch math, problem solving strategies, schoolwide learner outcomes, social emotional learning, a series of college and career webinars, accessing dual enrollment, and developing writers series. Additionally, the sites hosted many family fun events including a talent show, fall festival, winter production, multi-cultural feast, science fair, and presentations of learning. Around 50 field study events were planned and well-attended across the five counties iLEAD Hybrid serves. Many of these activities continued to be offered virtually when sites and in-person instruction were closed due to the pandemic.

Schoolwide events and happenings, including learner spotlights and educational opportunities, were consistently and regularly communicated and updated through the website, Parent Square, fliers, social media, and school created newsletters. In-person field studies to further enrich learning were offered as well as virtual trips when necessary due to the pandemic. The school also partnered with organizations to collect donations and complete service projects to give back to the community. Fostering connections and allowing learners social emotional support remotely became the main focus for iLEAD Hybrid at the end of the 2019-20 school year. Both iLEAD AV and Exploration provided solid and consistent virtual offerings and classes to all families during the pandemic for all kids to socialize and develop friendships.

Learner and staff surveys noted that active engagement between parents, staff and learners was an area of strength across iLEAD Hybrid. Strong systems of communications to support parents continues to be strong within iLEAD Hybrid. All families are provided access to resources on the website, through weekly communication via the Monday Message, high school newsletter, and webinar and workshop offerings.

The iLEAD AV studio consistently demonstrated high participation rates at school events and continues to build a solid, stable foundation for all learners and families.

While iLEAD Exploration families enjoyed the variety of program offerings, there are limitations to participation based on the wide expanse of independent study learners being served across five counties. The pandemic also brought challenges for in-person connections. The stakeholder meetings scheduled for the spring were canceled and will be now be rescheduled to a virtual platform moving forward.

Expenditure Summary

Expenditures by Budget Category		
Budget Category	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	$33,349,203	$24,212,944
1000-1999 Certificated Salaries	10,167,243	3,637,092
2000-2999 Classified Salaries	1,489,645	1,460,396
3000-3999 Employee Benefits	3,662,383	0
4000-4999 Books and Supplies	10,300,653	10,145,903
5000-5999 Services and Other Operating Expenses	7,729,279	8,969,553

Expenditures by Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Funding Sources	$33,349,203	$24,212,944
LPSBG	132,004	132,004
Other State Revenues	3,037,265	3,037,265
LCFF Base/Not Contributing to Increased or Improved Services	28,316,678	19,918,973
LCFF S & C/Contributing to Increased or Improved Services	1,863,256	1,124,702

Expenditures by Budget Category and Funding Source			
Budget Category	Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure
All Budget Categories	All Funding Sources	$33,349,203	$24,212,944
1000-1999 Certificated Salaries	LPSBG	38,050	38,050
1000-1999 Certificated Salaries	Other State Revenues	2,193,860	2,193,860

1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	7,743,069	1,212,918
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	192,264	192,264
2000-2999 Classified Salaries	LPSBG	29,640	29,640
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	921,167	1,430,756
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	538,838	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	3,662,383	0
4000-4999 Books and Supplies	LPSBG	56,314	56,314
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	10,044,623	10,089,589
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	199,716	0
5000-5999 Services and Other Operating Expenses	LPSBG	8,000	8,000
5000-5999 Services and Other Operating Expenses	Other State Revenues	843,405	843,405
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	5,945,436	7,185,710
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	932,438	932,438

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2019 Annual Update Budgeted	2019 Annual Update Actual Expenditure

Goal 1:
Provide optimal conditions of learning through providing basic services, implementation of California Content Standards (CCS), and access to an academic and educational program as outlined in iLEAD Hybrid's charter.

All Funding Sources	$15,359,535	$4,617,144
LPSBG	132,004	132,004
Other State Revenues	3,037,265	1,645,952

LCFF Base/Not Contributing to Increased or Improved Services	11,998,002	2,646,924
LCFF S & C/Contributing to Increased or Improved Services	192,264	192,264

Goal 2:
Provide all students with a rigorous, creative, and broad curriculum to maximize academic achievement and college/career readiness.

All Funding Sources	$16,989,843	$18,197,157
Other State Revenues	0	1,391,313
LCFF Base/Not Contributing to Increased or Improved Services	15,318,851	15,873,406
LCFF S & C/Contributing to Increased or Improved Services	1,670,992	932,438

Goal 3:
Facilitate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

All Funding Sources	$999,825	$1,398,643
LCFF Base/Not Contributing to Increased or Improved Services	999,825	1,398,643

California Department of Education
January 2021

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional cleaning supplies, handwashing stations and other safety supplies for learning studios	$15,000.00	$ 12,000.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Planning began in late spring to prepare for possible in-person learning (which did not occur) in the fall. iLEAD Hybrid's leadership team met regularly from May-October to discuss CDC recommendations and state mandates to ensure all guidelines would be followed. Cares Act Funds were used to purchase sneeze guards (for desktops), hand sanitizer, gloves, and face masks. Hand washing machines for outdoors were also purchased. As the school year progressed and the studios were open for special education services, supplies were purchased as needed based on the number of special education students coming on site.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In-person learning began in February of 2021 with TK-K. Grades 1-8 were added in succession with TK-8 fully on campus by March 29, 2021. Families and staff were surveyed to ensure the staff-to-student ratio would be able to support learners on campus. Supplies purchased to increase safety to staff while on campus included hand sanitizer, sneeze guards (for classroom tables) and standing

thermometers. Parents of returning learners received letters outlining safety protocols. They were also invited to participate in informational Zoom meetings to answer questions regarding their learner's return to school.

Successes of in-person learning included more individualized student support, attention to social emotional components, and improved academic success. Students who struggled during distance learning are making improvements academically and appear more engaged in the learning process.

A few challenges surrounded the changes in state mandates and dividing students into cohorts that while accounting for their social emotional needs. One way iLEAD Hybrid worked to solve this was by holding schoolwide virtual meetings that all caregivers were invited to attend to hear updates and provide input.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of curriculum to enable initial assessment of learners as well as necessary assessments for triennial IEPs.	$562.00	$ 304.07	N
Purchase of additional technology, as necessary, to provide 1:1 learner to technology at the learning studios	$12,000.00	$ 170,151	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Because a high percentage of learners have an IEP and they need to consistently interact with technology, iLEAD Hybrid continued to seek ways to improve its delivery of instruction. The school was on a path to increase learner use of technology as part of daily learning, however last year, once distance learning started, iLEAD Hybrid quickly sought to increase its pupil to computer ratio. Laptops and Hotspots were purchased as needed to support both distance and in-person learning. Although glitches with purchase and delivery arose on the merchants' end, the school was able to secure laptops for learners to use technology as part of the academic day for synchronous and asynchronous learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: A complete instructional program was transitioned to and provided on a virtual platform. Learners zoomed in for classroom instruction, but there were also challenges with connectivity at times.

Access to Devices and Connectivity: Hotspots were provided by the school as were computers.

Pupil Participation and Progress: Learners participated in NWEA MAP benchmark assessments. Progress was regularly monitored through check-ins by the facilitators and care team. Through school newsletters, email announcements, and other Zoom meetings, families were notified of a variety of offerings including virtual field trips, access to instructional resources, Zoom activities to connect with others online, and other enrichment opportunities. Even though a variety of activities were offered, some learners were reluctant to participate and/or found themselves disengaged with the ongoing virtual platform. In these instances, learner support meetings and home visits were conducted to re-engage struggling learners.

Distance Learning Professional Development: All facilitators received training on how to support learners in a distance learning environment. iLEAD Schools provided professional development to its facilitators in a virtual environment. Some challenges to this were the ability to stay focused in a virtual format for long periods of time on a daily basis, so some of these professional development sessions were shortened to support staff working remotely from home.

Staff Roles and Responsibilities: This mostly remained unchanged and was moved to a virtual platform.

Support for Pupils with Unique Needs: Lunch bunches, group counseling, webinars and one-on-one, in-person instruction was provided as needed (using all COVID-19 safety protocols). The care team and special education staff were trained on how to provide services virtually.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of curriculum to enable initial assessment of learners as well as	$562.00	$ 304.07	N

necessary assessments for triennial IEPs. (Duplicate Action)			
Purchase of additional technology, as necessary, to provide 1:1 learner to technology at the learning studios. (Duplicate Action)	$12,000.00	$ 170,151	N
Provide additional academic services such as diagnostic assessment of learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learnings.	$439,339 (learning loss mitigation funds- total amount)	$489,338	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Because many students switched from in-person to virtual services, hot spots and technology were provided as needed for learners needing online services. To keep up with the demand for assessments, some special education staff were paid to work additional hours in order to assess learners to fulfill assessment timelines.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to the impact of the global pandemic, many pupils experienced a difficult year with less opportunity for socialization and enrichment activities. This made it hard for students to be regularly motivated by the virtual-only environment. Because iLEAD Hybrid is non-classroom based, its learners were likely less impacted by the independent study setting and were more so impacted by the social emotional and online-only academic options.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Many students experienced feelings of isolation, depression, anxiety, and a lack of motivation. A huge success of iLEAD Hybrid was the many supports implemented to combat these challenges. Social emotional support groups, counseling, individual check-ins and robust virtual activity participation was at an all-time high for the school's families.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

To support learner and family engagement, many virtual enrichment opportunities were provided to learners including: craft days, a science fair, a talent show, costume parades, show and tell, cooking days, NHS and ASB meetings, student clubs, parent groups, field trips, webinars and online workshops.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Resources listed by county were posted on the website for all families to find and access meal programs. In addition, the AV Studio, which participates in the federal meal program, opened up their site to all learners in the area to receive meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health, School Nutrition, Distance Learning	**Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and**	$439,338.00 (Learning Loss	$489,338	N

	lunch programs, or programs to address pupil trauma and social-emotional learning.	mitigation funds-total amount)		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Because mental health concerns were on the rise (including feelings of isolation, depression, anxiety, and a lack of motivation), iLEAD Hybrid implemented many supports to address these challenges. Social emotional support groups, counseling, individual check-ins and virtual activity participation was at an all-time high for our families.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.(How distance learning and LCP inform our LCAP)

The 2020-21 school year provided the opportunity for iLEAD Hybrid's leadership team to reflect on its goals and actions for the 2021-2024 LCAP. Stakeholder feedback obtained through staff, parent and learner surveys, as well as through virtual parent and school board meetings, provided necessary feedback to inform decision-making. This included the incorporation of goals surrounding social emotional learning, suicide prevention, staff development in diversity, equity and inclusion, and ensuring the needs of unduplicated students are being met in each of the three areas addressed by iLEAD Hybrid's LCAP. Additionally, it was determined that new positions and/or resources including a second location for a curriculum library, hiring a family liaison, tutoring, and additional EL supports were needed to support all learners during the 2021-2022 school year and beyond. To support all families in the five counties we serve, the directors of iLEAD Hybrid also plan to host virtual town hall meetings so that families can attend without driving long distances for in-person meetings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

To support student needs and address possible learning loss, iLEAD Hybrid's leadership team continues to develop its SST and intervention programs. In preparation for the 2021-24 LCAP, leadership and staff are being trained in multi-tiered systems of support (MTSS). Additional tutoring to support unduplicated learners and other students with high needs have been incorporated in the 2021-24 LCAP. Because of the global pandemic, the staff also observed an increased number of learners experiencing feelings of isolation,

depression, anxiety and other mental health needs. To address these concerns, numerous supports will continue to be incorporated in iLEAD Hybrid's program to include: specialized one-on-one counseling, small group social emotional support groups, individual check-ins, lunch bunch social groups and other virtual activities. A continuous cycle of inquiry will be used to monitor the academic and social emotional growth of all students. The high school team will also meet with students to support college and career readiness.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

iLEAD's core values focus on the whole child. With that in mind, the school's goals include developing programs that support all learners and developing positive relationships with all stakeholders while fostering a sense of community with families. To support working families, the school provides a free lunch program that offers food weekdays and weekends. To provide social emotional support, buddy systems were created as well as group and one-on-one counseling for learners struggling with challenges that prevented academic progress. The school is implementing a program to support EL learners in their listening, speaking and writing skills. For families struggling financially, the school created a program to support them during the holiday season called the Box of Love. This program gave our families toys for their learners and a prepared basket of pantry items that created enough meals to last multiple days. As the school moves to in-person learning, it will continue to improve its offerings to support learners and their families.

There were some limitations this year due to the pandemic in the ability to fully support all learners' intrinsic motivation in an all-virtual environment. This even includes the ability to state test learners to measure academic growth. MAP testing continues to be administered. These areas will continue to be developed through action steps created in the 2021-24 LCAP.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on stakeholder feedback, school data and an analysis of all aspects of the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan, the school has made informed decisions that will best prepare learners for academic and social emotional success. The LCAP incorporates important WASC action steps and also considers ways for continued program growth including further development of its high school program. Each goal incorporates specific action steps to meet the needs of unduplicated students.

Additional resources, including tutoring, access to resources, family support, SEL and counseling, are all being incorporated into the upcoming LCAP based on data from both the 2019-20 and 2020-21 school years.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
iLEAD Hybrid	Tricia Luckeroth Regional Director Southern California	tricia.luckeroth@ileadschools.org 6614001714

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

iLEAD Hybrid, located in southern California, is an independent-study, tuition-free public charter school serving approximately 3600 students in grades TK-12. The school provides educational services to independent study learners through credentialed teacher oversight at both learning studios and/or in the home. The mission of the iLEAD Hybrid program is to empower learners to become conscientious, compassionate, and responsible citizens of the world. Through this process, they are inspired to become creative thinkers and leaders with a lifelong love of learning.

The 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.

iLEAD Exploration is the home study component of iLEAD Hybrid. iLEAD Exploration meets the needs of families who prefer home study for their children under the guidance of a credentialed facilitator. It is a program that supports educational options and flexibility. Each year, learners and parents receive advisement and support from facilitators to develop and implement a comprehensive educational plan.

High school learners on the A-G track are guided to take A-G approved courses through the iLEAD Online program, dual enrollment through Community Colleges, and/or other A-G approved courses overseen by a subject expert teacher (SET). In addition, some learners choose a more customizable track. These learners often pursue community college courses during high school with post graduate plans to attend community college or a specialized trade school.

iLEAD Antelope Valley (AV) serves independent study learners in grades TK-8. The learning studio's space is utilized for exploratory, project based learning. This accomplishes the school's overall mission and vision of bringing learners from various backgrounds into a supportive, standards-based environment that fosters the development of the whole child.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

iLEAD Hybrid has achieved a score of "Met" for the local priorities: Basics: Teachers, Instructional Materials; Implementation of Academic Standards; Parent and Family

Engagement; Local Climate Survey; and Access to a Broad Course of Study. iLEAD Hybrid was also rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). EL classification rates were 23.6% across iLEAD Hybrid.

Chronic absenteeism is low at 0.9%. iLEAD Hybrid's state performance level indicator is blue (the highest performance level indicator) for low absenteeism of the following student groups: Students With Disabilities, Hispanic, English Learners, and White.

iLEAD Hybrid's suspension rate is 0.8%. The state performance level indicator is blue (the highest performance level indicator) for the suspension rate of the following student groups: White and Two or More Races.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The California School Dashboard for iLEAD Hybrid indicates that the greatest areas of need are:

1) Improved performance on CAASPP testing.
iLEAD Hybrid's overall ELA scores on CAASPP testing are 15.1 points below standard, and the school is in the orange tier (compared to state averages in the green tier). Even so, all subgroups improved in their performance with the exception of White (declined by 16.7 points) and African American (maintained). Both the White and African American subgroups are in the orange subgroup for ELA, with the remainder of the subgroups in either the yellow or green tiers.

iLEAD Hybrid's overall math scores on CAASPP testing are 68.9 points below standard, in the orange tier (alongside the state), and decreased overall by 6.7 points. African American, Socioeconomically Disadvantaged, and Students With Disabilities subgroups are all in the red tier, and the data for these subgroups is lower than state averages. Hispanic (increased 15.9 points) and White (decreased 24.5 points) subgroups are in the orange and both in lower tiers than the state. The White subgroup is two tiers below state averages. English Learners and Two or More Races are in the yellow tier, with English learners increasing by 38 points and in a tier above state averages.

2) Improved CAASPP test participation.
iLEAD participation rates of about 76-77% were maintained from the spring of 2018 to the spring of 2019, but the school should have no less than 95% participation. Only about 40% of homeless learners participated in state testing.

3) A higher percentage of students graduating as prepared.
Overall, 25.8% of iLEAD Hybrid students graduated as prepared compared to the state's percentage of 44.1%. Of these students, the White (28.3% prepared) and Socioeconomically Disadvantaged (14.3% prepared) subpopulations declined by one or two tiers as compared to the state. There was no iLEAD Hybrid data on the other subpopulations provided.

4) Improved graduation rates for iLEAD Hybrid.
Both the White (89.1% graduated) and Socioeconomically Disadvantaged (83.2% graduated) subgroups are in the orange tier compared to the state average being located in the green tier. There was no iLEAD Hybrid data on the other subpopulations provided.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Identify and briefly summarize the key features of THIS YEAR'S LCAP: (this describes what was done in the past)

1) Families enjoy the academic and enrichment activities provided by iLEAD Hybrid. The school presented over 35 webinars on topics ranging from academic support to preparing for high school. iLEAD Hybrid hosted around 50 field trips and service projects in which around 2,200 students participated. Prior to the pandemic, iLEAD

Hybrid also hosted numerous on-site events that included workshops, presentations of learning, a talent show/craft fair, and other social and academic opportunities such as a costume parade and enrichment activities.

2) CAASPP participation and performance continue to need improvement. To help close the achievement gap in math and language arts, iLEAD Hybrid will devote resources to specialized tutoring and resources. The school consistently develops and evaluates program offerings in order to demonstrate growth to its authorizers (the next charter renewal is scheduled for 2024), the WASC visiting team (a mid-cycle visit is scheduled for spring 2022) and the state of California.

3) To support equity, diversity and inclusion of all learners, all staff will be trained during the 2021-22 school year on these topics. An additional curriculum library will be added in Acton and a family liaison will be hired to support unduplicated pupils and their families with academic resources and specific needs.

4) Due to the effects of the pandemic, a strong emphasis will be placed on social emotional learning. This includes staff training in suicide prevention and additional supports for learners through counseling, self-reflection, lunch bunches, webinars and other school-sponsored activities.

5) To improve college and career indicators on the Dashboard, the college advisor and high school counselors will provide a college fair and ensure each high schooler's course load contains, A-G, dual enrollment or CTE courses.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

iLEAD Hybrid is committed to the meaningful engagement of all stakeholders in the development of the LCAP. For the annual update, stakeholder feedback from parents/community members, learners, iLEAD Hybrid staff and leadership was utilized to evaluate program effectiveness and address the state priorities. Upon careful examination of the data, action steps under iLEAD Hybrid's three existing goals were developed or modified to further student achievement and expand program offerings.

During the 2019-20 school year, six monthly parent meetings were held, and all parents were invited to participate in a virtual roundtable discussion that was hosted by the school. ELAC meetings were held on 9/19/19, 11/12/19, 1/29/20, 2/25/20, and 5/19/20 to provide an open forum for questions and feedback on the EL program and LCAP actions. A parent survey regarding aspects of the program (including special education, learning studios, program offerings, facilitators, etc.) was conducted in the spring of 2020. This survey addressed specific aspects of the LCAP (the eight state priorities and potential action steps). A learner survey was conducted in the spring of 2020 to address specific aspects of the LCAP (the eight state priorities and potential action steps). Staff surveys regarding leadership and adjunct duties were conducted twice during the 2019-20 school year. Additionally, staff and leadership meetings (along with follow up meetings to review feedback) were held monthly to collaborate and adjust action steps as necessary. Informal feedback was also received by families through monthly learning period meetings. In the spring of 2020, three in-person town hall meetings were scheduled but later canceled due to the COVID-19 pandemic.

Families were regularly informed of events, volunteer opportunities, field studies, webinars, workshops, and other pertinent information through their facilitators, webinars, Ted Talks, open houses/back to school nights, the website, social media, Monday Message (weekly publication), High School Highlights (monthly publication), Student Support Newsletter (monthly publication), the EL Quarterly (quarterly publication).

A summary of the feedback provided by specific stakeholder groups.

Overall, iLEAD Hybrid families are satisfied with the varied activities and events provided by the school. There is varying feedback on the rigor of academics, as indicated by parent surveys, staff feedback and the CA School Dashboard. Academic data on internal benchmarks and state testing show areas for growth, and families feel their students would benefit from additional tutoring and academic resources. The school's maintains a low suspension and absenteeism rate but needs to improve the percent of students graduating as prepared. Families of low income, foster/homeless and EL learners could benefit from additional support in community resources and academic supports.

Because of the global pandemic, the staff also observed an increased number of learners experiencing feelings of isolation, depression, anxiety and other mental health needs. There was also staff and family feedback on equity, access, and inclusion concerns surrounding the need for an additional curriculum library and training on cultural sensitivity toward all families and staff members.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of specific stakeholder feedback, it was determined that staff could benefit from diversity, equity and inclusion training. Due to the effects of the pandemic, additional social emotional training and support will be provided through suicide prevention training for all staff, the collection of social emotional data, and social events or counseling to support families and learners.

Additionally, it was determined that new positions and/or resources including a second location for a curriculum library, hiring a family liaison, tutoring, and additional EL supports were needed to support all learners during the 2021-2022 school year and beyond. To support all families in the five counties we serve, the directors of iLEAD Hybrid also plan to host virtual town hall meetings so that families can attend without driving long distances for in-person meetings.

The school will continue to develop its programs to academically support all learners and improve state test participation and performance as indicated on the CA School Dashboard. A continuous cycle of inquiry will be used to monitor the academic and social emotional growth of all students. Academic resources and interventions are continuously improved upon, and the high school team is actively developing iLEAD Hybrid's CTE program. The high school counselor and college advisor will also regularly meet with students to support college and career readiness.

The COVID-19 pandemic affected the spring of 2020, so several action steps will be carried over into the 2021-22 school year to complete implementation.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to continue to provide essential school services to meet the needs of learners and families, to identify individual needs, and to monitor progress of growth in Math and ELA. Through the needs assessment, resource inequities were discovered in the area of Students with Disabilities. Measurable outcomes have been developed that address the need for qualified staff in that area.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Panorama Survey	65% of iLEAD AV parents and 93% of iLEAD Exploration parents feel that the curriculum, courses and resources available through the school meet their child's learning needs.				82% of iLEAD Hybrid parents will feel that the curriculum, courses and resources available through the school meet their child's learning needs.
CTC Credential Report Teacher Retention Data TIP Program Data	During the 2019-20 school year, seven teachers were enrolled in the El Dorado County Office of Education teacher induction program to clear their credentials. Five educators were identified as ineffective teachers as they were completing their credentials under a PIP/STSP. iLEAD Hybrid's teacher retention rate is 95%.				100% of the teachers will possess or will be working towards a clear credential. iLEAD Hybrid will maintain a 95% staff retention rate.

CA School Dashboard CAASPP Scores NWEA MAP Results	CAASPP: iLEAD Hybrid students are 15.1 points below standard in ELA and 68.9 points below standard in math. NWEA MAP: 49.59% of students met their RIT goal in reading and 47.61% of students met their RIT goal in math.				CAASPP: iLEAD Hybrid students will be 5 points below standard in ELA and 63 points below standard in math. NWEA MAP: 59% of students will meet their RIT goal in reading and 57% of students will meet their RIT goal in math.
School Accountability Report Card (SARC) Facility Inspections Tool Panorama Survey Safety Training Log	iLEAD Hybrid was rated with a "good" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff was trained in drills and safety. 82% of iLEAD AV learners and 91% of iLEAD Exploration learners feel physically and emotionally safe in the school's learning environment.				iLEAD Hybrid will be rated with a "good" or "exemplary" status as measured by the Facility Inspections Tools (FIT) on the School Accountability Report Card (SARC). 100% of the onsite staff will be trained in drills and safety. 92% of iLEAD Hybrid learners will feel physically and emotionally safe in the school's learning environment.
Professional Learning Attendance Log Individualized Learning Plan Data	0% of the staff are able to teach/model the SLOs in their daily work.				100% of the staff will be able to teach/model the SLOs in their daily work.
Professional Learning Attendance Log Studio Staff Classroom Observation of Instruction	75% of staff received professional development on best practices and first best instruction, utillizing the California State Standards, to increase the effectiveness of instruction to all learners. 50% of learning studio				100% of staff will receive professional development on best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners. 100% of learning studio staff will utilize best and practices and first best instruction to increase the effectiveness of instruction to all learners.

	staff were observed to be utilizing best and practices and first best instruction to increase the effectiveness of instruction to all learners.				
Reclassification Rate CA School Dashboard CAASPP Scores NWEA MAP Results	19.6% of EL learners were reclassified. 51.3% of English learners are making progress towards English language proficiency. CAASPP: English learners are 66.2 points below standard in ELA and 124.4 points below standard in math. NWEA MAP: 61.4% of English learners met their RIT score in reading and 49.2% of English learners met their RIT score in math.				20% of EL learners will be reclassified. 60% of English learners are making progress towards English language proficiency. CAASPP: English learners will be 45 points below standard in ELA and 90 points below standard in math. NWEA MAP: 71% of English learners will meet their RIT score in reading and 58% of English learners will meet their RIT score in math.
Needs Assessment Data CA School Dashboard CAASPP Scores NWEA MAP Results	50% of of foster youth and homeless learners are receiving passing grades on their semester reports of progress. CAASPP: No baseline data available on homeless/foster youth. NWEA MAP: 59.1% of homeless/foster youth met their RIT goal in reading and 23.5% of homeless/foster youth met their RIT goal in math.				70% of foster youth and homeless learners will receive passing grades on their semester reports of progress. CAASPP: TBD as baseline data becomes available. NWEA MAP: 69% of homeless/foster youth will meet their RIT goal in reading and 33% of homeless/foster youth will meet their RIT goal in math.
Needs Assessment Data	50% of low income learners are receiving				70% of low income learners will receive passing grades on their semester reports of progress.

CA School Dashboard CAASPP Scores NWEA MAP Results	passing grades on their semester reports of progress. CAASPP: Socioeconomically disadvantaged students are 46.5 points below standard in ELA and 103.3 points below standard in math. NWEA MAP: 51.8% of low income learners met their RIT goal in reading and 50.9% of low income learners met their RIT goal in math.				CAASPP: Socioeconomically disadvantaged will be 22 points below standard in ELA and 95 points below standard in math. NWEA MAP: 61% of low income learners will meet their RIT goal in reading and 60% of low income learners will meet their RIT goal in math.
Professional Learning Attendance Log Panorama Survey	10% of Hybrid staff have received training in diversity, equity and inclusion. 73% of families feel that the school values the culture and diversity of their child's background.				100% of Hybrid staff will have received professional development on diversity, equity and inclusion training. 85% of families will feel that the school values the culture and diversity of their child's background.
Professional Learning Attendance Log	10% of Hybrid staff have received professional development training in suicide prevention, intervention and postvention.				100% of Hybrid staff will receive professional development on suicide prevention, intervention and postvention.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Scope & Sequence (1000,2000,3000 non contrib)	The staff will continue to develop resources for a more unified curricular scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design for all learners (WASC action plan goal #5).	$20,019,515.00	No

2	Teacher Credentials (1120) (repeated expenditure, Goal 1, Action 1)	All teachers who possess or are working towards a clear credential will be provided with support and resources on a 1:1 basis, by leadership, with the goal of all teachers being fully credentialed in order to increase teacher retention, thus improving equitable opportunities and outcomes for all learners.	$0.00	No
3	Grade Level Resources (4100s)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$141,008.00	No
4	Facilities (4325)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$9,000.00	No
5	PD: SLOs (repeated expenditure, Goal 1, Action 1)	Teachers and support staff will be provided professional learning to teach/model the Schoolwide Learner Outcomes (SLOs), as part of a MTSS, to support all learners with strategies in their academic and social emotional learning (WASC action plan goal #4).	$0.00	No
6	PD: Instruction (1310) (repeated expenditure, Goal 1, Action 1)	The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners (WASC action plan goal #2, #5).	$0.00	No
7	Academic Achievement: EL (1000,3000s) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
8	Academic Achievement: Foster Youth & Homeless (1000s, 3000s contrib) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).	$0.00	Yes
9	Academic Achievement: Low Income Learners (1000 3000) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).	$0.00	Yes
10	Professional Development: DEI (1000s) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners and their families.	$0.00	No
11	PD: Suicide Prevention (1310) (repeated expenditure, Goal 1, Action 1)	The leadership team will provide professional development to staff on suicide prevention, intervention and postvention training for the benefit of all learners and their families.	$0.00	No

12	Scope and Sequence (1.1 1000-3000 contrib)	The staff will continue to develop resources for a more unified curricular scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design for all learners (WASC action plan goal #5).	$1,743,696.00	Yes
13	Scope and Sequence (1.1 iCA ed supp non contrib 5801)	The staff will continue to develop resources for a more unified curricular scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design for all learners (WASC action plan goal #5).	$894,318.00	No
14	Scope and Sequence (1.1 5801 iCA supp contrib)	The staff will continue to develop resources for a more unified curricular scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design for all learners (WASC action plan goal #5).	$723,417.00	Yes
15	Scope and Sequence (1.1 5852 ica student support)	The staff will continue to develop resources for a more unified curricular scope and sequence that ensures general alignment while allowing for freedom of innovation with instruction and project design for all learners (WASC action plan goal #5).	$3,093,131.00	No
16	Teacher Credentials (1.2 5807 BTSA cred)	All teachers who possess or are working towards a clear credential will be provided with support and resources on a 1:1 basis, by leadership, with the goal of all teachers being fully credentialed in order to increase teacher retention, thus improving equitable opportunities and outcomes for all learners.	$4,600.00	No
17	Grade Level Resources (1.3 4335)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$6,022,020.00	No
18	Grade Level Resources 1.3 (4400s)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$400,000.00	No
19	Grade Level Resources 1.3 (5200s PD)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$104,769.00	No
20	Grade Level resources (1.3 5801 iCA shared serv Ed supp)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$483,749.00	No
21	Grade Level resources (1.3 5801 ica shared serv Makers)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$410,568.00	No
22	Grade level resources (1.3 5801 iCA shared serv. contrib) (repeated expenditure, Goal 1, Action 1)	The staff will continue to adopt and implement additional grade level resources for all students to improve learner academic outcomes (WASC action plan goal #5).	$0.00	Yes
23	Facilities (1.4 4330 Healthand Safety)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$14,659.00	No

24	Facilities (1.4 5500s Utilities)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$38,576.00	No
25	Facilities (1.4 5600s rent...)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$338,032.00	No
26	Facilities (1.4 5801 iCA shared serv educ tech supp)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$266,080.00	No
27	Facilities (1.4 5801 iCA shared serv Facilities support)	The facilities team and onsite staff will ensure all learners and facilitators have clean, safe, innovative spaces in which to conduct onsite learning activities. This includes conducting regular drills and onsite staff training on safety.	$112,489.00	No
28	Pd: Instruction (1.6 1910) (repeated expenditure, Goal 1, Action 1)	The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners (WASC action plan goal #2, #5).	$0.00	No
29	PD: Instruction (1.6 5200) (repeated expenditure, Goal 1, Action 3)	The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners (WASC action plan goal #2, #5).	$0.00	No
30	PD: Instruction (1.6 5801 ica acad coach) (repeated expenditure, Goal 1, Action 1)	The staff will participate in professional learning in best practices and first best instruction, utilizing the California State Standards, to increase the effectiveness of instruction to all learners (WASC action plan goal #2, #5).	$0.00	No
31		The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
32	Academic Achievement EL (1.7 5200 5801 PD DEI , mtss, EL strat) (repeated expenditure, Goal 1, Action 3)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
33	Academic Achievement EL (1.7 Cred couns 5852) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
34	Academic Achievement EL (1.7 1900,3000 extra duty assig) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes

35	Academic Achievement EL (1.7 5600 curric libr rent)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$50,000.00	Yes
36	Academic Achievement EL (1.7 4400 5840 technology learn platforms)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$41,600.00	Yes
37	Academic achievement EL (1.7 4100) (repeated expenditure, Goal 1, Action 3)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
38	Academic Achievement EL (1.7 5801 iCA contr serv EL) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
39	Academic Achievement EL (1.7 1120, 3000) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
40	Academic Achievement EL (1.7 5801 ica cont serv acad coach) (repeated expenditure, Goal 1, Action 1)	The EL team will implement additional resources, both in Designated and Integrated English Language Development, to increase EL learners' academic achievement.	$0.00	Yes
41	Academic Achievement Homeless and Foster Youth (1.8 2120,3000) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).	$0.00	Yes
42	Academic Achievement Homeless and Foster Youth (1.8 5200, 5801 PD, DEI, MTSS) (repeated expenditure, Goal 1, Action 3)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).	$0.00	No
43	Academic Achievement Homeless and Foster Youth (1.8 5852 couns staff) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).	$0.00	Yes

44	Academic Achievement Homeless and Foster Youth (1.8 1900,3000 extra duty assgn) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
45	Academic Achievement Homeless and Foster Youth (1.8 5600 curriculum lib) (repeated expenditure, Goal 1, Action 7)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
46	Academic Achievement Homeless and Foster Youth (1.8 4400, 5840 tech learning platforms) (repeated expenditure, Goal 1, Action 7)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
47	Academic Achievement Homeless and Foster Youth (1.8 4100 bridges) (repeated expenditure, Goal 1, Action 3)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
48	Academic Achievement Homeless and Foster Youth (1.8 5801 ica contract services educ support maker) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
49	Academic Achievement Homeless and Foster Youth (1.8 1120 3000 EL coord) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities to support foster youth and homeless learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
50	Academic Achievement: Low Income Learners (1.9 1120 2120 3000) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes

51	Academic Achievement: low income learners (1.9 5200 5801 PD DEI, MTSS, EL) (repeated expenditure, Goal 1, Action 3)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
52	Academic Achievement: Low income (1.9 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
53	Academic Achievement: low income (1.9 1900 3000 Extra duty assign) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
54	Academic Achievement: Low Income (1.9 5600 curr lib rent) (repeated expenditure, Goal 1, Action 7)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
55	academic achievement : Low income (1.9 Tech learning platf 4400 5840) (repeated expenditure, Goal 1, Action 7)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
56	academic achievement : low income (1.9 bridges 4100) (repeated expenditure, Goal 1, Action 3)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes
57	academic achievement: low income (1.9 5801 iCA contr servs) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5).		$0.00	Yes

58	academic achievement : low income (1.9 EL coord 1120 3000) (repeated expenditure, Goal 1, Action 1)	Teachers and staff will research, adopt, and implement additional resources to provide equitable opportunities and support low income learners' academic achievement (WASC action plan goal(s) #2, #5)		$0.00	Yes
59	Professional Development DEI (1.10 2120 2120 classrm care team) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners and their families.		$0.00	Yes
60	Professional development DEI (1.10 1310) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners and their families.		$0.00	No
61	Professional development DEI (1.10 1910) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners and their families.		$0.00	No
62	Professional development DEI (1.10 5801 ica educ support MTSS) (repeated expenditure, Goal 1, Action 1)	The leadership team will imbed diversity, equity and inclusion training into the professional learning plan to help ensure that staff create equitable practices and opportunity for all learners and their families.		$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.
An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.
A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

Based on input from all stakeholders, it had been determined that students need access to credentialed teachers, skilled in the creation of rigorous, deeper learning experiences within project-based learning, aligned with the California State Standards, including the California History-Social Science and Next Generation Science standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CA School Dashboard CAASPP Scores NWEA MAP Results	CAASPP: iLEAD Hybrid students are 15.1 points below standard in ELA and 68.9 points below standard in math. NWEA MAP: 49.59% of iLEAD Hybrid students met their RIT goal in reading and 47.61% of students met their RIT goal in math.				CAASPP: iLEAD Hybrid students will be 5 points below standard in ELA and 63 points below standard in math. NWEA MAP: 59% of students will meet their RIT goal in reading and 57% of students will meet their RIT goal in math.
SEL Panorama Survey Staff Survey	New action - no baseline.				80% of the students and staff will be able to articulate how they use the SLOs in their daily lives.
Project Planning Guide Project Rubrics	80% of the projects and presentations of learning demonstrate learner mastery of the common core standards. The studios have two presentations of learning a year.				100% of the projects and presentations of learning will demonstrate learner mastery of the common core standards. The studios will have four presentations of learning each year.

Metric	Baseline				Outcome
SEL Panorama Survey	New action - no baseline.				75% of EL students will meet their social-emotional ILP goals.
SEL Panorama Survey	New action - no baseline.				75% of foster youth and homeless students will meet their social-emotional ILP goals.
SEL Panorama Survey	New action - no baseline.				75% of low income students will meet their social-emotional ILP goals.
CA School Dashboard NWEA MAP Participation	77% of iLEAD Hybrid learners participated in CAASPP ELA testing. 76% of iLEAD Hybrid learners participated in CAASPP math testing. 90% of iLEAD Hybrid learners participated in NWEA MAP testing.				95% of iLEAD Hybrid learners will participate in CAASPP ELA testing. 95% of iLEAD Hybrid learners will participate in CAASPP math testing. 95% of iLEAD Hybrid learners will participate in NWEA MAP testing.
SST Data	42% of students re-engaged as a result of the SST process and systems of support.				55% of kids will re-engage as result of the SST process and systems of support.
CA School Dashboard Pathways Reports	25.8% of iLEAD Hybrid students graduated as prepared.				55% of iLEAD Hybrid students will graduate as prepared.
CA School Dashboard CCI Tracking Document CTE Pathway Data CTE Course Enrollment Data	25.8% of iLEAD Hybrid students graduated as prepared. iLEAD Hybrid currently offers six CTE pathways with four students enrolled.				55% of iLEAD Hybrid students will graduate as prepared. iLEAD Hybrid will have ten CTE pathways with ten students enrolled.
Panorama Survey Pathways Reports	75% of familes feel that iLEAD Hybrid provides academic and SEL skills to learners and families. 36% of families attended one or more SEL or academic events (workshop, webinar, Parent University, symposium, etc.).				85% of families will feel that iLEAD Hybrid provides academic and SEL skills to learners and families. 45% of families will attend one or more SEL or academic events (workshop, webinar, Parent University, symposium, etc.). 25% of iLEAD Hybrid learners will have participated in academic and/or social emotional learning.

| | 15% of iLEAD Hybrid learners have participated in academic and/or social emotional counseling. | | | | | |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Academic Performance (1000s) (repeated expenditure, Goal 1, Action 1)	The leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all students (SEP performance goal, WASC action plan goal #5).	$0.00	No
2	Schoolwide Learning Outcomes (1000s) (repeated expenditure, Goal 1, Action 1)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	No
3	Studio Presentations of Learning (5801 ica maker team) (repeated expenditure, Goal 1, Action 1)	On-site teachers, leadership and staff will collaborate with the Maker team to increase the number of projects and presentations of learning (POLs), demonstrating learner mastery of Common Core standards at each learning studio.	$0.00	No
4	SEL: EL Learners (1000s) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liasion, and/or lunch bunches to increase SEL.	$0.00	No
5	SEL: Foster & Homeless Youth (1000s) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.	$0.00	No
6	SEL: Low Income Learners (1000s) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.	$0.00	No
7	Assessments: Participation (1000s) (repeated expenditure, Goal 1, Action 1)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)	$0.00	No

8	SST (5801 iCA MTSS coaching) (repeated expenditure, Goal 1, Action 1)	As part of the MTSS, the SST Coordinator will continue to coordinate and collaborate with all teachers to adjust systems of support for targeted learners to re-engage them in standards-based academics and SEL.	$0.00	No
9	High School: CCI (1310) (repeated expenditure, Goal 1, Action 1)	The high school team will ensure high school learners fulfill college prep A-G, dual enrollment and/or CTE requirements in order to graduate prepared for college and career as indicated on the CA School Dashboard (WASC action plan goal #1).	$0.00	No
10	High School: CTE (1310) (repeated expenditure, Goal 1, Action 1)	The high school team will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for college and career. (WASC action plan goal #1).	$0.00	No
11	SEL (repeated expenditure, Goal 1, Action 1)	The counseling team will provide academic and social emotional strategies/skills to learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote an increase in SEL.	$0.00	No
12	Academic Performance (2.1 4317)	The leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all students (SEP performance goal, WASC action plan goal #5).	$11,038.00	Yes
13	Academic Performance (5801) 2.1 (repeated expenditure, Goal 1, Action 3)	The leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all students (SEP performance goal, WASC action plan goal #5).	$0.00	No
14	Schoolwide Learning Outcomes (2.2 4317) (repeated expenditure, Goal 2, Action 1)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	No
15	Schoolwide Learning Outcomes (2.2 5801) (repeated expenditure, Goal 1, Action 3)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	No
16	studio Presentation of Learning (2.3 5801) (repeated expenditure, Goal 1, Action 3)	On-site teachers, leadership and staff will collaborate with the Maker team to increase the number of projects and presentations of learning (POLs), demonstrating learner mastery of Common Core standards at each learning studio.	$0.00	No
17	SEL: EL Learners (2.4 5801) (repeated expenditure, Goal 1, Action 3)	Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liasion, and/or lunch bunches to increase SEL.	$0.00	Yes

				$0.00	

18	SEL Foster and Homeless Youth (2.5 5801) (repeated expenditure, Goal 1, Action 3)	Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, family liaison, and/or lunch bunches to promote SEL.		$0.00	Yes
19	SEL: Low income learners (2.6 5801) (repeated expenditure, Goal 1, Action 3)	Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.		$0.00	Yes
20	Assessments: Participation (2.7. 4100s, 4335, 4430, 5200s, 5801, 5801) (repeated expenditure, Goal 1, Action 3)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5).		$0.00	No
21	SEL (2.8 5801) (repeated expenditure, Goal 1, Action 3)	As part of the MTSS, the SST Coordinator will continue to coordinate and collaborate with all teachers to adjust systems of support for targeted learners to re-engage them in standards-based academics and SEL.		$0.00	No
22	High School: CCI (2.9 5801) (repeated expenditure, Goal 1, Action 3)	The high school team will ensure high school learners fulfill college prep A-G, dual enrollment and/or CTE requirements in order to graduate prepared for college and career as indicated on the CA School Dashboard (WASC action plan goal #1).		$0.00	No
23	HIgh School: CTE (2.10 5801) (repeated expenditure, Goal 1, Action 3)	The high school team will increase CTE course offerings, develop CTE pathways and provide other hands-on career opportunities (work based learning, internships, etc) for high school learners in order to prepare then for college and career. (WASC action plan goal #1).		$0.00	No
24	SEL (2.11 5801) (repeated expenditure, Goal 1, Action 3)	The counseling team will provide academic and social emotional strategies/skills to learners and their families via facilitator support, counseling support, lunch bunches and parent/educator university webinars and workshops to promote an increase in SEL.		$0.00	No
25	Academic Performance (2.1 1310) (repeated expenditure, Goal 1, Action 1)	The leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all students (SEP performance goal, WASC action plan goal #5).		$0.00	No
26	Academic Performance (2.1 5801 ica educ supp and makers) (repeated expenditure, Goal 1, Action 1)	The leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets, in a MTSS, through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth, and create goals and action plans to improve academic performance in reading, writing and math for all students (SEP performance goal, WASC action plan goal #5).		$0.00	No

27	Schoolwide Learning Outcomes (2.2 1310) (repeated expenditure, Goal 1, Action 1)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	No
28	Schoolwide Learning outcomes (2.2 4317) (repeated expenditure, Goal 2, Action 1)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	Yes
29	Schoolwide Learning Outcomes (2.2 5801 ica educ support makers) (repeated expenditure, Goal 1, Action 1)	Staff and learners will be able to consistently articulate and utilize the SLOs in their daily work in order to be well-versed and impacted by character traits that affect their decision making and future (WASC action plan goal #4).	$0.00	No
30	Studio presentations of learning (2.3 1000s) (repeated expenditure, Goal 1, Action 1)	On-site teachers, leadership and staff will collaborate with the Maker team to increase the number of projects and presentations of learning (POLs), demonstrating learner mastery of Common Core standards at each learning studio.	$0.00	No
31	studio presentations of learning (2.3 1310) (repeated expenditure, Goal 1, Action 1)	On-site teachers, leadership and staff will collaborate with the Maker team to increase the number of projects and presentations of learning (POLs), demonstrating learner mastery of Common Core standards at each learning studio.	$0.00	No
32	SEL EL learners (2.4 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liasion, and/or lunch bunches to increase SEL.	$0.00	No
33	SEL: El Learners (2.4 5852 credent.couns) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liasion, and/or lunch bunches to increase SEL.	$0.00	No
34	SEL: EL Learners (2.4 5852 iCA cred couns) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to EL learners and their families via facilitator support, counseling support, the family liasion, and/or lunch bunches to increase SEL.	$0.00	No
35	SEL: Foster Youth and Homeless (2.5 1310) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.	$0.00	No

36	SEL: Foster and Homeless Youth (2.5 5801 cred couns) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to foster youth and homeless learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.		$0.00	No	
37	SEL: Low Income learners (2.6 1310 ed spec) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.		$0.00	No	
38	SEL: Low Income Learners (2.6 5801 cred couns sped) (repeated expenditure, Goal 1, Action 1)	Leadership and staff will provide 1:1 social emotional strategies/skills to low income learners and their families via facilitator support, counseling support, family liasion, and/or lunch bunches to promote SEL.		$0.00	No	
39	Assessments: participation (2.7 4100s) (repeated expenditure, Goal 1, Action 3)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	
40	Assessments: participation (2.7 4335 ed matrls) (repeated expenditure, Goal 1, Action 3)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	
41	Assessment: participation (2.7 4330 stu tech) (repeated expenditure, Goal 1, Action 3)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	
42	Assessment : Participation (2.7 5200s) (repeated expenditure, Goal 1, Action 3)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	
43	Assessment: Participation (2.7 5801 iCA shared serv educ supp) (repeated expenditure, Goal 1, Action 1)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	
44	Assessment: participation (2.7 5801 iCA Makers) (repeated expenditure, Goal 1, Action 1)	Leadership, teachers and staff will collaborate to align resources to increase learner participation in state-approved assessments including students with disabilities (SEP participation goals, WASC action plan goal #5; SEP participation goal)		$0.00	No	

45	SST (2.8 1120 SST coord) (repeated expenditure, Goal 1, Action 1)	As part of the MTSS, the SST Coordinator will continue to coordinate and collaborate with all teachers to adjust systems of support for targeted learners to re-engage them in standards-based academics and SEL.	$0.00	No
46	High School: CCI (2.9 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	The high school team will ensure high school learners fulfill college prep A-G, dual enrollment and/or CTE requirements in order to graduate prepared for college and career as indicated on the CA School Dashboard (WASC action plan goal #1).	$0.00	No
47	High school: CTE (2.10 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	The high school team will ensure high school learners fulfill college prep A-G, dual enrollment and/or CTE requirements in order to graduate prepared for college and career as indicated on the CA School Dashboard (WASC action plan goal #1).	$0.00	No
48	Academic Performance (2.1 1310) (repeated expenditure, Goal 1, Action 1)	The Leadership team will continue to implement and monitor CAASPP, NWEA/MAP, and SEL growth targets through professional development sessions and monthly data protocol meetings to review data, ascertain strengths, determine areas of growth and create goals and action plans to improve academic performance for all learners (WASC action plan goal #5)	$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Generate active engagement between parents, families, and the school as well as connections with the community, to promote learner achievement and communication among all stakeholders.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Panorama Survey	85% of families feel they receive timely communication in a variety of ways. 60% of families participated in at least one school event over the course of the school year.				90% of families will feel they receive timely communication in a variety of ways. 75% of families will participate in at least one school event over the course of the school year.
Panorama Survey	93% of families feel supported by the school's offerings (events, webinars and workshops).				96% of families will feel supported by the school's offerings (events, webinars, and workshops).
Panorama Survey Meeting Attendance Logs	13% of families have attended one or more stakeholder meetings.				20% of families will attend one or more stakeholder meetings.
Number of EL Resources Developed ELAC Attendance	iLEAD Hybrid currently has two EL resources developed for EL learners. 1% of iLEAD Hybrid families attended the ELAC meetings.				iLEAD Hybrid will have five EL resources developed for EL learners. 5% of iLEAD Hybrid families will attend ELAC meetings.
Number of Community Resource Partnerships Developed	iLEAD Hybrid currently has zero community partnerships for the benefit of foster youth				iLEAD Hybrid will have five community partnerships for the benefit of foster youth and homeless families.

	and homeless families.				
Number of Community Resource Partnerships Developed	iLEAD Hybrid currently has zero community partnerships for the benefit of low income families.				iLEAD Hybrid will have five community partnerships for the benefit of low income families.
CA School Dashboard	0.9% of iLEAD Hybrid students are chronically absent. 0.8% of iLEAD Hybrid students were suspended at least once.				iLEAD Hybrid will maintain less than 1% chronic absenteeism. iLEAD Hybrid will maintain less than a 1% suspension.
CA School Dashboard Pathways Data	69.9% of iLEAD Hybrid students graduated.				80% of iLEAD Hybrid students will graduate.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Communication (4345 printing sup)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of weekly program happenings to increase family engagement.	$6,287.00	No
2	School Events (2110) (repeated expenditure, Goal 1, Action 1)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.	$0.00	No
3	Stakeholder Meetings (1310) (repeated expenditure, Goal 1, Action 1)	Leadership will facilitate a minimum of four family meetings to provide program updates and to solicit stakeholder feedback for program improvement (WASC action plan goal #3).	$0.00	No
4	Resource Support: EL Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	A family liaison will collaborate with the English learner coordinator to provide 1:1 resource support to ensure equitable opportunities for participation and input for English learners' families.	$0.00	Yes

5	Resource Support: Foster Youth & Homeless (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	A family liaison will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for foster youth and homeless families.	$0.00	Yes
6	Resource Support: Low Income Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	A family liaison will collaborate with community organizations to provide 1:1 resource support to ensure equitable opportunities for participation and input for low-income families.	$0.00	Yes
7	Student Engagement (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	The Student Engagement Support Coordinator will work with families and community resources as well as refine and continue progress monitoring for learners exhibiting issues with academics and SEL to minimize chronic absenteeism and/or behavior/suspension-related challenges.	$0.00	Yes
8	Graduation Rate (5852 cred couns) (repeated expenditure, Goal 1, Action 1)	The school counselors will work 1:1 with families and learners to provide academic counseling and resources with the goal of increasing iLEAD Hybrid's graduation rate.	$0.00	No
9	School Communication (3.1 5850 stu info system platform)	The leadership team and staff will deliver school information and other forms of communication to educate and inform all families of weekly program happenings to increase family engagement.	$158,791.00	No
10	School Events (3.2 1000s) (repeated expenditure, Goal 1, Action 1)	The leadership team, teachers and staff will facilitate family and community events such as musical, theatrical or other performances, art galleries, presentations of learning, exhibitions, service projects, family learning opportunities such as STEAM events, college or business fairs, talent shows, etc. for learners to share their artistic and academic endeavors with peers, parents and the community.	$0.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.95%	$2,540,551.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

When developing each action for iLEAD Hybrid, the needs of all learners were considered by looking at the CA School Dashboard, NWEA MAP results, SST, and attendance data by sub-populations. Stakeholder feedback regarding safety, school events, diversity, equity and inclusion (DEI) were also considered to develop a well-rounded plan that ensured the needs of all learners were being met.

The actions developed are important for all learners, especially foster youth, English learners and low-income students. The action steps include growth for educators (professional development in DEI, best practices, suicide intervention) and all students to monitor academic, social-emotional and school offerings for all sub-populations. It is a comprehensive plan that considers the data from many angles including stakeholder feedback, parent meetings, academic, SST, and social-emotional data.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

iLEAD Hybrid plans to hire a family liaison to support foster youth, English learners and low-income students with community resources, school-wide resources and regular check-ins for any specific social-emotional or academic needs. Additionally, the school plans to utilize translators, MTSS, SST, and school counseling groups to support learners. Academic provisions such as additional tutoring and EL pull-out groups will be provided to support academic growth. The staff will be trained in DEI and suicide prevention to build mindfulness of all populations within the school.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,087,343.00				$35,087,343.00	$21,763,211.00	$13,324,132.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Scope & Sequence (1000,2000,3000 non contrib)	All	$20,019,515.00				$20,019,515.00
1	2	Teacher Credentials (1120) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	3	Grade Level Resources (4100s)	All	$141,008.00				$141,008.00
1	4	Facilities (4325)	All	$9,000.00				$9,000.00
1	5	PD: SLOs (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	6	PD: Instruction (1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	7	Academic Achievement: EL (1000,3000s) (repeated expenditure, Goal 1, Action 1)	English learner (EL)					$0.00
1	8	Academic Achievement: Foster Youth & Homeless (1000s, 3000s contrib) (repeated expenditure, Goal 1, Action 1)	Foster Youth, Low Income					$0.00
1	9	Academic Achievement: Low Income Learners	English learner (EL), Foster Youth,					$0.00

		(1000 3000) (repeated expenditure, Goal 1, Action 1)	Low Income					
1	10	Professional Development: DEI (1000s) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	11	PD: Suicide Prevention (1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	12	Scope and Sequence (1.1 1000-3000 contrib)	Low Income, Foster Youth, English learner (EL)	$1,743,696.00				$1,743,696.00
1	13	Scope and Sequence (1.1 iCA ed supp non contrib 5801)	All	$894,318.00				$894,318.00
1	14	Scope and Sequence (1.1 5801 iCA supp contrib)	English learner (EL), Foster Youth, Low Income	$723,417.00				$723,417.00
1	15	Scope and Sequence (1.1 5852 ica student support)	All	$3,093,131.00				$3,093,131.00
1	16	Teacher Credentials (1.2 5807 BTSA cred)	All	$4,600.00				$4,600.00
1	17	Grade Level Resources (1.3 4335)	All	$6,022,020.00				$6,022,020.00
1	18	Grade Level Resources 1.3 (4400s)	All	$400,000.00				$400,000.00
1	19	Grade Level Resources 1.3(5200s PD)	All	$104,769.00				$104,769.00
1	20	Grade Level resources (1.3 5801 iCA shared serv Ed supp)	All	$483,749.00				$483,749.00
1	21	Grade Level resources (1.3 5801 ica shared serv Makers)	All	$410,568.00				$410,568.00

1	22	Grade level resources (1.3 5801 iCA shared serv. contrib) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income						$0.00
1	23	Facilities (1.4 4330 Healthand Safety)	All	$14,659.00					$14,659.00
1	24	Facilities (1.4 5500s Utilities)	All	$38,576.00					$38,576.00
1	25	Facilities (1.4 5600s rent...)	All	$338,032.00					$338,032.00
1	26	Facilities (1.4 5801 iCA shared serv educ tech supp)	All	$266,080.00					$266,080.00
1	27	Facilities (1.4 5801 iCA shared serv Facilities support)	All	$112,489.00					$112,489.00
1	28	Pd: Instruction (1.6 1910) (repeated expenditure, Goal 1, Action 1)	All						$0.00
1	29	PD: Instruction (1.6 5200) (repeated expenditure, Goal 1, Action 3)	All						$0.00
1	30	PD: Instruction (1.6 5801 ica acad coach) (repeated expenditure, Goal 1, Action 1)	All						$0.00
1	31		English learner (EL)						$0.00
1	32	Academic Achievement EL (1.7 5200 5801 PD DEI , mtss, EL strat) (repeated expenditure, Goal 1, Action 3)	English learner (EL)						$0.00
1	33	Academic Achievement EL (1.7 Cred couns 5852) (repeated expenditure, Goal 1, Action 1)	English learner (EL)						$0.00

1	34	Academic Achievement EL (1.7 1900,3000 extra duty assig) (repeated expenditure, Goal 1, Action 1)	English learner (EL)						$0.00
1	35	Academic Achievement EL (1.7 5600 curric libr rent)	English learner (EL)	$50,000.00					$50,000.00
1	36	Academic Achievement EL (1.7 4400 5840 technology learn platforms)	English learner (EL)	$41,600.00					$41,600.00
1	37	Academic achievement EL (1.7 4100) (repeated expenditure, Goal 1, Action 3)	English learner (EL)						$0.00
1	38	Academic Achievement EL (1.7 5801 iCA contr serv EL) (repeated expenditure, Goal 1, Action 1)	English learner (EL)						$0.00
1	39	Academic Achievement EL (1.7 1120, 3000) (repeated expenditure, Goal 1, Action 1)	English learner (EL)						$0.00
1	40	Academic Achievement EL (1.7 5801 ica cont serv acad coach) (repeated expenditure, Goal 1, Action 1)	English learner (EL)						$0.00
1	41	Academic Achievement Homeless and Foster Youth (1.8 2120,3000) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth						$0.00
1	42	Academic Achievement Homeless and Foster Youth (1.8 5200, 5801 PD, DEI, MTSS) (repeated expenditure, Goal 1, Action 3)	Foster Youth, Homeless, Low Income						$0.00
									$0.00

1	43	Academic Achievement Homeless and Foster Youth (1.8 5852 couns staff) (repeated expenditure, Goal 1, Action 1)	Foster Youth, Low Income						
1	44	Academic Achievement Homeless and Foster Youth (1.8 1900,3000 extra duty assgn) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth						$0.00
1	45	Academic Achievement Homeless and Foster Youth (1.8 5600 curriculum lib) (repeated expenditure, Goal 1, Action 7)	Low Income, Foster Youth						$0.00
1	46	Academic Achievement Homeless and Foster Youth (1.8 4400, 5840 tech learning platforms) (repeated expenditure, Goal 1, Action 7)	Low Income, Foster Youth						$0.00
1	47	Academic Achievement Homeless and Foster Youth (1.8 4100 bridges) (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth						$0.00
1	48	Academic Achievement Homeless and Foster Youth (1.8 5801 ica contract services educ support maker) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth						$0.00
1	49	Academic Achievement Homeless and Foster Youth (1.8 1120 3000 EL	Low Income, Foster Youth, English learner						$0.00

		coord) (repeated expenditure, Goal 1, Action 1)	(EL)					
1	50	Academic Achievement: Low Income Learners (1.9 1120 2120 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	51	Academic Achievement: low income learners (1.9 5200 5801 PD DEI, MTSS, EL) (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth, English learner (EL)					$0.00
1	52	Academic Achievement: Low income (1.9 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	53	Academic Achievement: low income (1.9 1900 3000 Extra duty assign) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	54	Academic Achievement: Low Income (1.9 5600 curr lib rent) (repeated expenditure, Goal 1, Action 7)	Low Income, Foster Youth, English learner (EL)					$0.00
1	55	academic achievement : Low income (1.9 Tech learning platf 4400 5840) (repeated expenditure, Goal 1, Action 7)	Low Income, Foster Youth, English learner (EL)					$0.00
1	56	academic achievement : low income (1.9 bridges 4100) (repeated expenditure, Goal 1, Action 3)	Low Income, Foster Youth, English learner (EL)					$0.00

1	57	academic achievement: low income (1.9 5801 iCA contr servs) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	58	academic achievement : low income (1.9 EL coord 1120 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
1	59	Professional Development DEI (1.10 2120 2120 classrm care team) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income					$0.00
1	60	Professional development DEI (1.10 1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	61	Professional development DEI (1.10 1910) (repeated expenditure, Goal 1, Action 1)	All					$0.00
1	62	Professional development DEI (1.10 5801 ica educ support MTSS) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	1	Academic Performance (1000s) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	2	Schoolwide Learning Outcomes (1000s) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	3	Studio Presentations of Learning (5801 ica maker team) (repeated	All					$0.00

		expenditure, Goal 1, Action 1)							
2	4	SEL: EL Learners (1000s) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)						$0.00
2	5	SEL: Foster & Homeless Youth (1000s) (repeated expenditure, Goal 1, Action 1)	Foster Youth, Homeless, All						$0.00
2	6	SEL: Low Income Learners (1000s) (repeated expenditure, Goal 1, Action 1)	All, Low Income						$0.00
2	7	Assessments: Participation (1000s) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	8	SST (5801 iCA MTSS coaching) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	9	High School: CCI (1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	10	High School: CTE (1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	11	SEL (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	12	Academic Performance (2.1 4317)	Low Income, Foster Youth, English learner (EL)	$11,038.00					$11,038.00
2	13	Academic Performance (5801) 2.1 (repeated expenditure, Goal 1, Action 3)	All						$0.00

2	14	Schoolwide Learning Outcomes (2.2 4317) (repeated expenditure, Goal 2, Action 1)	All						$0.00
2	15	Schoolwide Learning Outcomes (2.2 5801) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	16	studio Presentation of Learning (2.3 5801) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	17	SEL: EL Learners (2.4 5801) (repeated expenditure, Goal 1, Action 3)	English learner (EL)						$0.00
2	18	SEL Foster and Homeless Youth (2.5 5801) (repeated expenditure, Goal 1, Action 3)	Foster Youth						$0.00
2	19	SEL: Low income learners (2.6 5801) (repeated expenditure, Goal 1, Action 3)	Low Income						$0.00
2	20	Assessments: Participation (2.7. 4100s, 4335, 4430, 5200s, 5801, 5801) (repeated expenditure, Goal 1, Action 3)							$0.00
2	21	SEL (2.8 5801) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	22	High School: CCI (2.9 5801) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	23	HIgh School: CTE (2.10	All						$0.00

2	24	SEL (2.11 5801) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	25	Academic Performance (2.1 1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	26	Academic Performance (2.1 5801 ica educ supp and makers) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	27	Schoolwide Learning Outcomes (2.2 1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	28	Schoolwide Learning outcomes (2.2 4317) (repeated expenditure, Goal 2, Action 1)	English learner (EL), Foster Youth, Low Income						$0.00
2	29	Schoolwide Learning Outcomes (2.2 5801 ica educ support makers) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	30	Studio presentations of learning (2.3 1000s) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	31	studio presentations of learning (2.3 1310) (repeated expenditure, Goal 1, Action 1)	All						$0.00
2	32	SEL EL learners (2.4 1310) (repeated	English learner (EL), All						$0.00

		expenditure, Goal 1, Action 1)							
2	33	SEL: El Learners (2.4 5852 credent.couns) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)						$0.00
2	34	SEL: EL Learners (2.4 5852 iCA cred couns) (repeated expenditure, Goal 1, Action 1)	All, English learner (EL)						$0.00
2	35	SEL: Foster Youth and Homeless (2.5 1310) (repeated expenditure, Goal 1, Action 1)	All, Homeless, Foster Youth						$0.00
2	36	SEL: Foster and Homeless Youth (2.5 5801 cred couns) (repeated expenditure, Goal 1, Action 1)	All, Foster Youth, Homeless						$0.00
2	37	SEL: Low Income learners (2.6 1310 ed spec) (repeated expenditure, Goal 1, Action 1)	Student with Disabilities (SWD), Low Income, All						$0.00
2	38	SEL: Low Income Learners (2.6 5801 cred couns sped) (repeated expenditure, Goal 1, Action 1)	All, Low Income, Student with Disabilities (SWD)						$0.00
2	39	Assessments: participation (2.7 4100s) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	40	Assessments: participation (2.7 4335 ed matrls) (repeated expenditure, Goal 1, Action 3)	All						$0.00
2	41	Assessment: participation (2.7 4330 stu tech)	All						$0.00

		(repeated expenditure, Goal 1, Action 3)						
2	42	Assessment : Participation (2.7 5200s) (repeated expenditure, Goal 1, Action 3)	All					$0.00
2	43	Assessment: Participation (2.7 5801 iCA shared serv educ supp) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	44	Assessment: participation (2.7 5801 iCA Makers) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	45	SST (2.8 1120 SST coord) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	46	High School: CCI (2.9 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	47	High school: CTE (2.10 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	All					$0.00
2	48	Academic Performance (2.1 1310) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	1	School Communication (4345 printing sup)	All	$6,287.00				$6,287.00
3	2	School Events (2110) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	3	Stakeholder Meetings (1310) (repeated expenditure, Goal 1,	All					$0.00

3	4	Resource Support: EL Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	English learner (EL), Foster Youth, Low Income					$0.00
3	5	Resource Support: Foster Youth & Homeless (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, English learner (EL), Foster Youth					$0.00
3	6	Resource Support: Low Income Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	Foster Youth, English learner (EL), Low Income					$0.00
3	7	Student Engagement (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	Low Income, Foster Youth, English learner (EL)					$0.00
3	8	Graduation Rate (5852 cred couns) (repeated expenditure, Goal 1, Action 1)	All					$0.00
3	9	School Communication (3.1 5850 stu info system platform)	All	$158,791.00				$158,791.00
3	10	School Events (3.2 1000s) (repeated expenditure, Goal 1, Action 1)	All					$0.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,569,751.00	$2,569,751.00
LEA-wide Total:	$2,569,751.00	$2,569,751.00
Limited Total:		

	Schoolwide Total:		

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Academic Achievement: EL (1000,3000s) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	8	Academic Achievement: Foster Youth & Homeless (1000s, 3000s contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth, Low Income	All Schools		$0.00
1	9	Academic Achievement: Low Income Learners (1000 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0.00
1	12	Scope and Sequence (1.1 1000-3000 contrib)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,743,696.00	$1,743,696.00
1	14	Scope and Sequence (1.1 5801 iCA supp contrib)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$723,417.00	$723,417.00
1	22	Grade level resources (1.3 5801 iCA shared serv. contrib) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0.00
1	31		LEA-wide	English learner (EL)	All Schools		$0.00
1	32	Academic	LEA-wide	English learner (EL)	All Schools		$0.00

		Achievement EL (1.7 5200 5801 PD DEI , mtss, EL strat) (repeated expenditure, Goal 1, Action 3)					
1	33	Academic Achievement EL (1.7 Cred couns 5852) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	34	Academic Achievement EL (1.7 1900,3000 extra duty assig) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	35	Academic Achievement EL (1.7 5600 curric libr rent)	LEA-wide	English learner (EL)	All Schools	$50,000.00	$50,000.00
1	36	Academic Achievement EL (1.7 4400 5840 technology learn platforms)	LEA-wide	English learner (EL)	All Schools	$41,600.00	$41,600.00
1	37	Academic achievement EL (1.7 4100) (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools		$0.00
1	38	Academic Achievement EL (1.7 5801 iCA contr serv EL) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00

1	39	Academic Achievement EL (1.7 1120, 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	40	Academic Achievement EL (1.7 5801 ica cont serv acad coach) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL)	All Schools		$0.00
1	41	Academic Achievement Homeless and Foster Youth (1.8 2120,3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth	All Schools		$0.00
1	43	Academic Achievement Homeless and Foster Youth (1.8 5852 couns staff) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth, Low Income	All Schools		$0.00
1	44	Academic Achievement Homeless and Foster Youth (1.8 1900,3000 extra duty assgn) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth	All Schools		$0.00
1	45	Academic Achievement	LEA-wide	Low Income, Foster Youth	All Schools		$0.00

		Homeless and Foster Youth (1.8 5600 curriculum lib) (repeated expenditure, Goal 1, Action 7)					
1	46	Academic Achievement Homeless and Foster Youth (1.8 4400, 5840 tech learning platforms) (repeated expenditure, Goal 1, Action 7)	LEA-wide	Low Income, Foster Youth	All Schools		$0.00
1	47	Academic Achievement Homeless and Foster Youth (1.8 4100 bridges) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income, Foster Youth	All Schools		$0.00
1	48	Academic Achievement Homeless and Foster Youth (1.8 5801 ica contract services educ support maker) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth	All Schools		$0.00
1	49	Academic Achievement Homeless and Foster Youth (1.8 1120 3000 EL coord) (repeated expenditure, Goal 1,	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00

1	50	Academic Achievement: Low Income Learners (1.9 1120 2120 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	51	Academic Achievement: low income learners (1.9 5200 5801 PD DEI, MTSS, EL) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	52	Academic Achievement: Low income (1.9 5852 cred couns) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	53	Academic Achievement: low income (1.9 1900 3000 Extra duty assign) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	54	Academic Achievement: Low Income (1.9 5600 curr lib rent) (repeated expenditure, Goal 1, Action 7)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	55	academic achievement : Low	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00

		income (1.9 Tech learning platf 4400 5840) (repeated expenditure, Goal 1, Action 7)					
1	56	academic achievement : low income (1.9 bridges 4100) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	57	academic achievement: low income (1.9 5801 iCA contr servs) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	58	academic achievement : low income (1.9 EL coord 1120 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		$0.00
1	59	Professional Development DEI (1.10 2120 2120 classrm care team) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		$0.00
2	12	Academic Performance (2.1 4317)	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$11,038.00	$11,038.00
2	17	SEL: EL Learners (2.4 5801) (repeated expenditure, Goal 1, Action 3)	LEA-wide	English learner (EL)	All Schools		$0.00

2	18	SEL Foster and Homeless Youth (2.5 5801) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Foster Youth	All Schools	$0.00
2	19	SEL: Low income learners (2.6 5801) (repeated expenditure, Goal 1, Action 3)	LEA-wide	Low Income	All Schools	$0.00
2	28	Schoolwide Learning outcomes (2.2 4317) (repeated expenditure, Goal 2, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00
3	4	Resource Support: EL Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00
3	5	Resource Support: Foster Youth & Homeless (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$0.00
3	6	Resource Support: Low Income Learners (2120 2120 3000) (repeated expenditure, Goal 1, Action 1)	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$0.00
3	7	Student Engagement (2120 2120 3000) (repeated	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00

		expenditure, Goal 1, Action 1)					

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.