

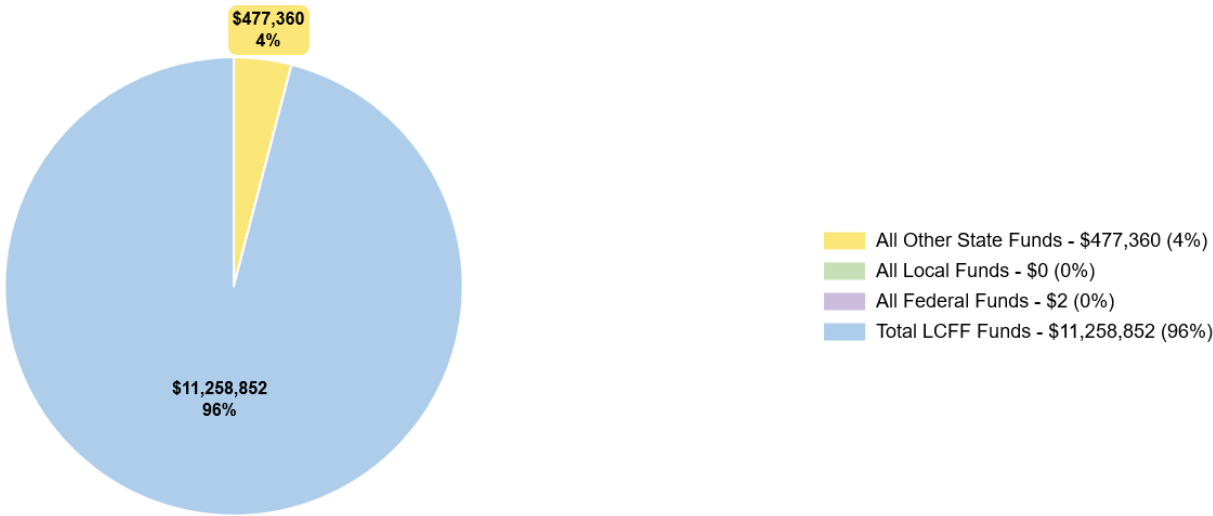
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy - Virtual Prep Lucerne
CDS Code: 36750510138107
School Year: 2021-22
LEA Contact Information: Michelle Romaine |
mromaine@vpreplucerne.org | 6267555873

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).

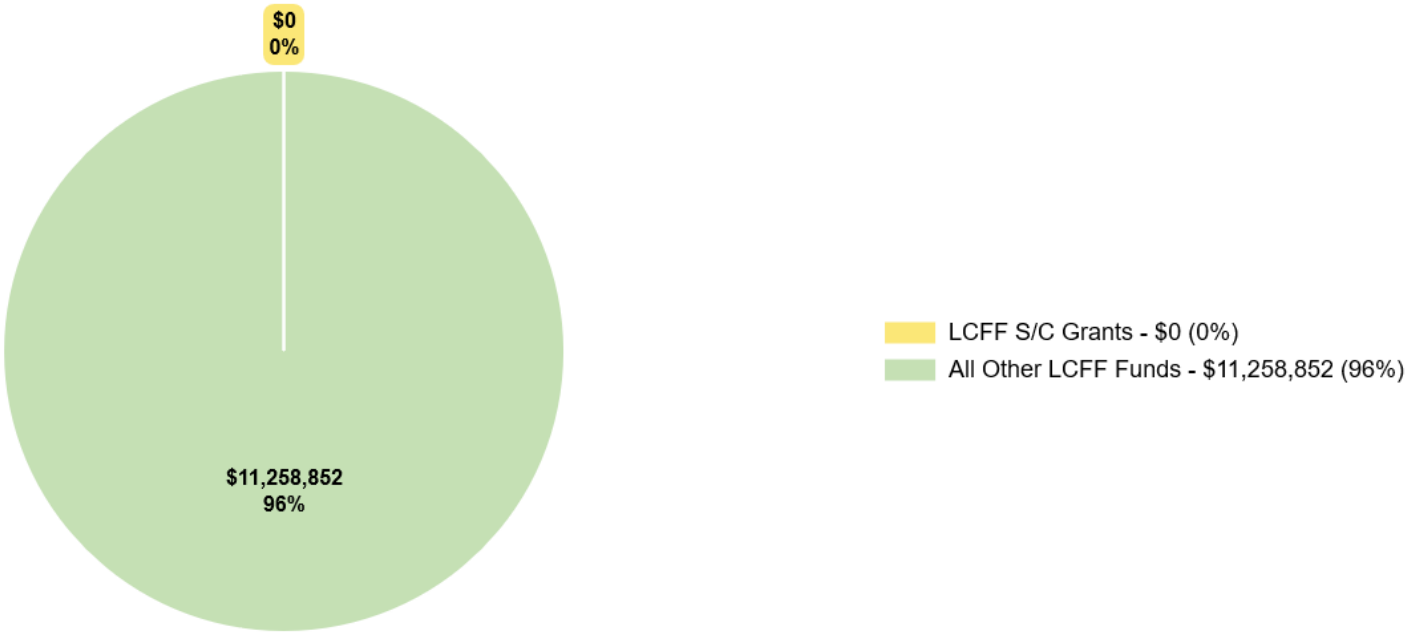
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



| Source | Funds | Percentage |
|-----------------------|--------------|------------|
| All Other State Funds | \$477,360 | 4% |
| All Local Funds | \$0 | 0% |
| All Federal Funds | \$2 | 0% |
| Total LCFF Funds | \$11,258,852 | 96% |

Breakdown of Total LCFF Funds



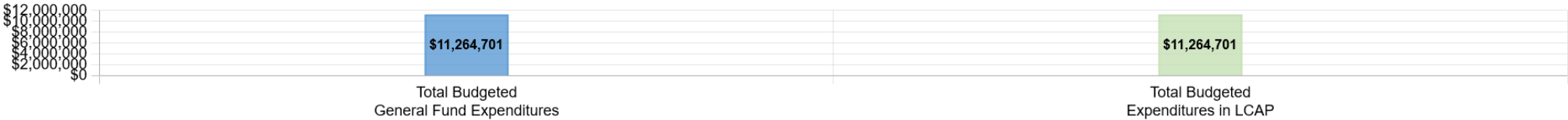
| Source | Funds | Percentage |
|----------------------|--------------|------------|
| LCFF S/C Grants | \$0 | 0% |
| All Other LCFF Funds | \$11,258,852 | 96% |

These charts show the total general purpose revenue Elite Academic Academy - Virtual Prep Lucerne expects to receive in the coming year from all sources.

The total revenue projected for Elite Academic Academy - Virtual Prep Lucerne is \$11,736,214, of which \$11,258,852 is Local Control Funding Formula (LCFF), \$477,360 is other state funds, \$0 is local funds, and \$2 is federal funds. Of the \$11,258,852 in LCFF Funds, \$0 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 Elite Academic Academy - Virtual Prep Lucerne plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Elite Academic Academy - Virtual Prep Lucerne plans to spend \$11,264,701 for the 2021-22 school year. Of that amount, \$11,264,701 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

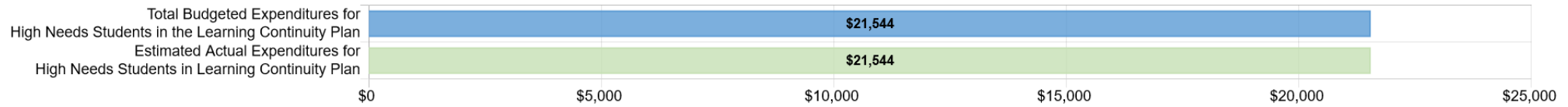
The General Fund Budget Expenditures include salaries, benefits, supplies, services, and operating expenditures.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Elite Academic Academy - Virtual Prep Lucerne is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy - Virtual Prep Lucerne must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy - Virtual Prep Lucerne plans to spend \$2,029,149 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



This chart compares what Elite Academic Academy - Virtual Prep Lucerne 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 Elite Academic Academy - Virtual Prep Lucerne 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, Elite Academic Academy - Virtual Prep Lucerne's Learning Continuity Plan budgeted \$21,544 for planned actions to increase or improve services for high needs students. Elite Academic Academy - Virtual Prep Lucerne actually spent \$21,544 for actions to increase or improve services for high needs students in 2020-21.

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 |
|---|------------------------------------|---|
| Elite Academic Academy - Virtual Prep Lucerne | Michelle Romaine Head of School | mromaine@vpreplucerne.org 6267555873 |

Plan Summary 2021-24

General Information

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

Virtual Preparatory Academy at Lucerne is an online charter school that uses innovative technology to help students thrive in their schoolwork and life. At Virtual Preparatory Academy at Lucerne, we strive to inspire learning, engage students and families, and support a personalized learning experience throughout a student's educational career. Our teachers and advisors are committed to helping students start strong, stay strong, and succeed throughout their school experience. We offer comprehensive support through orientation sessions, direct instruction, group instruction, and regular communication to ensure academic growth and achievement.

Reflections: Successes

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

Virtual Preparatory Academy at Lucerne serves a population of high-risk students in San Bernardino County and surrounding counties. A charter revision was made, and management changed in 2020. Virtual Preparatory Academy at Lucerne faced many changes and challenges. During this time, legislation was passed placing a cap on funding and a new Head of School started after the school year began. As a result, new goals and expenditures will be formulated and executed moving forward.

The 2020 to 2021 school year proved to be a very difficult time for schools across California, including the Virtual Preparatory Academy at Lucerne. Due to the pandemic and the resulting executive orders from the Governor of California, families were isolated, students were required to participate in distance learning, and State of California assessment programs were suspended. Fortunately, the Virtual Preparatory Academy at Lucerne was able to continue the instructional program for students without interruption.

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.

We know that our students made progress in ELA and Math due to our teacher student engagement through daily and weekly touchpoints. Focused academic intervention will continue to be a priority to support student achievement. Virtual Academy teachers will continue to provide synchronous instruction through small group and direct interaction through the online Learning Management System for all students.

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

Goal 1 Student Achievement Outcomes

Metrics:

School-wide i-Ready Assessment

State Testing: Smarter Balance, CA Science Test, Early Assessment Program, Physical Fitness Testing

Actions:

Evaluation and continual review of students' academic progress.

Synchronous instruction through small group and direct interaction.

Sustained access to curriculum, online learning management system aligned to state standards and diagnostic assessments.

Teacher Training/Professional Learning: i-Ready, curriculum, data analysis, Learning Management System

Goal 2 Increased Attendance and Positive School Climate

Metrics:

Attendance Rates

Action:

Teacher Training/Professional Learning: Social and Emotional Learning

Establish learning environments and experience through collaborative opportunities

SEL curriculum, instruction, and ongoing evaluation

Addition of Social & Emotional Coordinator

Goal 3 Stakeholder Engagement

Metrics:

Stakeholder Connectedness Survey Results

Actions:

Parent Advisory Council Meetings

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.

Not eligible for comprehensive support.

Support for Identified Schools

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

Not eligible for comprehensive support.

Monitoring and Evaluating Effectiveness

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

Not eligible for comprehensive support.

Stakeholder Engagement

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

Stakeholder participation was very difficult during a pandemic school year. The focus was on providing extra support to families that were impacted by Covid-19. However, stakeholder feedback was positive due to the strong teacher support provided during such a difficult year.

Teacher/student/family engagement continues to be an integral component of pupil and family outreach. Teachers build community through online engagement, instruction, and office hours for support. These outreach strategies continue to provide and sustain an established communication and assist in helping pupils who are risk of learning loss.

A summary of the feedback provided by specific stakeholder groups.

The School Board and families expressed feedback and gratitude to the teachers for the support and engagement provided during the pandemic school year. Moving forward, there is enthusiasm to build on the community building that took place and integrating into strong Parent Advisory Council groups and input.

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

Stakeholders confirmed the need for strong teacher/student/family engagement due to their positive school experience during the pandemic school year.

Goals and Actions

Goals

| Goal # | Description |
|--------|--|
| Goal 1 | Improve academic achievement for all students through strong student/teacher engagement utilizing daily and weekly touchpoints. The instructional support and teacher engagement provided online to students will be aligned with the data provided by the diagnostic and benchmark assessments. This data will be used to measure the effectiveness of instruction and student academic growth. |

An explanation of why the LEA has developed this goal.

In commitment to meeting state and local priorities 1,2,4,5,7,8 we will Improve academic achievement of all students. We commit to reviewing data provided by i-Ready and state assessments to measure improvement and implement academic intervention strategies.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|-----------------|---|-----------------------|-----------------------|-----------------------|---|
| i-Ready CAASPPP | 70% of students scored at grade level or higher in i-Ready assessments for ELA. 57% of students scored at grade level or higher in i-Ready assessments for Math. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | 80% of students score at grade level or higher in i-Ready assessments for ELA. 80% of students score at grade level or higher in i-Ready assessments for Math. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|------------------------------|--|-------------|--------------|
| Action #1 | Student Academic achievement | Review academic achievement for all students based on local and state assessments results and provide targeted intervention: 1. Align instructional support with the data provided by the diagnostic and benchmark assessments. 2. Direct and small group instruction. 3. Measure the effectiveness of instruction and student academic growth. | \$75,000.00 | Yes |

Goal Analysis 2021-22

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

| Goal # | Description |
|--------|---|
| Goal 2 | We will support high attendance working toward a goal of 95% ADA and a Positive School Climate through strong teacher/student/family engagement. Through daily and weekly teacher touchpoints we will promote an Increased Attendance Attitude. |

An explanation of why the LEA has developed this goal.

We believe that strong academic achievement and student emotional well being is supported through a positive teacher/student/family engagement. Students that attend school regularly achieve at higher levels and have a stronger path toward their future goals.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|----------|--|-----------------------|-----------------------|-----------------------|--|
| ADA | Average daily attendance for 2020-2021 is 75%. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Average daily attendance for 2023-2024 is 95%. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|--|--|-------------|--------------|
| Action #1 | Increased Attendance and Positive School Climate | We will support high attendance working toward a goal of 95% ADA and a Positive School Climate through strong teacher/student /family engagement. Through daily and weekly teacher touchpoints we will promote an Increased Attendance Attitude. | \$85,000.00 | Yes |

Goal Analysis 2021-22

16.06.3

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

| Goal # | Description |
|--------|--|
| Goal 3 | Increase stakeholder engagement through Parent Advisory Council groups. Hiring a student/family engagement coordinator to support PAC group meetings, survey data collection, and facilitate communication for parents and school. |

An explanation of why the LEA has developed this goal.

We believe that stakeholders provide advice and assistance needed relating to the academic achievement, and school accountability. Stakeholders assist in helping schools attain their goal of providing the best learning environment for all students.

Measuring and Reporting Results

| Metric # | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023-24 |
|--|--|-----------------------|-----------------------|-----------------------|--|
| Stakeholder Connectedness Survey Results | Daily and Weekly Teacher/student/family touchpoints. | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | Increase stakeholder engagement through Parent Advisory Council groups. Review through Stakeholder Connectedness Survey Results and Daily and Weekly Teacher/student/family touchpoints. Student/family engagement coordinator position is an integral support position to the infrastructure of the school. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|-----------|---------------------------------|--|-------------|--------------|
| Action #1 | Increase Stakeholder Engagement | Increase stakeholder engagement through Parent Advisory Council groups. Review through Stakeholder Connectedness Survey Results and Daily and Weekly Teacher/student/family touchpoints. Student/family engagement coordinator position is an integral support position to the infrastructure of the school. | \$65,000.00 | Yes |

Goal Analysis 2021-22

16.06.3

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

| Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22 | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 18% | \$365,247.00 |

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.

In compliance with local, state, and federal requirements the needs for foster youth, English learners, and low-income students were considered by planning and implementing goals to ensure that all students have access to education opportunities for high achievement. These needs were considered by providing high quality curriculum and instruction that promotes teacher/student engagement. Information, records, and communication sent to parents will be translated as needed for English Learners.

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

- Virtual Preparatory Academy will improve services for foster youth, English learners, and low-income students by providing high quality curriculum and instruction that promotes teacher/student engagement and high achievement.
1. Parent Advisory Council Meetings will provide increased opportunities for parent involvement and decision making.
 2. Support provided for all students, specifically foster youth, English learners, and low-income students in preparation of CAASPP.
 3. SEL support provided by hiring SEL coordinator and counseling services.
 4. Curriculum for EL learners.
 5. Increase instructional support for all students, specifically foster youth, English learners, and low-income students.
 6. SEL Professional Learning opportunities for staff.

Data Entry Table

| Goal # | Action # | Action Title | Student Group(s) | Increased / Improved | Scope | Unduplicated Student Group(s) | Location | Time Span |
|--------|----------|--|------------------|----------------------|----------|-------------------------------|--|-----------|
| 1 | 1 | Student Academic achievement | | Yes | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | 2021-2024 |
| 2 | 1 | Increased Attendance and Positive School Climate | | Yes | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | 2021-2024 |
| 3 | 1 | Increase Stakeholder Engagement | | Yes | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | 2021-2024 |

Data Entry Table

| Personnel Expense | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-------------------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|
| 0.00% | | | \$75,000.00 | | | | |
| 0.00% | | | \$85,000.00 | | | | |
| 0.00% | | | \$65,000.00 | | | | |

Total Expenditures Table

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|------------------|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | Student Academic achievement | | \$75,000.00 | \$0.00 | \$0.00 | \$0.00 | \$75,000.00 |
| 2 | 1 | Increased Attendance and Positive School Climate | | \$85,000.00 | \$0.00 | \$0.00 | \$0.00 | \$85,000.00 |
| 3 | 1 | Increase Stakeholder Engagement | | \$65,000.00 | \$0.00 | \$0.00 | \$0.00 | \$65,000.00 |

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------------|-------------------|-------------|---------------|--------------|
| \$225,000.00 | \$0.00 | \$0.00 | \$0.00 | \$225,000.00 |

| Total Personnel | Total Non-Personnel |
|-----------------|---------------------|
| \$9.00 | \$674,991.00 |

Contributing Expenditures Tables

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|--|----------|-------------------------------|--|-------------|-------------|
| 1 | 1 | Student Academic achievement | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | \$75,000.00 | \$75,000.00 |
| 2 | 1 | Increased Attendance and Positive School Climate | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | \$85,000.00 | \$85,000.00 |
| 3 | 1 | Increase Stakeholder Engagement | LEA-wide | FY, EL, LI | Virtual Preparatory Academy at Lucerne | \$65,000.00 | \$65,000.00 |

| Totals by Type | Total LCFF Funds | Total Funds |
|-------------------|------------------|--------------|
| Total: | | |
| LEA-wide Total: | \$225,000.00 | \$225,000.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

Annual Update Table Year 1

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|-----------------------|-----------------------|----------------------------|--|--|-------------------------------------|
| [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] | [Intentionally Blank] |

| Totals | Planned Expenditure Table | Estimated Actual Total |
|--------|---------------------------|------------------------|
| Totals | [Intentionally Blank] | [Intentionally Blank] |