

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

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

LEA Name

Elite Academic Academy
Lucerne

Contact Name
and Title

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Email and
Phone

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2019-22 Plan Summary

THE STORY

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

Elite Academic Academy-Lucerne

Mission Statement

Elite Academic Academy is committed to pursuing and maintaining educational excellence and unparalleled flexibility to achieve academic distinction in an independent study platform.

Vision

Elite Academic Academy harnesses the power of flexible learning environments to provide a superior education for our students. Working with all stakeholders, we will create an individualized learning environment designed to enable each student to gain the skills necessary to achieve their long-term educational, professional, and personal goals and dreams.

About Elite Academic Academy

Elite Academic Academy – Lucerne (EAA-L) TK-12 is the premier independent study educational option, with a focus on flexible individualized home school and virtual/blended academies, for students who are not successful at, or who choose not to attend, traditional brick and mortar schools.

EAA-L provides high quality and rigorous standards based on virtual and traditional curriculum options. We also provide unique academies with emphasis on Elite Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities, to ensure our students graduate ready for the 21st century workforce.

Elite Academic Academy defines success in the 21st Century, for our students, as an ability to responsibly and individually set goals and become self-motivated; as well as to be competent and prepared for the challenges ahead, and to develop an appreciation for lifelong learning. We prepare

students to be individual and motivated thinkers, and to ask for help when needed; but also to be prepared and confident when stepping out on their own. We assess, for the fulfillment of these signs of success, through a variety of measures, such as: State Standardized testing; Teacher observations and Teacher created tasks; Scranton Testing; NWEA; Parent/Teacher/Student Learning Period meetings; report cards; portfolios; learning journals; presentations; labs; quizzes; and final exams.

We recognize that life is not always easy; however, cognitive processes and inherent self-value are significant in the pursuit and attainment of personal goals and dreams. We challenge students to develop an appreciation for knowledge, and we make the educational material meaningful for students.

Students enrolled in grades TK-12 will have different learning opportunities, and a variety of educational options, with which to meet, and exceed, the demands of being successful in the 21st century.

Accomplishments

Elite Academic Academy Lucerne became WASC accredited earlier this year and offers an extensive A-G course catalog. We have completed proprietary Elite Courses in the areas of Digital Marketing, Career and College Development, Leadership, Economics, Personal Finance, and Intro to Drawing, to support students in elective offerings that are current and relevant to 21st century citizens.

We have applied for NCAA and have started partnering with local community colleges to offer our students robust A-G and CTE pathways.

LCAP HIGHLIGHTS

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

Goal 1 Student Learner Outcomes

Metrics:

- LCFF Evaluation Rubrics
- Local school-wide assessments
- Scantron diagnostic benchmark assessments

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, remote teaching, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:

- Guidance Counselor
- Credit Recovery Options
- Highly Qualified teachers

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- AP Courses and Exams
- UC/CSU Course Enrollment

Major Actions:

- College and Career Readiness Program
- Career Technical Opportunities
- CAASPP Preparation
- Intersession option

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-L) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2019 release.

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

GREATEST NEEDS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-L) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2019 release.

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

PERFORMANCE GAPS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-L) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2019 release.

INCREASED OR IMPROVED SERVICES

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

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency, in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109).

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (1.5) (3.4) (EL)
- Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (3.8) (EL)

[Low-income students are four and a half times more likely to drop out of high school; and, even those who are academically proficient, are far less likely to complete college. Programs must be implemented in a way that considers flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).]

- Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions (4.3). (*All Students includes EL, FY, LI*)
- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies (4.1) (*All Students includes EL, FY, LI*)
- Ensure all students have opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (4.5) (*LI, FY, EL, SWD*)
- *Provide Track A and well as additional tutoring services for low income, EL, Foster Youth students* (4.6) (*LI, FY, EL*)

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (Goal 3) (*All Students includes EL, FY, LI*)

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

3,386,679

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

3,078,799

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

Some expenditures that are not included in the LCAP are oversight fees, leases, and misc. operating expenses.

3,939,960

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

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

☐ New

☐ Modified

☒ Unchanged

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics, to promote student progress of: English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X4 X5 6 X7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As a year one school we only have Local and informal Data. We will be completing required assessments to use CAASPP data to analyze our results.

Annual Measurable Outcomes

Expected

Because 2018/2019 is our first year in operation, there is no student data to evaluate.

Actual

Because 2018/2019 is our first year in operation, there is no student data to evaluate

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent.</p> <p><i>(All Students)</i></p>	<p>Students at Elite Academic Academy all have taken the local scantron assessment to support in creating individual learning plans. Students who were struggling academically received tutoring services in cores subject areas by credentialed teachers, in person or virtually. Students who were falling behind participated in the SST process.</p>	<p>\$2000</p>	<p>\$7858.00</p>

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Monitor Low Income Pupils, Foster Youth, English Learners, and Students with Disabilities for proficiency on state and local assessments to ensure academic success or refer to the Rtl, SST or IEP team. (LI, FY, EL, SWD)</p>	<p>At Elite monitors all student progress and meets with families every Learning Period to discuss areas of strength and concern. Homeschool students complete the "Know What They Know" chart. Virtual and Flex need to formalize this process. We have created an SST (RTI/RTI Manual) to support staff in identifying struggling students and ensuring necessary steps are taken to provide additional support. All</p>	<p>\$150,000</p>	<p>\$112,810</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Special Education services are provided to necessary students.		

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: <i>(All Students)</i></p> <ul style="list-style-type: none"> • <i>Online courses, credit recovery, core programs</i> • <i>Supplemental curriculum and materials supporting common core standards</i> • <i>Extended School year</i> • <i>Digital curriculum aligned to common core</i> • <i>Service vendors offering educational opportunities across geographical area</i> 	<p>All students meet with their Elite Educator and upon signing their master agreement and receive curriculum that is Common Core aligned.</p> <ul style="list-style-type: none"> • Students have access to a wide variety of standards-based, rigorous curriculum that is in alignment with their own learning styles. • Strong mind, UC Scout, Elite Written Courses and more. Curriculum Offered 	\$389,000.00	\$1,225,633

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Professional development and ongoing trainings and discussions on the use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided.	<p>Elite has held many professional developments.</p> <p>We developed and created an SST manual (Nov 2018), and held a professional development (March 2019) regarding how to implement, and ensure the needs of students are met.</p> <p>We also created a 504 manual (Dec 2018), and held training regarding proper implementation of that.</p> <p>We created a high school course rubric (January 2019) to ensure that courses are rigorous and are preparing students for their career or college goals.</p> <p>We held PLC training, Remote Teacher Training, CAASPP training, and Compliance Training for stakeholders (March/April 2019).</p>	\$10,000	3,000

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification. Follow Up: <i>PD effectiveness survey and results reviewed/follow through.</i> (WASC) (EL)	1.5 Elite developed our EL Handbook collaboratively, and trained the staff regarding expectations of all EL students. We piloted the Fast Forward program to support in the success of our EL students as well.	\$5,000	\$5,000

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Elite Academic Academy will continue to use Scantron and research multiple measures to evaluate each student's level of attaining goals (ALL)	1.6 All students took the informal Scantron, ELPAC, CAASPP, assessment to evaluate each students level of attaining goals.	\$30,000	Included in 1.1

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)	Elite created a proprietary course rubric to outline expectation of high school courses created by our educators. 4 Year plans are created for students Parent/Student handbooks were created and updated to ensure graduation requirements, grading policies and credits were clearly defined.	\$ 5,000	\$0 included in staff salaries

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, and a postgraduate annual survey; and will provide graduates opportunities to share their stories and progress with current	Development of Post-Graduation survey and celebrating success stories with staff and on social media.	\$5000	\$950.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students and staff members. (ALL)			

Action 1.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Students will be provided with instructional strategies connected to the grade level curriculum to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college, career minded, and empowered individuals. (WASC) (All Students)	<ul style="list-style-type: none"> • Scantron and post growth monitoring processes and assessment rubrics. • Aligning short-term and long-term goals; education specialists meet with students weekly (email, phone, IM, or text) to check in on their progress. • Pilot of Fast Forward for At Risk, EL, and SWD students. • Webinars on VAPA, Sports, Bullying, College and Career Readiness 	N/A	N/A

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice. In year 1 of operation we are still working on implementation of these goals with fidelity. We have implemented a strong SST system, have an experienced SPED team, and have implemented informal Scantron testing. Additional professional development needs to be given around data analysis and remote teacher training.

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

This is our baseline year. We will need to review the data after the year ends and will analyze CAASSP results in the following year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a startup school, we have no actuals to base our budget projections. As we developed the school program, and have a history of expenditures, we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes, as we ultimately spent additional funds in areas where we did not project accurately when drafting the charter petition and budget for the school. Next year we expect there to be better estimated actual expenditures.

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

After annual review we need to add "Parent" to goal 1.5 to ensure that parents understand the EL options for students. 1.6 needs to be deleted and incorporated into 1.1 as it is a redundant action item. 1.8 needs to add opportunities for gifted and talented.

Goal 2

We will promote a high ADA, and climate outcomes, by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 3 X4 X5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Decreasing chronic absenteeism by 1% annually. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Expected

Because 2018/2019 is our first year in operation, there is no student data to evaluate.

Chronic Absenteeism: Decrease absenteeism, expulsion, suspension rates by 1% annually.

Strive for 0% Expulsion Rate.

Maintain 0% expulsion rate.

Actual

2018-2019 Absenteeism: 22%

Expulsion Rate: 0%

Suspension Rate: 0%

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels; support student engagement by focusing on time management; organize access to Guidance Counselor; and provide Credit Recovery Options for Secondary Level (WASC) (All Students).	<ul style="list-style-type: none"> Prior to each learning period, students, parents, and teachers work together to layout a course plan and set goals for that learning period. This individualized plan is designed to guide the student in meeting content standards for each subject utilizing individualized learning modalities. Work with school counselors to promote create 4-year plan and promote Track A: Credit Recovery availability. 3/25 <u>Student Success Team</u> collaboration/training (Program Directors). 4/8 PLC/Assessment Training 	N/A	N/A

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Maintaining the appropriate assignment and professional development of teachers who are	<ul style="list-style-type: none"> All programs ensure that teachers are fully credentialed in the subject area of 	\$520,000	\$951,064

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
fully credentialed in the subject areas of the pupils they are teaching. <i>Training effectiveness survey included, results reviewed/follow through.</i> (WASC) (All Students)	<ul style="list-style-type: none"> the pupils they are teaching. Professional development is provided based on student and teacher needs. 		

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Elite Academic Academy Students can be enrolled in Elite Track A, as applicable, to make up missed credits, advance academics, and/or partake in certain Career Technology Education courses that will further engage and motivate them to be life-long learners and productive members of society.	<ul style="list-style-type: none"> 637 students participated in our Track A to make-up credits or prevent the summer learning slide. 	\$55,000	Included in 4.5

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Frequent contact with parents using parent square, web-site, social media, SIS, LMS and	<ul style="list-style-type: none"> Teachers communicate with students/parents via Grasshopper, 	\$15,000	\$32,418

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
other platforms in order to update them on student progress and notify them of events.	Parent Square, Google Platform, LMS, and SIS; and use social media and the website to update stakeholders on key events and celebrations.		

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice.

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

This is our baseline year. We will need to review the data after the year ends and will analyze results in the following year.

Chronic Absenteeism 22%

Maintain 0% Suspension

Maintain 0% Expulsion

We have an SST process that allows for student notification or truancy when they are absent or not in contact with their teacher for more than three days. We work to creatively meet the individual student needs and work to provide early interventions to those that are struggling. We have created a remote teacher Bootcamp to support in defining expectations, and modeling best practices for highly effective teachers. We had a great Track A program to support in credit recovery.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a startup school, we have no actuals to base our budget projections. As we developed the school program, and have a history of expenditures, we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as we ultimately spent additional funds in areas where we did not have the data to make accurate projections.

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

After the annual review, 2.1 will add "support student engagement by focusing on time management and organization" to ensure teachers and staff are supporting students in the independent study environment. 2.2 will include the word "implement" to ensure that a survey is completed after every professional development to give timebound feedback. 2.3 will be combined with 4.6 as they are similar goals.

☐ New

☐ Modified

☒ Unchanged

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, to support student learning and achievement.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 2 X 3 X 4 X 5 X 6 ☐ 7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As an independent study charter school, we have our parent community all over southern California and we need to try to engage stakeholders despite geographic hardships.

Annual Measurable Outcomes

Expected

Parent participation will increase by 2% as measured by participation rate of surveys and sign-in sheets at meetings.

Actual

Participation/Input Rates:

2018/2019

Fall Survey- 63 Participants

Spring Survey-66 Participants

Satisfaction Overall:

Elite Academic Academy provides adequate support that meets the unique needs of my student. 80.3% Agree, 10.6% Somewhat Agree, 4.5%

Expected**Actual**

Neutral, 4.5 % Disagree

Action 3.1**Planned
Actions/Services**

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers, feel that our schools are providing opportunities for participation and input (*All Students*).

**Actual
Actions/Services**

- We have created a top of the line website, with social media posts and connections, to support in communicating with all stakeholders. This includes a parent information section that supports in communicating important and key information for all enrolled Elite families.
- Our Grasshopper phone system supports in texting communication with families.
- We implemented Parent square where teachers, directors, and parents, get weekly communication.
- Annual surveys are also given through Parent Square.
- Parent Advisory Committee Meetings are communicated through Parent Square and allow for parents to provide feedback on school run initiatives,

**Budgeted
Expenditures**

\$0

**Estimated Actual
Expenditures**

\$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>specifically the LCAP.</p> <ul style="list-style-type: none"> • Monthly newsletters are sent out per Academy. • Monthly authorizer updates are created and shared with the board and public on current LCAP goals and updates. 		

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Notification of Surveys, Parent Meetings, Board of Director Public meetings will be shared in a timely manner through emails, website and other social media tools. <i>(All Students)</i>	<ul style="list-style-type: none"> • Parent Square, Email, and Social Media posts, are used for timely communication to all families. • Webinars are held via Go To, Zoom, and Google Hangouts, with phone numbers and computer access to support in increased stakeholder attendance. • All board meetings are posted on the website 72 hours in advance per the Brown Act. 	\$6500	\$64,328

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide parent training, learning opportunities and workshops on Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. <i>*Training effectiveness survey included and results reviewed/discussed/follow through.</i> (WASC) (All Students)	<ul style="list-style-type: none"> Elite has provided Parent Trainings on VAPA Offerings, Athletic Offerings, Bullying, CAASPP Testing virtually. Homeschool and Flex offer monthly parent events to engage and support their stakeholders. Teachers have supported families with Common Core trainings and Suicide Prevention. 	\$5000	\$8146.00

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.	<ul style="list-style-type: none"> Elite has developed our EL Master Plan this year. Parents have been notified of, and received explanation regarding, the ELPAC process. Students have been given initial and summative ELPAC training. Additional training needs to be given to 	\$1000	Included in 1.5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

all stakeholders in the fall.

- Depending on EL student numbers we will need to form an ELPAC committee to support this subgroup.

Action 3.5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

3.5 Ensure that parents, students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment. (All Students).

- Our counseling department had families complete a needs assessment this fall.
- Elite will also have the counseling department complete a Spring survey for parents, students, and teachers to determine if we met our stakeholder needs.

\$1000

Included in staff salaries

Action 3.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Properly vet all newly contracted vendors to ensure standards alignment and safety for our students. (All Students)	<ul style="list-style-type: none">Elite has a comprehensive vendor contract that includes both FBI and DOJ fingerprints for all vendors.Elite employs both a VAPA (Visual and Performing Arts) Lead, and an Athletic Lead, to monitor vendors and ensure high quality common core standard alignment and student safety.	\$1000	\$2,986

Action 3.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, with mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)	<ul style="list-style-type: none">Elite has completed comprehensive safety professional development in all California required areas, as well as the areas of Sexual Harassment, Mandated Reporting, Cyber Bulling and Suicide Prevention.As an independent study charter school, we also developed a safety plan and manual for any teacher/staff member that may need to enter a	\$0	\$0

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

student's home.

- Charter has insurance policies to support in maintaining a safe environment.

Action 3.8

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)

- All materials were translated for families, as necessary, to ensure clear understanding of school expectations.
- Flyers, Parent Square, Enrollment packets were translated this year to support in family engagement with the organization.

\$0

\$474

Action 3.9

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

3.9 Operations of the charter are maintained and controlled through the management,

- The charter has hired veteran administrators to support in high quality oversight and ensure the focus

\$0

\$704,101

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
oversight, and provision of basic operating services to all by the cabinet: Chief Executive Officer, Chief Academic/Operations Officer, Chief Personnel Officer and Business Department (All Students)	remains on student learning.		

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice. Parent and student engagements were a high priority this year.

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

Fall Survey Participation: 62 Responses

Concerns for the school to focus based on results: Student Motivation, Organization, Time Management Skills, Financial Aide and Scholarships, College Admissions.

Spring Survey Participation: 66 Responses

Concerns for the school to focus based on results Consistent parent communication, EL support, additional enrichment opportunities around all of the counties we serve, continued professional development for teachers and staff, additional virtual tutors and CTE offerings.

100% Staff Participation in School Safe Trainings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a startup school, we have no actuals to base our budget projections. As we developed the school program and have a history of expenditures we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as ultimately spent additional funds in areas where we did not project correctly

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

Based on Annual Input we will remove 3.4 as it is redundant and can be combined with 1.5. 3.2 will include calendar of events to support families in increased attendance to activities and ensure ample offerings of parent events. 3.5 will include “and provide clear lines of communication so each stakeholder can be heard” to support in clear avenues of communication. 3.7 will include “as required by law” to ensure that the school translates items once our EL student population increases. 3.3 and 3.4 will include Growth and Development Directors. The Growth and Development directors support parents to find community resources, hold parent workshops and gather information about community needs.

☐ New☒ Modified☐ Unchanged

Goal 4

We will ensure that secondary students are on-track to graduate from high school, are college and career ready, and have career technical education opportunities.

[State and/or Local Priorities Addressed by this goal:](#)

STATE X1 X2 ☐ 3 X4 X5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

Increase graduation rates by 2% each year.

Increase college/career preparation by 2% each year.

Actual

2018/2019 Graduation Rates: TBD

College and Career Participation Rates: TDB

Action 4.1

Planned Actions/Services

4.1 Develop a comprehensive college and career readiness program for middle and high school students that helps align student

Actual Actions/Services

1. Created an Elite proprietary College and Career Readiness Elective to

Budgeted Expenditures

\$2000

Estimated Actual Expenditures

\$45,936

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
strengths, and interests, to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	<p>determine student College and Career Goals.</p> <ol style="list-style-type: none"> Hired CTE curriculum administrator to support in the creation of Elite CTE Pathways. Partnered with local community colleges to take advantage of dual enrollment and access to their robust CTE pathways. Joined local consortiums to become stakeholders in the CTE community. Created a CTE committee to plan for the 19/20 school year Pathway offerings. 		

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)	<ul style="list-style-type: none"> We recruit highly qualified teachers and highly qualified staff through Ed Join and Indeed hiring platforms. 	\$2000	\$1000

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

- We created a hiring handbook to ensure proper protocol for all hiring procedures, and to ensure recruitment of the most qualified candidates.

Action 4.3

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students)	<ul style="list-style-type: none"> • We have adopted high quality A-G Curriculum. • We have developed and Elite Academic Academy Course Rubric to support in clear expectations for teacher created courses at Elite. • Our counselor works with all students to create a 4-year plan and prepare a child for their future. • College and Career Fairs are attended by students/staff. • Remote teacher comprehensive workshops were created to set clear expectations for teaching staff. • We worked with community colleges to provide dual enrollment and offer comprehensive CTE pathways. • We were WASC accredited this year. 	\$20,000	\$44,116

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	<ul style="list-style-type: none"> •TK-8 Students received test prep books. •Weekly virtual test-prep has been offered to students in the Spring. •We offered test taking strategies sessions to support in the art of test taking. •Students participated in the practice on-line assessments and/or were given paper pencil practice questions. •Locations were selected around Southern California to allow for testing close to students' homes. •Testing coordinators trained all staff on proper assessment protocol and supported in parent letters, trainings, and distributing information. 	\$10,000	\$5,000

Action 4.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Prepare for an intersession/Track An option for students to make up missed credits. (All Students)	<ul style="list-style-type: none">• Develop a Multi-Track Calendar that allows for a summer track.• Develop a Master Schedule of A-G and Elective Course Offerings.• Write and Develop Proprietary curriculum in areas of Leadership, Finance, and College and Career Readiness, to support in meaningful and relevant elective course offerings.• Create a counselor form for students to get recommended courses for credit recovery.• Create TK-8 Curriculum options to ensure core (ELA/Math) skills are reviewed this summer.• Advertise Track A offerings for credit recovery.• Partner with high quality educational vendors to provide academic enrichment for students.	\$20,000	\$892,445

Action 4.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.6 Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI)	EAA were WASC accredited this Spring. AP offerings will be built into the 19/20 master schedule and costs will be covered based on request and need.	\$1,000	\$0

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice.

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

Graduation Rate: TDB
College Prepared: TBD

We were WASC accredited this year to support in College UC/CSU acceptance. We have also applied for NCAA. We have developed partnerships with local Community Colleges and working with CTE consortiums to ensure that our students take advantage of career pathways available to them. We continue to meet as a curriculum counsel to develop new Pathways and ensure success for our students after high school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As a startup school, we have no actuals to base our budget projections. As we developed the school program and have a history of expenditures we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as we ultimately spent additional funds in areas where we did not project correctly.

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

Based on Annual Input, 4.3 is redundant and covered and combined with 2.2. Added developing curriculum to the CTE program.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meetings were held at each of the schools. Parents were invited to participate and give input.

4/22/2019 recorded and mailed to all families with contact information and e-mail to the chief academic officer.

Leadership Meetings Mtgs. (LCAP): 9/07/18, 10/5/18, 11/2/18, 1/25/19, 2/22/19, 4/8/19

LCAP Input Survey Results: 11/1/2019, 5/02/19

LCAP Input on Website 6/6/19-6/15/19

Board of Directors: LCAP Draft Review and Input: 5/02/19

Board of Directors: Public Hearing: 6/6/19

Board of Directors: LCAP Final Approval: 6/20/19

Impact on LCAP and Annual Update

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

This was an excellent opportunity for Elite Academic Academy to review its instructional program, and collaborate and share results with all stakeholders. As a result, modifications to the 2019-2020 LCAP are as follows:

Goal 1.5 Parent needs to be added to ensure proper involvement, 1.6 needs to include remote teaching strategies to support teacher's success in the independent study environment, 2.1 will add "support student engagement by focusing on time management and organization" to ensure teachers and staff are supporting students in the independent study environment. 2.2 will include the word "implement" to ensure that a survey is completed after every professional development to give time bound feedback. 3.4 will be removed and combined with 1.5. 3.2 will include calendar of events to support families in increased attendance to activities. 3.7 will include "required by law" to ensure proper translating of school materials once our EL population increases. 4.3 will be removed and combined with 2.2.

Goals, Actions, & Services

Strategic Planning Details and Accountability. Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New☐ Modified☒ Unchanged

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics, to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X4 X5 6 X7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

To improve the academic achievement of “ALL” students, we must review assessment data in ELA and Math, identify RTI, and implement best practices to promote student progress, and increase our CAASPP Baseline Data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
CAASPP	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.		
LCFF EVALUATION RUBRIC	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.		

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☐ Modified ☒ Unchanged

1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent.
(All Students)

2020-21

☐ New ☐ Modified ☒ Unchanged

1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent.
(All Students)

2021-22

☒ New ☐ Modified ☒ Unchanged

1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent.
(All Students)

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BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2019-20
☐ New ☐ Modified ☒ Unchanged

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

2020-21
☐ New ☐ Modified ☒ Unchanged

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

2021-22
☐ New ☐ Modified ☒ Unchanged

1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

BUDGETED EXPENDITURES**2019-20**

Amount \$156,968

Source LCFF/ Special Education

Budget Reference 5800

2020-21

Amount \$190,649

Source LCFF/ Special Education

Budget Reference 5800

2021-22

Amount \$247,844

Source LCFF/ Special Education

Budget Reference 5800

Action 3

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

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☐ Modified ☒ Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)*

- *Online courses, credit recovery, core programs*
- *Supplemental curriculum and materials supporting common core standards*
- *Extended School year*
- *Digital curriculum aligned to common core*
- *Service vendors offering educational opportunities across geographical area*
- *Track A Credit Recovery and Acceleration*
- *Common core aligned enrichment*

2020-21

☐ New ☐ Modified ☒ Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)*

- *Online courses, credit recovery, core programs*
- *Supplemental curriculum and materials supporting common core standards*
- *Extended School year*
- *Digital curriculum aligned to common core*
- *Service vendors offering educational opportunities across geographical area*
- *Track A Credit Recovery and Acceleration*
- *Common core aligned enrichment*

2021-22

☐ New ☐ Modified ☒ Unchanged

1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)*

- *Online courses, credit recovery, core programs*
- *Supplemental curriculum and materials supporting common core standards*
- *Extended School year*
- *Digital curriculum aligned to common core*
- *Service vendors offering educational opportunities across geographical area*
- *Track A Credit Recovery and Acceleration*
- *Common core aligned enrichment*

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$844,480	Amount	\$1,215,448	Amount	\$1,580,082
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100 \$467,480 ; 5800 \$467,480	Budget Reference	4100 \$607,724; 5800 \$607,724	Budget Reference	4100 \$790,041; 5800 \$790,041

Action 4

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

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20			2020-21			2021-22		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling an advanced student to meet grade level proficiency will be provided.by lead teachers, directors and the Chief Academic Academy Officer to close achievement gaps and enrich students' academic learning.

Follow-up: PD and results reviewed/follow through. (WASC) (All Students)

1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling an advanced student to meet grade level proficiency will be provided.by lead teachers, directors and the Chief Academic Academy Officer to close achievement gaps and enrich students' academic learning.

Follow-up: PD and results reviewed/follow through. (WASC) (All Students)

1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling an advanced student to meet grade level proficiency will be provided.by lead teachers, directors and the Chief Academic Academy Officer to close achievement gaps and enrich students' academic learning.

Follow-up: PD and results reviewed/follow through. (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$30,160	Amount	\$39,208	Amount	\$50,970
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **5**

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

Students to be Served

☐ All

☐ Students with Disabilities

☒ [Specific Student Group(s)] _____

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

1.5 Teacher and staff professional implementation of an EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and adopt necessary curriculum to support our EL students and inform parents

Follow Up: *PD effectiveness survey and results reviewed/follow through. (WASC) (EL)*

2020-21

☐ New ☒ Modified ☐ Unchanged

1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform parents.

Follow Up: *PD effectiveness survey and results reviewed/follow through. (WASC) (EL)*

2021-22

☐ New ☒ Modified x☐ Unchanged

1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform parents.

Follow Up: *PD effectiveness survey and results reviewed/follow through. (WASC) (EL)*

BUDGETED EXPENDITURES

2019-20

Amount

\$50,000

Source

Title I

2020-21

Amount

\$65,000

Source

Title I

2021-22

Amount

\$84,500

Source

Title I

Budget Reference

4100: \$40,000; 1300 \$10,000

Budget
Reference

4100: \$50,000; 1300 \$15,000

Budget
Reference

4100: \$60,000; 1300 \$24,500

Action **6**

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

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

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

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2019-20**☐ New ☒ Modified ☐ Unchanged

1.6 Elite Academic Academy program will continue to implement processes for curricular review creation of new proprietary curriculum, (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)

2020-21☐ New ☐ Modified ☒ Unchanged

1.6 Elite Academic Academy program will continue to implement processes for curricular review, creation of new proprietary curriculum, (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)

2021-22☐ New ☐ Modified ☒ Unchanged

1.6 Elite Academic Academy program will continue to implement processes for curricular review, creation of new proprietary curriculum, (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$10,000	Amount	\$12,938.64	Amount	\$16310,538
Source	PCSGP	Source	LCFF Base	Source	LCFF Base
Budget Reference	1100	Budget Reference	1100	Budget Reference	1100

Action **7**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20		2020-21		2021-22	
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> New	<input type="checkbox"/> Modified
<input type="checkbox"/> Unchanged		<input checked="" type="checkbox"/> Unchanged		<input checked="" type="checkbox"/> Unchanged	

1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and will provide graduates opportunities to share their stories and progress with current students and staff members.
(ALL)

1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members.
(ALL)

1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a post graduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members.
(ALL)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$1235	Amount	\$1606	Amount	\$2087
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 8

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served
☒ English Learners
☒ Foster Youth
☒ Low Income
Scope of Services
☒ LEA-wide
☐ Schoolwide
OR
☐ Limited to Unduplicated Student Group(s)
Location(s)
☐ All schools
☐ Specific Schools: _____
☐ Specific Grade spans: _____
ACTIONS/SERVICES**2019-20**
☐ New
☒ Modified
☐ Unchanged

1.8 Students will be provided with instructional strategies, curriculum, and enrichment academies connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals.
(WASC) (EL FY, LI)

2020-21
☐ New
☐ Modified
☒ Unchanged

1.8 Students will be provided with instructional strategies, curriculum, and enrichment academies connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals.
(WASC) (EL FY, LI)

2021-22
☐ New
☐ Modified
☒ Unchanged

1.8 Students will be provided with instructional strategies, curriculum, and enrichment academies connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals.
(WASC) (EL FY, LI)

BUDGETED EXPENDITURES**2019-20**

Amount N/A

Source

Budget Reference

2020-21

Amount N/A

Source

Budget Reference

2021-22

Amount N/A

Source

Budget Reference

☐ New☐ Modified☒ Unchanged

Goal 2

We will promote a high ADA and climate outcomes by providing high-quality teachers, best practices, and interventions to ensure student success.

[State and/or Local Priorities Addressed by this goal:](#)

STATE X1 X 2 3 X4 X5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

Decreasing chronic absenteeism by 1% annually. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2018-19	2019-20	2019-20
Chronic Absenteeism	22%	Maintain a high rate of ADA at 95% or increase by 2% each school year.		
Expulsion Rates	0%	Maintain 0% expulsion rate		
Suspension Rates	0%	Maintain 0% suspension rate		

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)

2020-21

☐ New ☐ Modified ☒ Unchanged

2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)

2021-22

☐ New ☐ Modified ☒ Unchanged

2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount	Amount	Amount
\$22,308	\$24,538	\$26,991
Source	Source	Source
Title 1	Title 1	Title 1
Budget Reference	Budget Reference	Budget Reference
1100	1100	1100

Action 2

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

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Implement Training effectiveness survey included, results reviewed/follow through.* (WASC) (All Students)

2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Training effectiveness survey included, results reviewed/follow through.* (WASC) (All Students)

2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Training effectiveness survey included, results reviewed/follow through.* (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	\$1,109,799	Amount	\$1,442,739	Amount	\$1,875,650
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	1100 \$865,468; 2100 \$370,915	Budget Reference	1100 \$1,071,824 2100 \$370,915	Budget Reference	1100 \$1,504,735; 2100 \$370,915

Action 3

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____ACTIONS/SERVICES**2019-20**☐ New ☒ Modified ☐ Unchanged

2.3 Frequent contact with parents using parent square, web-site, social media, SIS, LMS, and other platforms, in order to update them on student progress and notify them of events.

2020-21☐ New ☐ Modified ☒ Unchanged

2.4 Frequent contact with parents using parent square, web-site, social media, SIS, LMS, and other platforms, in order to update them on student progress and notify them of events.

2021-22☐ New ☐ Modified ☒ Unchanged

2.4 Frequent contact with parents using parent square, web-site, SIS, LMS, and other platforms, in order to update them on student progress and notify them of events.

BUDGETED EXPENDITURES**2019-20**

Amount \$42,142

Source LCFF Base

Budget Reference 5800

2020-21

Amount \$54,786

Source LCFF Base

Budget Reference 5800

2021-22

Amount \$71,22

Source LCFF Base

Budget Reference 5800

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

2.4 Close the achievement gap by providing additional structured supports for EL, FY and LI students who are struggling including but not limited to:

- 1/1 Tutoring Support
- Small group support
- Fast Forward Curriculum Interventions
- Socio Emotional Programs
- Track A Credit Recovery/Acceleration

2020-21

☐ New ☐ Modified ☒ Unchanged

2.4. Close the achievement gap by providing additional structured supports for EL, FY and LI students who are struggling including but not limited to:

- 1/1 Tutoring Support
- Small group support
- Fast Forward Curriculum Interventions
- Socio Emotional Program
- Track A Credit Recovery/Acceleration

2021-22

☐ New ☐ Modified ☒ Unchanged

2.4 Close the achievement gap by providing additional structured supports for EL, FY and LI students who are struggling including but not limited to:

- 1/1 Tutoring Support
- Small group support
- Fast Forward Curriculum Interventions
- Social Emotional Programs
- Track A Credit Recovery/Acceleration

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22
Amount	Amount	Amount
\$155,015	\$201,880	\$262,135
Source	Source	Source
Title I	Title I	Title I
Budget Reference	Budget Reference	Budget Reference
5800 \$124,012:1100 \$31,003	5800 \$150,000:1100 \$51,880	5800 \$200,000:1100 \$62,135

☐ New
 ☐ Modified
 ☒ Unchanged

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction, to support student learning and achievement.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 2 X 3 X 4 X 5 X 6 ☐ 7 X 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

As an independent study charter school, we have our parent community all over southern California, and we need to try to engage stakeholders despite geographic hardships.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-20
--------------------	----------	---------	---------	---------

Survey Results	# Of Survey Participants 66-Fall 66-Spring	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.
Survey Results	Satisfaction Rate Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.	Parent and student satisfaction will increase by 2% as measured by survey results.	Elite Academic Academy will maintain a high Satisfaction Rate.	Elite Academic Academy will maintain a high Satisfaction Rate.

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input (*All Students*).

2020-21

☐ New ☐ Modified ☒ Unchanged

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input (*All Students*).

2021-22

☐ New ☐ Modified ☒ Unchanged

3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input (*All Students*).

BUDGETED EXPENDITURES

2018-19

Amount N/A

Source

Budget Reference

2019-20

Amount N/A

Source

Budget Reference

2019-20

Amount N/A

Source

Budget Reference

Action **2**

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☐ Modified ☒ Unchanged

3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*

2020-21

☐ New ☐ Modified ☒ Unchanged

3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*

2021-22

☐ New ☐ Modified ☒ Unchanged

3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	\$100,000	Amount	\$130,000	Amount	\$169,000
Source	PSCGP	Source	LCFF Base	Source	LCFF Base
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 3

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

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20			2020-21			2021-22		
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged

3.3 Through the hiring of a Growth and Director and a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)

3.3 Through the hiring of a Growth and Director provide a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)

3.3 Through the hiring of a Growth and Director provide a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2022-23	
Amount	\$80,000	Amount	\$104,000	Amount	\$135,000
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	1300	Budget Reference	1300	Budget Reference	1300

Action 4

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2019-20

☐ New ☒ Modified ☐ Unchanged

3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)

2020-21

☐ New ☐ Modified ☒ Unchanged

3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)

2021-22

☐ New ☐ Modified ☒ Unchanged

3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)

BUDGETED EXPENDITURES

2019-20	2020-21	2021-22	
Amount	N/A	Amount	N/A
Source		Source	
Budget Reference		Budget Reference	

Action 5

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students.
(All Students)

3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students.
(All Students)

3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students.
(All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 6

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. Fingerprinting and vetting all contracted service providers, School wide safety plans will be created and implemented, as necessary.
(All Students)

2020-21

☐ New ☐ Modified ☒ Unchanged

3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary.
(All Students)

2021-20

☐ New ☐ Modified ☒ Unchanged

3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary.
(All Students)

BUDGETED EXPENDITURES

2019-20

Amount \$3882

Source LCFF Base

Budget Reference 5800

2020-21

Amount \$5046

Source LCFF Base

Budget Reference 5800

2021-22

Amount \$6560

Source LCFF Base

Budget Reference 5800

Action 7

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

[Students to be Served](#)

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners

☐ Foster Youth

☐ Low Income

[Scope of Services](#)

☒ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☐ Modified ☐ Unchanged

3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated, as needed and required by law. (EL)

2020-21

☐ New ☐ Modified ☐ Unchanged

3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated, as needed and required by law. (EL)

2021-22

☐ New ☐ Modified ☐ Unchanged

3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated as needed and required by law. (EL)

BUDGETED EXPENDITURES

2019-20

Amount \$5000.00

Source LCFF Supplemental Concentration

Budget Reference 5800

2020-21

Amount \$6500

Source LCFF Supplemental Concentration

Budget Reference 5800

2021-22

Amount \$8450

Source LCFF Supplemental Concentration

Budget Reference 5800

Action 8

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☐ New ☒ Modified ☐ Unchanged

3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the business department, Directors and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*

2020-21

☐ New ☐ Modified ☒ Unchanged

3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the business department and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*

2021-22

☐ New ☐ Modified ☒ Unchanged

3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the business department and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	\$398,692	Amount	\$410,653	Amount	\$422,973
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1300 \$318,964; 2300 \$79,738	Budget Reference	1300 \$328,964; 2300 \$81,689	Budget Reference	1300 \$338,964; 2300 \$84,009

☐ New

☒ Modified

☐ Unchanged

Goal 4

We will ensure that secondary students are on-track to graduate from high school, are college and career ready, and have career technical education opportunities.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 ☐ 3 X 4 X5 X6 X 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
From baseline/prior year data:	Increase the graduation rate by 2%	Increase the graduation rate by 2%		
From baseline/prior year data:	% students enrolled in courses for UC/CSU	% students enrolled in courses for UC/CSU		
From baseline/prior year data:	Increase students who complete CTE certification courses by 2%	Increase students who complete CTE certification courses by 2%		

Action 1

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

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2019-20

☒ New ☐ Modified ☒ Unchanged

4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

2020-21

☐ New ☐ Modified ☒ Unchanged

4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

202-20

☐ New ☐ Modified ☒ Unchanged

4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

BUDGETED EXPENDITURES

2018-19

Amount \$59,717

Source LCFF Supplemental/Concentration

Budget Reference 1200

2019-20

Amount \$77,632

Source LCFF Supplemental/Concentration

Budget Reference 1200

2019-20

Amount \$100,921

Source LCFF Supplemental/Concentration

Budget Reference 1200

Action 2

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

Students to be Served

☐ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

[Location\(s\)](#)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

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

[Students to be Served](#)

☒ English Learners

☒ Foster Youth

☒ Low Income

[Scope of Services](#)

☒ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

[ACTIONS/SERVICES](#)

2018-19

☐ New ☐ Modified x ☐ Unchanged

4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)

2019-20

☐ New ☐ Modified x ☐ Unchanged

4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)

2019-20

☐ New ☐ Modified x ☐ Unchanged

4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)

BUDGETED EXPENDITURES

2018-19	2019-20	2019-20			
Amount	\$1000	Amount	\$1000	Amount	\$1000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 3

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2019-20
☐ New
☐ Modified
☒ Unchanged

4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

2021-22
☐ New
☐ Modified
☒ Unchanged

4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

20-20
☐ New
☐ Modified
☒ Unchanged

4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

BUDGETED EXPENDITURES**2019-20**

Amount

\$6500

Source

LCFF Supplemental/Concentration

Budget Reference

4100 \$3250; 5800 \$3250

2020-21

Amount

\$8450

Source

LCFF Supplemental/Concentration

Budget Reference

4100 \$3250;5800 \$3250

2021-22

Amount

\$10,985

Source

LCFF Supplemental/Concentration

Budget Reference

4100 \$3250; 5800 \$3250

Action **4**

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

Students to be Served☒ All☐ Students with Disabilities☐ [Specific Student Group(s)] _____Location(s)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**OR**

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20

2019-20

2019-20

Action 4

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

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)

☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served

☐ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s)

☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2018-19

2019-20

2019-20

☒ New ☐ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

4.4 ACT preparation and Advanced Placement exam costs for low-income and foster youth pupils

4.4 ACT preparation Advanced Placement exam costs for low-income and foster youth

4.4 ACT preparation and Advanced Placement exam costs for low-income and foster youth

who cannot afford to take the exam. (LI, FY)

pupils who cannot afford to take the exam. (LI, FY)

pupils who cannot afford to take the exam. (LI, FY)

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	\$2000	Amount	\$2600	Amount	\$3,380
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2019–20

☐ 2020–21

☐ 2021–22

Estimated Supplemental and Concentration Grant Funds:

\$591,168

Percentage to Increase or Improve Services:

15%

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

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

Elite Academic Academy Charter School has budgeted a commensurate increase in funding to reach these subgroups that are principally directed and effective in meeting school wide goals; specifically, the school will provide: Adaptive online/traditional content from a variety of curriculum options, College & Career Readiness platform from Strong mind, UC Scout, Technology equipment, local assessments, enhanced project based learning, options for ELL students, comprehensive curriculum for EL learners, and an assessment tool that drives and provides customized instructional resources for the Response to Intervention (RTI) program. Increased tutoring and intensive intervention support will be provided beyond for unduplicated pupils who are struggling and, in an effort, to close the achievement gap.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA

estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10: Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 –

June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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