

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Elite Academic Academy-Mountain Empire
CDS Code:	37682130136978
LEA Contact Information:	Name: Meghan Freeman, M.Ed. Position: CEO Phone: 866-354-8302 x704
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$9,850,218
LCFF Supplemental & Concentration Grants	\$742,127
All Other State Funds	\$1,126,553
All Local Funds	\$3,000
All federal funds	\$393,320
Total Projected Revenue	\$11,373,091

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,255,324
Total Budgeted Expenditures in the LCAP	\$8,655,225
Total Budgeted Expenditures for High Needs Students in the LCAP	\$742,127
Expenditures not in the LCAP	\$1,600,099

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$362,008
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$350,078

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$-11,930

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	There was a small difference in our actuals. This was a result of quality control to avoid going over budget in any one area.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Mountain Empire

CDS Code: 37682130136978

School Year: 2021-22

LEA contact information:

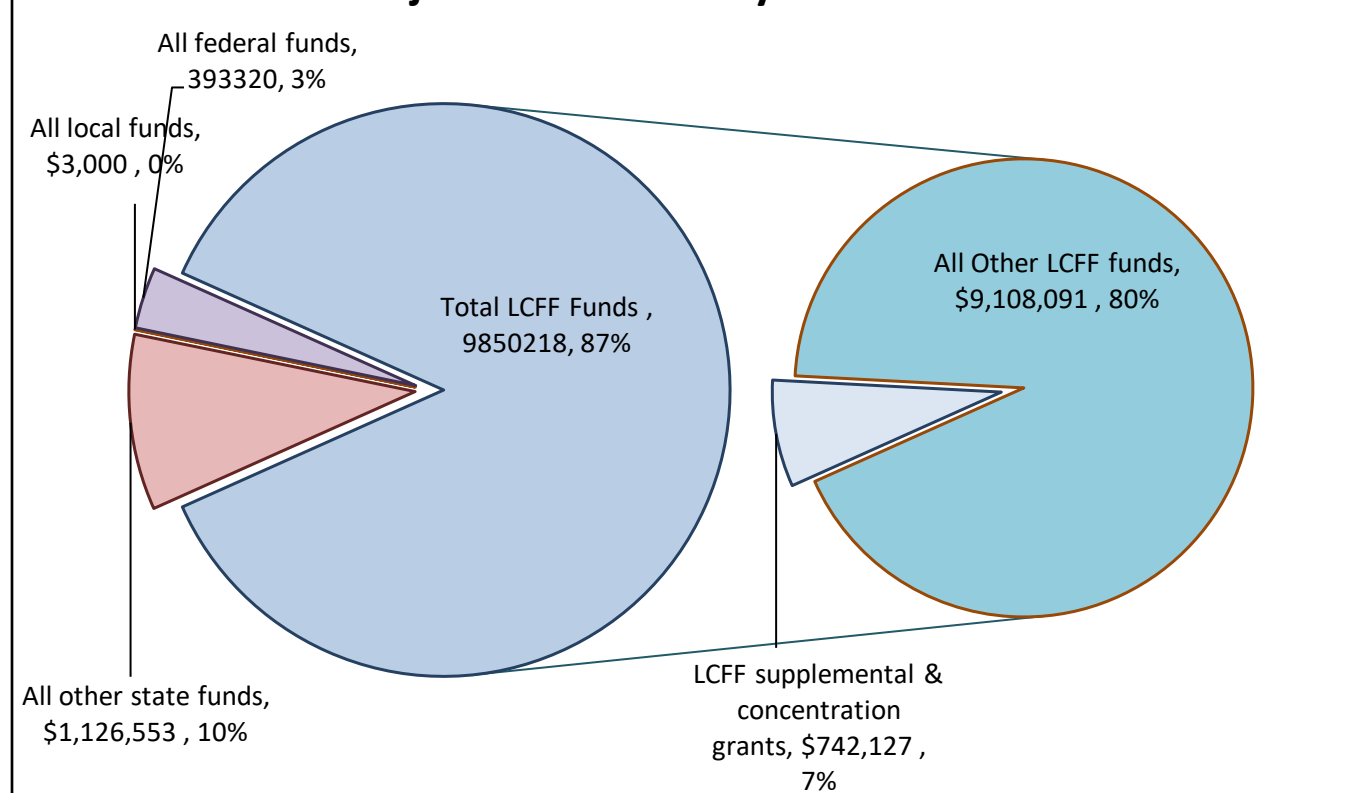
Meghan Freeman, M.Ed.

866-354-8302 x704

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

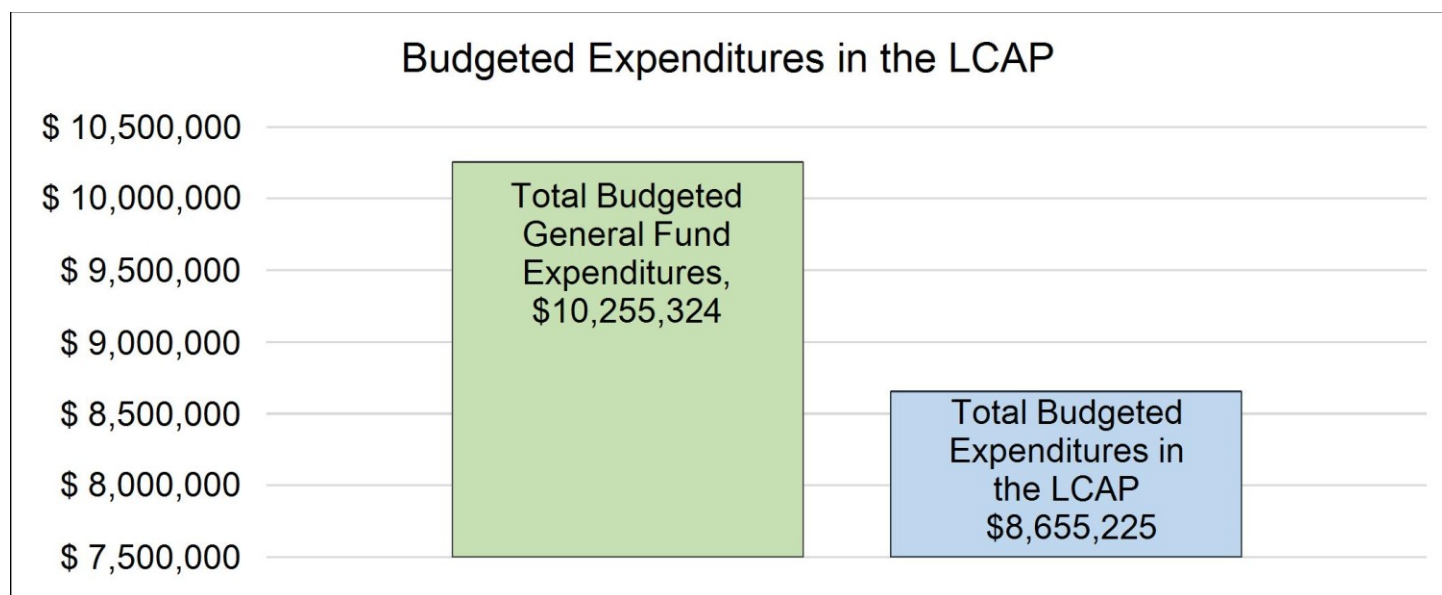


This chart shows the total general purpose revenue Elite Academic Academy-Mountain Empire expects to receive in the coming year from all sources.

The total revenue projected for Elite Academic Academy-Mountain Empire is \$11,373,091, of which \$9,850,218 is Local Control Funding Formula (LCFF), \$1,126,553 is other state funds, \$3,000 is local funds, and \$393,320 is federal funds. Of the \$9,850,218 in LCFF Funds, \$742,127 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elite Academic Academy-Mountain Empire plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Elite Academic Academy-Mountain Empire plans to spend \$10,255,324 for the 2021-22 school year. Of that amount, \$8,655,225 is tied to actions/services in the LCAP and \$1,600,099 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

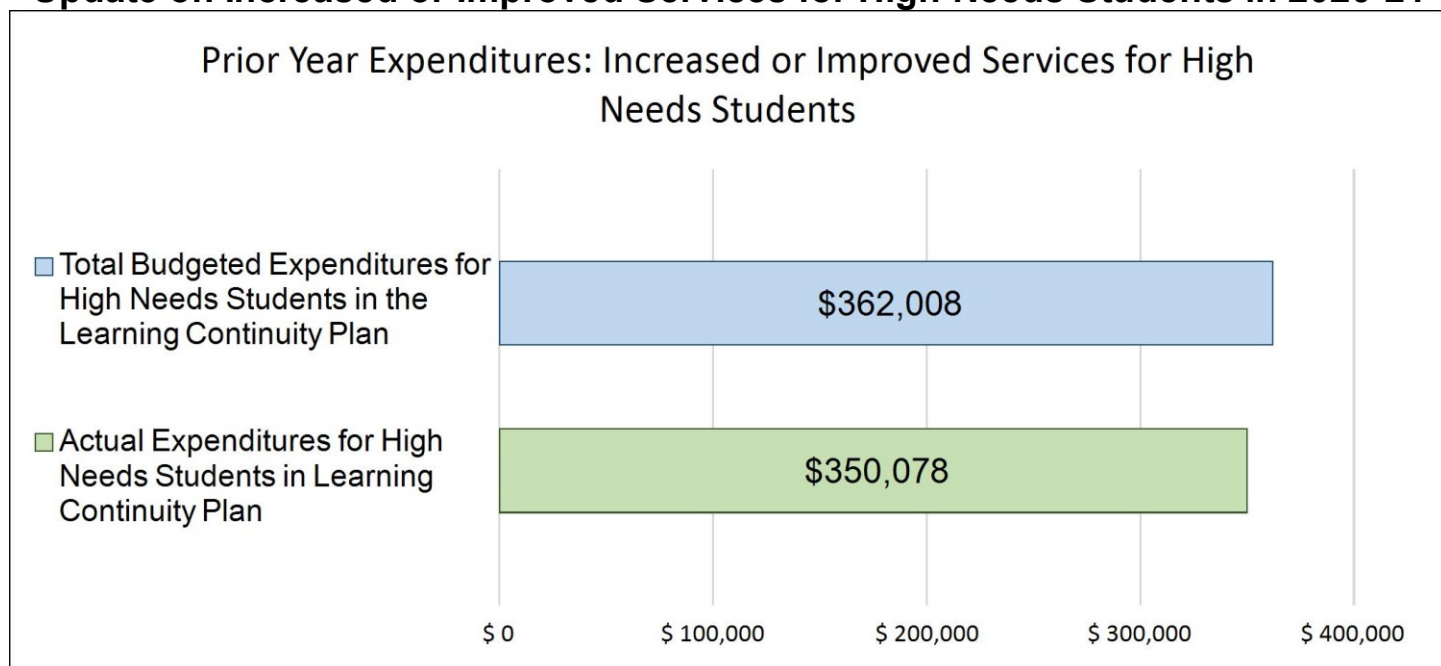
Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP

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

In 2021-22, Elite Academic Academy-Mountain Empire is projecting it will receive \$742,127 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Mountain Empire must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Mountain Empire plans to spend \$742,127 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Elite Academic Academy-Mountain Empire's Learning Continuity Plan budgeted \$362,008 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Mountain Empire actually spent \$350,078 for actions to increase or improve services for high needs students in 2020-21.

There was a small difference in our actuals. This was a result of quality control to avoid going over budget in any one area.



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Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Mountain Empire	Meghan Freeman, M.Ed. CEO	MFreeman@eliteacademic.com 866-354-8302 x704

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

Goal 1

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 Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP Baseline Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.	Our students performed well on ELA with over 58.82% of the student who were assessed met or exceeded the standards for proficiency. For the 42% of students who did not meet the standard we implemented many targeted interventions this year to support in closing the achievement gap. Math continues to be an area of focus. We only had 38.17% of our students tested meet or exceed the standards. We have hired in house tutors, used ALEKS math, held test prep and math workshops to support in providing targeted intervention to our struggling math students.

Expected	Actual
	<p>ELITE MOUNTAIN EMPIRE</p> <p>MOUNTAIN EMPIRE UNIFIED</p>
<p>Metric/Indicator LCFF EVALUATION RUBRIC</p> <p>Baseline Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.</p>	<p>At Elite we met all of the local indicator standards. We have a population of over 42.6% of our students are designated as low socio-economically disadvantaged that come to our school with significant achievement gaps. We have a small EL population (2.5%) but a large literacy issue. Areas for improvement that were focused on this 19/20 school year: targeted literacy and math intervention to support in accelerating our students learning to close achievement gaps; Career Technical Courses to support in certificate high school diploma tracks to allow students to join the workforce upon graduation; and access and preparation for state assessments online, allow for practice, preparation and ensure students learn the academic vocabulary necessary to be successful on the assessment. We met all local indicators and worked to implement many programs to work and close the achievement gap.</p>

Expected	Actual																		
	<p style="text-align: center;">California School Dashboard and LCFF Evaluation Rubrics Indicators</p> <table> <tr> <th>State Priority</th><th>Corresponding Dashboard/Rubrics Indicator (state or local)</th></tr> <tr> <td>1. Basics</td><td> <ul style="list-style-type: none"> Basics (local) </td></tr> <tr> <td>2. Implementation of State Academic Standards</td><td> <ul style="list-style-type: none"> Implementation of Academic Standards (local) </td></tr> <tr> <td>3. Parent Engagement</td><td> <ul style="list-style-type: none"> Parent Engagement (local) </td></tr> <tr> <td>4. Pupil Achievement</td><td> <ul style="list-style-type: none"> Academic: English Language Arts (state) Academic: Mathematics (state) English Learner Progress </td></tr> <tr> <td>5. Pupil Engagement</td><td> <ul style="list-style-type: none"> Graduation Rate (state) Chronic Absenteeism (state) </td></tr> <tr> <td>6. School Climate</td><td> <ul style="list-style-type: none"> Suspension Rate (state) Local Climate Survey (local) </td></tr> <tr> <td>7. Access to a Broad Course of Study</td><td> <ul style="list-style-type: none"> College and Career Readiness (local in 2016-17) </td></tr> <tr> <td>8. Pupil Outcomes</td><td> <ul style="list-style-type: none"> College and Career Readiness (local in 2016-17) </td></tr> </table>	State Priority	Corresponding Dashboard/Rubrics Indicator (state or local)	1. Basics	<ul style="list-style-type: none"> Basics (local) 	2. Implementation of State Academic Standards	<ul style="list-style-type: none"> Implementation of Academic Standards (local) 	3. Parent Engagement	<ul style="list-style-type: none"> Parent Engagement (local) 	4. Pupil Achievement	<ul style="list-style-type: none"> Academic: English Language Arts (state) Academic: Mathematics (state) English Learner Progress 	5. Pupil Engagement	<ul style="list-style-type: none"> Graduation Rate (state) Chronic Absenteeism (state) 	6. School Climate	<ul style="list-style-type: none"> Suspension Rate (state) Local Climate Survey (local) 	7. Access to a Broad Course of Study	<ul style="list-style-type: none"> College and Career Readiness (local in 2016-17) 	8. Pupil Outcomes	<ul style="list-style-type: none"> College and Career Readiness (local in 2016-17)
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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)	<p>Assessment Tools Scantron 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>Assessment Tools Aleks Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>Tutoring 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 60,000</p>	<p>Assessment Tools Scantron 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,570</p> <p>Assessment Tools Aleks Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,300</p> <p>Tutoring 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 65,000</p>

Planned Actions/Services	Budgeted Expenditures	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 RTI, SST or IEP team. (LI, FY, EL, SWD)</p>	<p>Student Support Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 75,000</p> <p>EL Digital Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000</p>	<p>Literacy Tools Fast Forward 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,100</p> <p>Student Support Team 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 50,000</p>
<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, including: (All Students)</p> <ul style="list-style-type: none"> • 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 	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 425,000</p> <p>Supplemental Elective Offerings 5800: Professional/Consulting Services And Operating Expenditures LCFF 867,193</p>	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 449,019</p> <p>Supplemental Elective Offerings*(minus tutoring) 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,044,043</p>
<p>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 to meet grade level proficiency will be provided. will be provided.by lead teachers, directors and the Chief Academic Academy Officer to close achievement gaps</p> <p>Follow-up: PD and results reviewed/follow through. (WASC) (All Students)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 12,500</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 11,385</p>
<p>1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress</p>	<p>Assessment Director 4000-4999: Books And Supplies LCFF 30,000</p>	<p>Assessment Director % 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and reclassification, and inform parents. Follow Up: PD effectiveness survey and results reviewed/follow through.(WASC) (EL	EL Technology/Supplies 4000-4999: Books And Supplies LCFF 12,250	Salaries LCFF Supplemental and Concentration 25000 EL Technology/supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000
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)		
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)		
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)		

Goal Analysis

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

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

There were many successes and challenges in implementing the actions and services needed to achieve this goal. While the pandemic played a small role in the challenges, Elite Academic Academy shifted gears to support all students to achieve academic success.

The following outlines the challenges and successes of Goal 1.

Challenges:

- Students could not meet credentialed teachers or tutors in public locations due to the pandemic and stay at home orders.

Students who tend to achieve more success with in-person support had many academic and social challenges without the ability to meet for in-person support.

- SPED and EL students who received services for in-person support were unable to meet for in-person services due to the pandemic. This caused a lot of anxiety for students and hardships for the students who prefer in-person support.
- Parents who are mentored and collaborate with Highly-Qualified teachers were not able to meet for in-person support or to drop off classwork. Many parents who never used technology before, had to shift the way communication and coursework was turned into the highly-qualified teacher.
- Assessments were difficult because of connection issues with the internet.
- Support from Community Partners/vendors was limited for students due to the Pandemic.

Action item 1.1 Successes:

- All students yearly took the Scantron/iReady benchmark in the fall and the CAASPP/iReady test in the spring. This helped teachers determine course/curriculum choices, intervention strategies, as well as the necessity for an SST meeting for further support (for GE).
- Purchased iReady, ALEKS, and Fast ForWord to support student academic progress.
- High school students also meet with the Counselor to go over their 4-Year Plan to prepare for high school and post-secondary options.
- For students who did not meet academic targets required tutoring was provided by the Highly Qualified Elite Educator or Elite-trained math and ELA tutors.
- The Student Support Team implemented Literacy intervention programs for students such as FastForWard. The students work independently 30 minutes a day for 3 days a week and significant improvements were made in reading levels.
- The Student Support Team implemented ALEKS math program for students who needed addition math support or math intervention.

Students who struggled to meet academic thresholds with tutor and teacher support, held an STT meeting to identify and target more strategies for achievement. If no improvements were shown after 12 weeks, students were recommended to Special Education for testing and support.

- Educators and Directors worked with Parents/guardians to support academic learning at home.
- Elite hosted test prep workshops including content review and test-taking strategies.
- Educators worked with students to implement and teach students how to use EdTech tools to schedule their day and communicate with Elite staff in order to advocate for their academic and social needs.
- Virtual Curriculum provides regular assessments through workbooks, checkpoints, and unit exams to constantly monitor student progress and provided early intervention before students begin to show signs of academic struggles.
- The Elite team designed mini-CAASPP assessments to mimic the content and technology of CAASPP and enrolled all students in grades 4-11 for weekly review. This helped students to become familiar with testing and the design of state testing.
- The Academic Innovation Director set up Elite's Canvas LMS and used the reporting feature to monitor usage and engagement. This helped tremendously to monitor and support student academic success.
- Students in Elite clubs are mentored and engage with educators and peers to gain social experience, industry experience, and increased student connection.
- The Athletic Department prepared students for the state Physical Fitness Testing (PFT) by recording pre and post-assessments and engaging in monthly webinars to educate students about physical fitness. Students and staff participated in Elite's Fitbit Challenge, where students were given a Fitbit to track and monitor fitness goals and participate in group challenges.
- Career Technical Education access students' interest in programs through a survey sent to parents/students, and also completed Certifications in CPR and First Aid.

Action Item 1.2 Successes:

LI/FY/EL/SWD students received the supports described below:

- Biweekly intervention in Moreno Valley (pre-COVID) by the intervention team, weekly tutoring by their Elite Educator, extra tutoring by Elite intervention teachers, or additional tutoring from community partners set in place for student support.
- An in-person SAI meets weekly with families to support their IEP.
- "Know What They Know" meetings identified students not making progress. SST's were then conducted.
- Elite Educators modified curriculum as needed for increased accessibility.
- Enrolled students in the Fast ForWord program for literacy support. The Fast ForWord and Reading Assistance Plus programs greatly benefit the EL and SPED students as seen by rising literacy scores.
- VAPA had been able to monitor Low-income pupils at Elite Academic Academy, by offering free programming to students in many regions, offering low-cost VAPA field trip/events, and partnering with VAPA enrichment vendors who are conscious of the varying needs and circumstances of our students (Pre-COVID).

The Student Support team was developed to ensure there is accountability and monitoring of students' academic progress and to develop SST and/or student intervention plans to support improved academic performance.

Action Item 1.3 Successes:

- Elite Educators worked with families to select curriculum at the student's academic level. Levels were determined by both benchmark and informal assessments.
- Students had access to free Brain Pop, ALEKS Math, Fast ForWord, and other subscriptions to support all core areas.
- Overall 32 students enrolled in virtual classes and/or local community colleges for dual enrollment.
- Continuous teacher monitoring and support via Zoom virtual meetings with teachers; Small group and one-on-one meetings with teachers; and access to outside tutors.
- Students with IEP modifications and 504 plans were provided with tools such as software for "Voice to Text", headphones, and microphones.
- All students were given enrollment into the Literacy Program as we have an unlimited contract.
- Chromebooks and Google Chrome licensing provided remote service to devices, as well as control over what web tools are available to students.
- Sprint LTE-enabled Chromebooks provided internet access for students who do not have consistent and reliable internet access.
- Implemented the use of the Quality Matters Online course rubric with our curriculum writing team to ensure our courses provide a challenging and engaging learning opportunity for all students
- Implemented the Screen reader support and enabled it on all virtual tools.
- We utilized OPS ordering system to ensure all students received access to approved common core aligned resources.

Action Item 1.4 Successes:

- Each Academy team met for 4-6 hours a month for:
- student success and intervention needs
- technology tools
- engaging teaching strategies
- compliance training
- rubric development and usage
- benchmark administration and data analysis
- intervention needs, tools, and strategies
- Teachers have trained annually on Fast ForWord implementation and data analysis.
- All teachers and directors were trained on the new benchmark assessment system, i-Ready
- A monthly newsletter was published every two weeks with:

- Teaching strategies
- Tech tools and tips
- Website resources for students

Training and resources for teachers

- Short YouTube Videos were created to show teachers how to troubleshoot problems.
- In order to provide Elite staff with the knowledge and understanding of CTE programs and pathways, Professional Development and training are held annually.

Development and training are held annually.

- The CTE team met regularly to discuss how to support academic success, use rubrics, and integrate concepts with Common Core Standards.
- All staff PD was held every other month to support teacher growth and effective communication.
- Leadership team meetings were held twice a month to develop leadership competencies and ensure student success.

Action Item 1.5 Successes:

- The implementation of the Fast ForWord program to help strengthen EL students.
- Second language learners were given the initial ELPAC if they were new to the school and the summative ELPAC in spring.
- Elite Educators who had EL students also provide tutoring as well as phonics/curriculum knowledge to support struggling EL students.

- Teachers/ staff were trained in ELPAC testing.
- PD was provided on:
- 'Grading for Equity
- Using Universal Design for Learning to develop a curriculum that targets all learners
- Online engagement strategies
- Data and Accountability
- EL Master Plan was created and the board approved

Action Item 1.6 Successes:

- Syllabi were created and reviewed to ensure rigorous learning
- Graduation requirements and 4-year plans were developed and discussed with high school students
- Program-wide grading scales were developed by Directors
- Struggling students showed greater success in their courses after they completed a minimum of 600 hours in the Fast ForWord program.

The course evaluation rubric was updated to include criteria for Fair Use and TeachACT compliance and to align with the National Standards for Quality Online Programs.

- Elite Academic Academy increased the number of A-G courses offered
- Elite Academic Academy developed a Curriculum Writing team to learn how to:
- connect objectives to standards;
- write engaging course work;
- and how to better align a 9-12 grade program to meet student needs.
- Developed Elite Educator, Content Teacher, and Tutors Roles and Expectations guidelines with Academy Directors

VAPA, CTE, & Athletics supports curricular review/evaluation and graduation requirements, by ensuring that only students who are making academic progress are offered an allowance to participate in VAPA enrichment. VAPA graduation requirements are tracked and documented per student.

- Committees were formed to ensure systematic implementation of policy.
- A Promotion and Retention Board Policy was approved
- The Student Handbook was revised to reflect new policies

Action Item 1.7 Successes:

Students shared with their Elite Educators their post-high school plans and complete an exit interview at their last meeting

- Elite Staff and school Counselor Encouraged Dual Enrollment
- Implemented College Tours in person (Pre-COVID) and Virtual Tours
- Engaged students to STEM trades through virtual field trips, webinars, and teacher-led projects
- School Counselor meetings and 4-year plans for all 9-12 grade students
- Mentoring of students with the college admissions process
- Provided technical support to the At-Promise Department for implementation of all surveys administered to staff and community.
- Marketing shared the graduate success stories on our social platforms to engage with the community.
- We provided post-graduation plans, including a senior survey, a postgraduate annual survey, and provides graduates opportunities to share their stories and progress with current students and staff members.
- VAPA students had opportunities to share their experience and work with one another and with VAPA Lead and Directors.
- All CTE and Athletic students met with the Elite Academic School counselor and Educators to discuss their 4-year plan. Often these plans included pathways to Career Technical Education Industry-aligned Certificates within various sectors and also lead students to a post-secondary plan of college or career.
- Athletic students are also given counseling and webinars on NCAA and Division 1 sports for college preparation.
- Elite hired a new School Counselor
- Established a contract with Care Solace for family and staff mental health support

Action Item 1.8 Successes:

- Teachers met with students and provide strategies and support on objectives not yet mastered per the benchmark assessment results.
- Elite Staff worked with parents to provide instructional strategies.
- Academic consultations or learning period meetings occurred weekly/bi-weekly and students discussed and shared their learning with their teachers.
- Workshops were provided on writing, test-taking, and literacy support
- Virtual courses have content teachers to challenge our students, provide personal feedback, offer tutoring sessions (in groups or 1:1), held live sessions, and opportunities for further enrichment.

Elite has developed a CTE curriculum and courses for all students using guidelines, rubrics, and CTE Industry standards that align to CCSS, NGSS, CTE Anchor Standards, and CTE Industry standards. Visual & Performing Arts Pathway courses, Marketing, and Recreation & Tourism courses are offered this year.

Overall, Elite Academic Academy is very proud of the successes this year in improving academic achievement for ALL students through effective instruction and a challenging/engaging curriculum. While COVID-19 has affected many other schools and school culture, Elite took the time to define and implement creative ways to support all students.

Some challenges that Elite faced when trying to meet Goal 1 are:

- COVID-19 affecting families and staff (health, home, and lifestyles)
- Some students struggled to find a balance between watching younger siblings at home (while their Essential Worker parents were at work) while trying to complete coursework or attend synchronous sessions.
- Students were not able to meet tutors in person due to COVID-19.
- Internet issues
- Mental Health due to COVID-19 (increase in student anxiety)

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 Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism 19-20 2.9% Baseline N/A	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, Teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We have a very small% of students who are chronically absent. We do have some sub-groups that we are watching specifically Asian and Students with disabilities that we must work to improve attendance rates. Overall, we have students showing up and attending school each day.</p>

Expected	Actual
	<div><div>LEARN MORE</div><div>Chronic Absenteeism</div><div><div>All Students</div><div>State</div></div><div></div><div>No Performance Color</div><div>2.9% chronically absent</div><div>No Data</div><div><div>EQUITY REPORT</div><div>Number of Student Groups in Each Color</div><div><div><div>0</div><div>Red</div></div><div><div>0</div><div>Orange</div></div><div><div>0</div><div>Yellow</div></div><div><div>0</div><div>Green</div></div><div><div>0</div><div>Blue</div></div></div><div>View More Details →</div></div></div>

Expected	Actual
<p>Metric/Indicator Expulsion Rates</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, Teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We are very proud of our 0% Expulsion rating. As a non-classroom based school, we are often the answer for many students who struggled in the traditional setting.</p>
<p>Metric/Indicator Suspension Rates</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We are proud of our 0% Suspension rate. As a non-classroom based school, we are often the answer for many students who struggled in the traditional setting.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	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 and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)	School Counselor 1000-1999: Certificated Personnel Salaries LCFF 40,000	School Counselor 1000-1999: Certificated Personnel Salaries LCFF 42725
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)	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 1,375,000 Classified Employees 2000-2999: Classified Personnel Salaries LCFF 150,000	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 1,429,170 Classified Employees 2000-2999: Classified Personnel Salaries LCFF 155,743
2.3 Excess tutoring for students who are struggling to complete courses or all falling behind academically.	Tutoring 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 83,688	Tutoring/Supplemental Support Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 191,377

Goal Analysis

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

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

There were many successes and challenges with the implementation of action/services to achieve LCAP goal #2. While the Global pandemic did cause some disturbances in day-to-day life with students, families, and staff, one thing did remain the same; Elite Academic Academy promoted positive ADA and climate outcomes by providing high-quality teachers, best practices, and interventions for all students.

Challenges:

- COVID-19 affecting students and families' health, careers, mental health, access to resources, and more. This played a large role in contributing to student absenteeism.
- COVID-19 affecting school climate in terms of students meeting with tutors, community partners, or teachers in-person to review curriculum, engage in enrichment options, or tutor in person.

Successes:

Action 2.1

- Students and families met in person (pre-COVID) or via Zoom to review expectations of the school and make a plan for the student's success.
- Student and parent expectations were communicated to families by Elite Educators and Directors frequently, and enforced by the Student Handbook located for reference on the school website.
- Students were engaged and supported by all stakeholders per the student interventions and plans on the student SST.
- Students were provided Syllabi and pacing guides at the beginning of the semester.
- Provided students with opportunities to accelerate graduation or to recover credits.
- Students in virtual courses engage with Content Teachers in all core classes through Live Synchronous sessions. Students are expected to work daily on their schoolwork. If not, a scheduled intervention meeting was held and follow-up/tracking of progress was completed to ensure student success and ADA.
- If academic progress and/or attendance/communication continued to be an issue, Elite Student Support Team was able to set up SST Meetings with educators, students, and parents to establish goals and determine interventions.
- All stakeholders were invited and work collaboratively to ensure the MTSS Support Systems were in place in order to foster student growth using the Whole Child Approach. Students who needed extra support also met by stakeholders working together for the SST process, 504 processes, or IEP process.
- Accountability data was shared every other Wednesday in Director meetings and Monday leadership meetings in order to analyze the students' access to curriculum and attendance/participation.
- Elite Educators were trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system (SIS) at the end of each learning period and in the student's independent study file. Parents also sign and confirm student attendance.
- Elite Educators were provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, teachers and Leads were able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.

Action 2.2

- Teachers were screened and fingerprinted by the DOJ before hiring and go through a hiring process by the Human Resources department. Teachers are trained by Directors and Compliance Staff before interacting with the parents and students.
- Annual Update for Developing the 2021-22 Local Control and Accountability Plan Page 20 of 62 Elite Academic Academy-Lucerne
- Professional Development in the areas of Compliance, Content Teaching, Teacher of Record Training, and Safe Schools training was held before school started.
 - Professional Development for Curriculum and leadership were held throughout the school year.
 - Educators were frequently in contact and meetings with their lead teachers or Directors for feedback, support, and training.
 - Staff Surveys were sent to staff for feedback and suggestions/needs.
 - Credentialed Educators served in their respected highly-qualified positions of content expertise.
 - High-quality CTE Credentialed Teachers were hired and pathways were established to support the students in their respected pathways.
 - CTE teachers and staff were sent to various Professional Development and consortium meetings via zoom.
 - Internal Curriculum team was formed and several new courses were written and added to Elite's Canvas system to serve students.

Action 2.3

- Students had access to a highly qualified Content Teacher for 6-12 core classes, which are all available for personal and

small-group tutoring sessions.

- Students who were struggling to complete courses or are falling behind academically were provided with a number of tutoring options as well as the option of participating in a school-wide support program.
- Students are provided tutoring from their Highly Qualified Teacher, Content Teachers, Program Lead, and other tutors as needed.
- Our school counselor worked closely to develop a plan for all students who are struggling or falling behind. The counselor provided community resources when needed and monitors academic progress to ensure students are getting back on track.
- CTE Teachers made were made available for tutoring students with high-quality instruction. Data was used to collect student progress and academic success through informal and formal testing, benchmark assessments Assessment scores, and Industry Certifications.

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 Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Survey Results 19-20 Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings. Baseline # Of Survey Participants we received surveys from 10% of the student population. Over 90% of them were satisfied with the school and felt supported by teaching staff.	Intake Survey Participation: COVID 19 Check-In Surveys: Spring Stakeholder Survey:
Metric/Indicator Survey Results 19-20 Elite Academic Academy will maintain a high Satisfaction Rate. Baseline Satisfaction Rate 90% of families we satisfied with the school	Intake Survey Participation: COVID-19 Check-In Surveys: Spring Stakeholder Survey:

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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).	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000 Zoom/Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 3000	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 1905 Zoom/ Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 2839
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)	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF 126,750 Marketing Coordinator 2000-2999: Classified Personnel Salaries LCFF 30,000 Board Effects On Line Board Agenda Platform 5000-5999: Services And Other Operating Expenditures LCFF 5000	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF 130,262 Marketing Coordinator 2000-2999: Classified Personnel Salaries LCFF 27,838 Board Effects On-Line Board Agenda Platform 5000-5999: Services And Other Operating Expenditures LCFF 4900
3.3 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)	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 1905	Included in 3.1
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)	N/A	N/A
3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)	Job Positions Platform 5800: Professional/Consulting Services And Operating Expenditures LCFF 5800	Job Position Platforms 5800: Professional/Consulting Services And Operating Expenditures LCFF 1875 Admin HR Assistant 2000-2999: Classified Personnel Salaries LCFF 3761

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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)		N/A
3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated as needed and required by law. (EL)	Outsources Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 8450	Contracted Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 4000
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)	<p>Certificated Leadership 1000-1999: Certificated Personnel Salaries LCFF 550,000</p> <p>Classified Leadership 2000-2999: Classified Personnel Salaries LCFF 350,000</p> <p>Contracted Business/Operating Leadership 5800: Professional/Consulting Services And Operating Expenditures LCFF 50000</p>	<p>Certificated Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 528,221</p> <p>Classified Leadership Employees 2000-2999: Classified Personnel Salaries LCFF 379,524</p> <p>Contracted Business/Operating Leadership Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 46000</p>

Goal Analysis

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

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

LCAP Goal 3 was met with many successes and few challenges. Below are the challenges and successes Elite Academic Academy faced while implementing the actions/services to achieve this goal:

Challenges:

- In-person communication between stakeholders due to the pandemic was a challenge because a lot of stakeholders prefer face-to-face interaction.

- Student mental health services had to be completed virtually due to pandemic
- Parent workshops were moved to virtual workshops which decreased participation due to zoom fatigue
- In-person Professional Developments and conferences were held virtually which decreased collaboration with colleagues and other professionals
- In-person student workshops such as VAPA and CTE hands-on experiences were halted due to the pandemic

Successes:

Action 3.1:

- Communication was made with all Stakeholders using our Global communication system, ParentSquare, through academy newsletters which are posted in Parent Square and linked to stakeholders email accounts and Parent Square apps. These newsletters are individualized for each academy and include specific information for student opportunities such as field trips, VAPA, travel, clubs, and athletic opportunities so that all students were given access to Elite opportunities.
- Students and parents receive weekly FastForWord progress reports to view progress and participation data.
- Follow-up SST meetings are held every 6-8 weeks with parents, students, and teachers to ensure accountability and progress is being made.
- "We Care" surveys were sent quarterly to ensure family needs are met during COVID and followed up by Student Support Director and counselor with resources for families.
- Virtual field trips and webinars were scheduled and linked on ParentSquare for all students to participate.
- Due to efforts from IT and Marketing, parent engagement increased at 96% on ParentSquare.
- Marketing sent school-wide event information to each Academy to include in their newsletters
- CTE staff regularly communicate with students and families about opportunities. They host webinars, podcasts, clubs, and informational sessions about their industry.
- CTE Industry webinars held for all students to attend. 8 different industry professionals were available for a Q&A with students and families.

Action 3.2

- ParentSquare was used to notify families of events. Email and phone calls were also used as needed.
- DELAC, LCAP, and other committee meetings were posted on ParentSquare for all who wish to attend, as well as the school website.
- All Elite Activities and School Board meeting minutes were posted on the Elite website and ParentSquare for school and public access.
- Any surveys or important information was sent to all parents through ParentSquare or Panorama so that the information is archived and searchable by all and data is accessible by Elite Admin.

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- Board Meetings are posted on our Board and Leadership webpage immediately following the adjournment.

Action 3.3

- A variety of parent workshops held throughout the school year to support stakeholders and parents with tools for student success, education on social and emotional learning, and family engagement.

September 2nd - Find a Community Partner Pt. 1

September 3rd - ParentSquare Tutorial

September 9th - Find a Community Partner Pt. 2

September 14th - Parent Monthly Workshop: Elite 101

September 22nd - The YouSchool Parent Workshop

October 12th - Parent Monthly Workshop: Homeschool for Beginners November 10th - Parent Monthly Workshop: Technology Tips December 14th - Kindness Program Challenge

January 12th - The YouSchool Parent Workshop

March 8th - Parent Monthly Workshop: Student Support Services March 30th - The YouSchool Parent Workshop

April 12th - Parent Monthly Workshop: Testing

- Communication to students, observer accounts (parents), teachers, and other staff through the LMS Canvas system announcement.
- Webinars on topics such as Common Core, Bullying, Suicide Prevention, and social-emotional wellbeing were coordinated by the Counseling Department and posted on ParentSquare for all to attend.
- The calendar of events was regularly updated by marketing on both the Parent Portal school webpage and the ParentSquare calendar.
- A calendar of events for VAPA, Athletics, and CTE events such as guest speakers, webinars, and field trip opportunities is provided for stakeholders, parents, and students through Parent Square app, emails, and social media. All students and parents are welcome to attend any event.

Action 3.4

- Emails are sent to address any concerns, laws, or urgent messages for stakeholders.
- Students & parents were provided a handbook that states student expectations.
- Teachers are provided a handbook that states staff expectations.
- A foreign language translator was made available to support non-English speaking families Documents are provided in the families Native language as needed.
- Our social media and website showcase many of our students, all of whom have different strengths and backgrounds.
- We encouraged students to get involved with their interests by providing information about VAPA opportunities, college campus tours, Athletic Events, etc.
- Elite's line of communication is open and transparent. Academies have Directors and Lead available to assist with staff, student, and family needs.
- The Leadership Team met weekly and collaborates on "Best Practices" for our students and families.
- Cabinet was available at all times to collaborate on any new ideas and help with any problems that arise.

Action 3.5

- Hired the Director of Finance to support and lead the business department.
- Career Tech Education, VAPA, and Athletic Leads & Director vets all new and potential enrichment vendors to ensure the quality of instruction, the safety of students, and fair partnership practices.
- Community Partners were cleared according to Elite policies (DOJ fingerprinting, Insurance, etc.)
- All of their staff were approved through legal avenues.
- Community Partners had to provide proof of insurance coverage and provide a description of the services they provided for our students.

Action 3.6

- Teachers and staff complete online safety training courses with Safe Schools.
- Teachers attend PD meetings to go over laws and school-wide practices.
- Teachers and staff were updated by HR with TB testing needs and also given proper PPE for COVID protection.
- Teachers and staff were given regular updates on CA county COVID guidelines.
- Families were provided COVID guidelines per county on the school website and through communications.

- Teachers and staff were provided COVID vaccine information per county and letters of employment for those who wished to receive the COVID vaccine when it was available for Educators.

Action 3.7

- Parent Square can automatically translate posts into Spanish for Spanish-speaking families.
- All documents were translated into a language that is appropriate for family members. Spanish-speaking staff provides translation services when needed.

Action 3.8

- Clear and consistent protocols are sent to the staff by the Compliance, Human Resources, and Business Services departments.
- Training or professional development is provided to Directors when there is a change or update in procedures.
- Compliance feedback is provided and additional training is available to support staff with corrections.

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 Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator From baseline/prior year data:18/19 - 9/11 Graduates = 81.82% 19-20 Increase the graduation rate by 2% :19/20 15/18 Graduates = 83% (this includes the 12 that are expected to graduate)	EAA-ME attracts many high school students who are extremely credited deficient and have either dropped out or left the traditional setting. Our graduation rate is always going to be a challenge as we often do not have our students for 4 years (a cohort). Many of our students join us in their junior/senior year significantly behind in school and need additional time beyond the 4 years to catch-up and graduate. So while our numbers here are significantly lower than the state, we are comparing apples to oranges. We are honored to serve our credit deficient students and give them a second chance to complete their needed diploma. These students need a home and each one that graduate is a celebration for us! For the 20/21 school year, EAA had a 78% graduation rate.

Expected	Actual
<p>Baseline 18/19 - 9/11 Graduates = 81.82%</p> <div data-bbox="111 248 1020 1247"> <p>All Students</p> <div> <div>All Students</div> <div>State</div> </div>  <p>No Performance Color</p> <hr/> <p>Less than 11 students - data not displayed for privacy</p> <p>Number of Students: 9</p> </div>	
<p>Metric/Indicator From baseline/prior year data:</p> <p>19-20 % students enrolled in courses for UC/CSU</p> <p>Baseline</p>	<p>EAA has made significant progress in CSU/UC A-G course participation. Each student starting in grade 9 is on track for College and Career post-secondary education. Elite has worked very hard in writing their own curriculum and having it evaluated and approved by the UCOP system. For the 20/21 school year EAA had 93% of students participate in A-G courses.</p>

Expected	Actual
% students enrolled in courses for UC/CSU	
Metric/Indicator From baseline/prior year data: 19-20 Increase students who complete CTE certification courses by 2% Baseline Increase students who complete CTE certification courses by 2%	20/21 was a fantastic year for Career Technical Education (CTE), as the CTEIG helped EAA to grow pathways and write new CTE courses for student participation. 47% of students participated in CTE courses this year, and we are looking forward to students completing pathways in the 21/22 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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)	CTE Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 83,934 Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30000	CTE Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56816 Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28553
4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)	EdJoin/Indeed 5800: Professional/Consulting Services And Operating Expenditures Title II 1000	Edjoin/ Indeed- Already included in goal 3 action 5
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)	Test Preparation Materials 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 7000 Assessment Director 2000-2999: Classified Personnel Salaries Title I 17000 At Promise Director 1000-1999: Certificated Personnel Salaries Title I 17000	Test Preparation Materials 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 9000 Assessment Director 2000-2999: Classified Personnel Salaries Title I 16456 At Promise Director 1000-1999: Certificated Personnel Salaries Title I 16456

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 18,940
4.4 ACT preparation and Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI,FY)	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,380	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

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

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

LCAP Goal 4 was met by Elite Academic Academy staff and stakeholders with open arms. While the COVID-19 Pandemic proved to be a challenge for some, it allowed our staff to grow, develop, and implement programs, curricula, and support for students to graduate from Elite Academic Academy college and career ready.

Challenges:

- 8th-grade student interest in CTE courses. A lot of 8th-grade students struggle academically, therefore, it was difficult for students to balance elective CTE courses or elective SEL courses with their traditional core courses.
- CAASPP testing equipment took a long time to order due to the demands of technology need and use because of the global pandemic.
- SAT/ACT test waivers were a challenge because our authorizing district only had so many to share.
- Applying to be a SAT/ACT testing school since we are an independent study school has proven to be a challenge

Successes:

Action 4.1

- Career Exploration courses were made available for all high school students.
- Some students utilized California Career Zone and their workbooks to explore their interests and see what type of learner they associated with and define their interests.
- 42 students Elite wide were enrolled in Dual enrollment with community colleges
- Offering of high-quality online electives in fields such as Fashion Design, Photography, Art History, Language, Life Skills, Study Skills, VAPA, Digital Marketing, and more.

- To promote a college and career-going environment, the counseling department continuously worked with students in developing 4-year high school plans. These 4-year plans provided and established the college and career goals for each student based on their individual academic performance. This plan allowed students a guide on how to further explore their interests and create a post-secondary pathway to achieve their future aspirations.
- The counseling department partnered with local community colleges to establish a relationship and dual enrollment opportunities for students.
- Students were exposed to many college students via webinars and also had college tours in person (pre-COVID) and Virtual college tours.
- Career Technical Education pathways align to CSU/UC, Community College, and Certificated programs for students to pipeline students to certificate completion.
- Beginning and concentrator courses for Visual and Performing Arts, Marketing, and Tourism offered.
- Students are also enrolled in concurrent enrollment with the Community College CTE programs in the Culinary Arts pathway and Welding Certificated program.
- Introduction pathway courses for 8th-grade students are currently in development to bridge students from middle to high school CTE courses. Currently, Elite offers Visual and Performing Arts Introduction courses to 8th-grade students to bridge into the High School Visual and Performing Arts Courses.
- Applied for the CTE Incentive grant and was awarded for the 20-21 school year to help expand CTE pathways.

Action 4.2

- As Elite continues to grow, marketing uses our platform on LinkedIn to spread the word about all of our job openings, opening the positions up to qualified candidates. Join and Indeed are also used.
- The CTE Department wrote job descriptions for Highly Qualified Career Technical Education Educators to teach the Career Technical Education courses and oversee their CTE pathway departments; as a result, CTE teachers were hired.
- Improvement through Instructional practice has been achieved by recruitment through Edjoin.org job postings and a rigorous interview process that includes a two-step interview process with tasks assigned to the potential employee to showcase skills and talents.
- Highly Qualified teachers placed in the correct positions and given training and mentoring by Directors and colleagues. Elite supports Highly Qualified teachers by ongoing Professional Development opportunities and ensuring credentials are maintained.

Action 4.3

- Students were given access to the CAASPP website to practice using the tools. Students were also guided by their teachers.
- In addition to specific CAASPP test prep, students who received a one or a two were given access to Fast ForWord reading intervention.
- Teachers attend a 4-Part CAASPP Training, including virtual implementation directions.
- Students practice Smarter Balanced Question types & Universal Tools through CAASPP Virtual Coursework on Virtual LMS.
- Documented Low & Below Grade-Level Students Tested in i-Ready (Feb/March), which correlates Content & Question Types to Smarter Balanced/CAASPP.
- Teachers administer Practice Tests with students 1:1 and Small-Group.
- Weekly CAASPP testing support and fun activities for students are sent from March-May
- Staff is trained on the test delivery system, navigational tools, supports, accommodations, and test questions.
- Students and parents were encouraged to take the online math and language arts CAASPP practice tests.
- Computers were provided for students in need so they can access online assessments and curriculum
- Using the web tool Edulastic, CAASPP-like practice assessments were created for all students.

Action 4.4

- Educational funds are used to help access community college courses.
- SAT/ACT and Advanced Placement waivers available for low-income students.

- Partnering with Authorizing districts to offer Elite students enrollment opportunities for SAT /ACT and AP testing in their schools.
- Students who chose to take an Advanced Placement course were provided with the opportunity of fee waivers by the Elite school counselor.
- Currently in contact with the College Board and starting process for offering Advanced Placement courses and SAT testing within our school

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom account purchases for increasing remote services to students	2700	2850	Yes
Webinar contracts with outside vendors to increase engagement and keep students feeling connected to school and to their local community while isolated at home	4000	500	Yes
One year partnership with YouSchool to provide SEL and mental health professional development and curriculum for both staff and students, focused on specific COVID-related wellness issues.	8750	8750	Yes
Personal protective equipment (PPE) and cleaning supplies for office locations and staff interacting with others	2000	2000	Yes

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

We did have a reduction on costs for webinars and many community partners offered them for free or little charge.

Analysis of In-Person Instructional Offerings

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

Challenges: The challenges that were presented this year in ensuring students had connections were that COVID--19 affect many Elite families and staff. The theme for the school year was “Connections” and Elite did a great job of building the connections with students; however, many students and families connected to Elite had COVID run through their households or affect their jobs and routines, which made it difficult to ensure all students were able to be consistently connected.

Successes: The above actions were very successful in implementing for the LCP for 2020-2021. Increasing the zoom account purchases allowed ALL staff to have a Zoom account and not limit the number of students they were able to meet with at a certain time, as well as the amount of time they were to meet with students. The zoom accounts also allowed for teachers to record their synchronous lessons for students to view if they were not able to attend the live session or to look back and reference the recorded lesson for clarification and understanding. The zoom accounts also allowed for several parent webinars to take place, various student

club activities that allowed students to gather safely and socialize, and also allowed for staff professional development and collaboration to occur. The one-year contract with YouSchool was also successful in that YouSchool offered parents and staff members many opportunities to attend workshops virtually which offered parent social and emotional support, mental health services, and focused on specific COVID-related wellness issues. Other webinars such as CTE webinars with industry professionals, Visual and Performing Arts webinars, and Technology Webinars were offered to keep students engaged and connected.

Find a Community Partner Pt. 1

ParentSquare Tutorial

Find a Community Partner Pt. 2

Parent Monthly Workshop: Elite 101

The YouSchool Parent Workshop

Parent Monthly Workshop: Homeschool for Beginners Parent Monthly Workshop: Technology Tips

Kindness Program Challenge

The YouSchool Parent Workshop

Parent Monthly Workshop: Student Support Services The YouSchool Parent Workshop

Parent Monthly Workshop: Testing

Sports Academy Staff Movement

California Poppies Webinar

Integrating STEAM Guest Speaker Presentation

Ed Tech Webinar for Staff

VAPA Guest Speaker Series

Staff members were all mailed PPE by Elite Administration to ensure they were protected and taking safeguards from the pandemic. Cleaning supplies also kept the central office clean and staff safe while accessing the office.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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. (All Students)	7858.00	8000	Yes
Curriculum Shipment Team/Office Space: Responsible for shipping curriculum to students and staff; maintaining inventory of curriculum and reordering as necessary; collecting curriculum at the end of each learning period	75000	75000	Yes
Curriculum Shipping/Creation: Creating paper curriculum workbooks for students without internet access. Shipping curriculum to all students.	120000	89716	Yes
Team Viewer purchase: To provide remote technical assistance for students and staff	600	600	Yes
Chromebooks w/LTE Service purchase: To provide remote access to curriculum for students without devices and Internet access at home	25,000	23500	Yes
Canvas LMS purchase: To provide access to Elite-created curriculum within an LMS.	4500	4500	Yes
ParentSquare: Family communication network and calendar of events for remote functions.	2500	1900	No
Monday.com to oversee communication, student progress, and provide streamlined support to all staff	1750	1750	No
SolarWinds Help Desk to streamline technology support to staff and families via remote assistance	2000	2200	No
Sports Academy partnership to ensure students and staff receive quality physical fitness, nutrition, and health support through webinars, a custom-built app, and (when in-person services resume) access to local YMCAs	5000	5000	No

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

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of the Distance Learning Program

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

The following lists and explains Elite Academic Academy's challenges and successes with implementing the following elements of the distance learning program in the 2020-2021 school year.

Continuity of Instruction

- Successes:

Since Elite Academic Academy is an independent study school with a Virtual program and homeschool program, the continuity of instruction was an easy adjustment for staff and some students. Elite Virtual Academy staff has already been serving students in the capacity of virtual learning since 2018; therefore, Elite educators and directors already had plans in place for student instruction and support. Live lessons, understanding scheduling, and using Zoom tools for instruction were all familiar with Virtual educators and students. Elite Virtual Educators were able to support student learning and instruction with the support of virtual tutors in math and language arts-all who are effective with online teaching pedagogy. All courses in the Virtual academy had previously been A-G approved through the UC/CSU system, and designed to instruct students virtually through the various pacing and lessons. Having Elite Educators already effective with online instruction allowed for the mentorship of our Virtual Educators to mentor the Homeschool and Flex educators with online instruction and communication with students and families. Another success with the continuity of instruction is that it allowed for our Flex program to branch out and deliver their curriculum on the Canvas LMS system. It allowed core courses such as high school English and math to be updated, added to the Canvas LMS, and to be submitted for A-G approval. The redesign of curricula, placing it in Canvas LMS, and having Highly-Qualified Credentialed educators teaching and supporting students, allowing for a bigger population of Elite students to earn A-G completion and to prepare all students for college and career.

- Challenges:

Students and staff that teach and attend our Homeschool and flex Academy were not familiar with the structure of online instruction. Elite educators in the Flex and Homeschool academy had to pivot their traditional approach of independent study learning and instruction, to online instruction and communication. For educators who were used to meeting students face-to-face, it was a difficult transition for some. In-person labs and tutoring were not available for students due to COVID-19 restrictions within the county and state, which made it difficult for students and staff to support students through lessons/labs/tutoring that usually occurs in person.

Access to Devices and Connectivity

- Successes:

Many Virtual students in EAA had already been issued Chromebooks; however, with the Distance Learning Program, all students needed access to curriculum and instruction; therefore, our IT department worked diligently to ensure that all EAA students had access to the internet and Chromebooks. Chromebooks were ordered and issued to students across EAA. Another success was that the IT department was able to double the amount of LTE-enabled Chromebook devices issued to students. This allowed students without reliable wifi at home to connect to the internet to access curriculum and instruction. To ensure students who traditionally would not take online courses had equitable access to curriculum and instruction, EAA built their own Canvas LMS for CTE and Flex Academy curriculum; making it easier to engage and interact with educators and curriculum. A Help Desk was also implemented for staff and students to create Help tickets for IT, which helped to align and prioritize IT help.

- Challenges:

Several EAA students live in rural areas that lack adequate cell service and as a result, even providing students with connected devices, it sometimes did not connect to the internet because the students' homes were so far from any type of cell service. Students were mailed curriculum via paper and pencil and had to schedule certain times to drive to cell service areas to meet with teachers virtually, as well as mail their coursework to the teacher. Due to COVID-19, the purchasing of Chromebooks was a difficult task because the supply was low and the demand was high. This resulted in larger wait times for devices for students in need. Another challenge with the access to devices and connectivity was the increase in IT support. As families and staff relied on Zoom for connecting with one another, the need for Tech support increased. With only one IT person on staff, the wait times for responses increased and led to frustration.

Pupil Participation and Progress:

- Successes:

Students all had access to high-quality instruction by certificated Elite Educators with a combination of synchronous and asynchronous lessons. Students who could not make the synchronous lesson were provided with the recording to access and complete coursework at their own time. Elite Administrators checked the LMS for student engagement daily and reported absences to teachers who were able to call and connect with students to ensure engagement was taking place. All Elite students were assigned a Teacher of Record, with who they met weekly/bi-weekly, to discuss, plan, and monitor student progress. The use of iReady and Scantron testing was also a great way for our teachers to monitor student growth and progress. The implementation of ALEKS math and FastForWard Literacy program helped many students grow and reach their math and literacy goals. These programs also gave weekly statistics to families and teachers to help monitor student participation and growth/regression. Many students also engaged in our school clubs, webinars, and virtual field trips. This information was communicated to parents and students through our Parent Square application in the calendar section. Some examples of student engagement were: Podcast Club, Quest Crew (nature) Club, Core Us (Choir), The Art Seen (Art Club), CTE Industry Speaker Webinar Series, Yearbook Club, Athletics Webinars, Fitbit challenges with student and staff, Stacking Cup Challenges, and virtual Field trips to many zoos, The Museum of Tolerance, college tours, and National Parks. The Care Solace was also introduced to families and staff. This app was placed on our school website and is a concierge for Mental Health

services free of charge to families and staff. An internal Survey called, We Care, was distributed to students quarterly, which allowed administrators to understand students' emotional challenges and needs, and to address those needs.

- Challenges:

Some challenges with pupil participation and progress were the fact that students and their families were diagnosed with COVID-19 and unable to participate or engage in school for two weeks due to feeling ill. Some students who are homeless or in a rural area with little connectivity to cell service or wifi were unable to consistently attend synchronous lessons for live support. Another challenge was student anxiety and depression. The pandemic enhanced student anxiety and depression, which resulted in some students not having the motivation or mental capacity to engage in school work and instruction. Lastly, due to the pandemic, we have several students who were left to care for their younger siblings at home while their essential parents had to work. This left older students feeling exhausted and unsure of how to structure their school day.

Distance Learning Professional Development:

- Successes:

Elite Educators were given professional development sessions in the summer and throughout the school year on how to interact and use the Canvas LMS system, Zoom, GoogleDocs, Google Classroom, and various educational apps such as nearpod, FlipGrid, and Loom. Educators were able to build and design their courses in Canvas for students to engage, and they were also able to use a variety of educational apps to keep the academic engagement moving forward throughout the school year. Elite staff was also trained on the iReady platform. The i-Ready platform allowed the Elite Educators and Administrators to evaluate student learning and use the data to design lessons and mitigate and close the learning gaps. Professional Development for Specialized Academic Instructors was also held to ensure that IEPs were effectively held via Zoom. The YouSchool was also contracted with EAA and held professional development opportunities for staff members which focused on student engagement, connections, and building social and emotional wellness. Several staff members also attended The Cue online conference/workshops to learn how to empower post-COVID Learners and a variety of other workshops. Several Professional Development Webinars were also attended to prepare staff for changes in WASC, LCAP, CTEIG, and Charter laws/changes.

Challenges:

Challenges with Professional Development were that staff was not able to attend professional development in-person, which often made it difficult to ensure all staff was able to receive the proper training and engagement. It was also difficult for staff to bond and become comfortable with one another if they were new to EAA.

Staff Roles and Responsibilities:

- Successes:

The Human Resources Department took on the role of ensuring that Community Partners, Staff, students, and our website were updated weekly with COVID-19 county restrictions. This communication was critical to ensure our students and staff were safe. The Human Resources department also ensured that families had the proper resources and needs if they were affected by COVID-19 in

their home. The Community Partner Director took on the role of working with our Community Partners for Outdoor participation waivers from the county for certain community partners that offered safe outdoor extra-curricular activities. They also mailed out PPE equipment to staff to ensure safety when/if visiting the office as needed. Directors and CEO planned Webinars and Professional Development opportunities to support staff members with the transition to Distance Learning. The Shipping Department was effective in shipping materials and curriculum to students in a timely manner.

- Challenges:

Due to COVID-19 restrictions, many staff members were not allowed to work inside the central office during stay-at-home orders; therefore, it made it difficult for staff to access materials needed in the central office to print items, ship items, and receive items.

Support for Pupils with Unique Needs:

- Successes:

The student population of pupils with unique needs had many successes with the Distant Learning Program. For example, the one-on-one virtual attention was very helpful for students. Zoom proved to be a great tool to use with students who require one-on-one attention, but sometimes have a difficult time traveling to meet a teacher in a public location. Another success was the flexible schedule. Many students with unique needs need the opportunity to take breaks and then return back to their academic tasks, and the ability for the students to learn at a flexible pace and at various times in the day was a positive aspect of Distance Learning. Distance Learning also allowed for educators to connect with parents /guardians in the home and to support and train parents/guardians on how to best support their student(s). Students were also provided accommodations for Distance Learning in their IEP's as needed and accommodations were implemented.

- Challenges:

With successes, came a lot of challenges with students who have unique needs. For example, many students require a routine and structure in their schedule and if the parent did not implement this in the home, the student faced many behavioral or regulation issues. Another challenge was with the use of technology. If a student was unfamiliar with the use of technology, they were challenged with learning how to access and use technology daily in order to complete work or meet with their Specialized Academic Instructor. Lastly, the lack of in-person support services has contributed to the developmental skill plateaus or regression with students of unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELA/Math Tutoring provided by in-house and contracted tutors to assist struggling learners	50,000	99,037	Yes
Fast ForWord, an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner.	4725	5100	Yes
Aleks Math, a Web-based assessment and learning system to quickly and accurately determine exactly what a student knows and doesn't know in a course, and to provide targeted instruction in the needed areas.	2500	5300	Yes
Panorama Education contract to collect valid and reliable feedback on SEL and school climate surveys	2375	4375	Yes
Contracts for webinar-based workshops for parents on topics such as how to support their children at home; how to prepare for state and college acceptance tests; and how to effectively use technology for at-home learning	2000	2850	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of Pupil Learning Loss

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

In order to prevent Pupil Learning Loss, Elite Academic Academy took many necessary action plans to support all students. The following explains the successes and challenges faced while implementing the Learning Loss Prevention plan in the 2020-2021 school year.

- **Successes:**

Pre/Post Scantron Assessment and Pre/Post iReady Assessments were administered to all students to assess current levels of learning and then a post-assessment to indicate growth of learning. This allowed Educators and Directors to indicate which students

needed extra intervention in reading and math for the school year. FastForWard, an adaptive reading, and language program was adopted by Elite and implemented for students to access at least three times a week for 30 minutes each time. Students who completed at least 40-60 hours in the FastForWard program, had significant gains of 2 years in reading and comprehension level. Students enjoyed the FastForWard program and were given headphones with a microphone and computer access to ensure they were able to access the program from their home. Students who struggled in math were given alternative math options using ALEKS math. ALEKS math provides students with a learning platform that supports students to master mathematical skills and build upon their mastery. ALEKS and FastForWard provided parents and educators with weekly reports of students' progress and analytics so that all stakeholders can see student progress or where another intervention may need to take place. In-house tutoring was also a huge success for students during the 2020-21 school year. Two tutors (math and ELA) were hired by Elite and available to tutor students 1:1 or small group via zoom. Students took advantage of free tutoring options, and to date, the tutors have had over 1,300 tutoring sessions to date. Students with an IEP were given an updated IEP to accommodate students during the Distance Learning. Students that met the criteria of DASS for high school graduation were placed on track and supported by the school counselor to ensure they were meeting the criteria for graduation. The Student Support Service team held successful SST's and monitored student progress throughout the school year to ensure all struggling students were making academic progress. Our school counselor worked with at-risk youth to ensure that mental health and wellness were a priority. EAA adopted SEL curriculum for middle and high school students to support SEL services. The Panorama Education survey was successfully communicated and distributed to stakeholders. The data was used to drive LCAP goals, determine gaps in meeting stakeholders' needs, and helped to drive instruction. Active referrals to Care Solace for follow-up treatment with mental health. The YouSchool partnership with EAA supported parents/guardians with the proper tools they needed emotionally to support their students at home. Collaboration between General Education teachers and SPED SAI was consistent to best support students.

- Challenges:

Some Challenges with Pupil Learning Loss would be the access to the internet. As stated before, many students live in rural areas and did not always have consistent wifi connectivity; therefore connecting with Elite Educators and coursework was sometimes difficult and students would miss assignments. COVID-19 diagnosis also was a cause for learning loss, as students who were affected missed out on daily instruction while recovering. Many parents were too busy with working or caring for family members, that parent involvement and engagement for workshops were often met with low attendance.

Analysis of Mental Health and Social and Emotional Well-Being

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

Monitoring the mental health and social and emotional well-being of students during 2020-2021 was especially important as students have never navigated through a global pandemic or a shift in how they are educated. Below outlines, some successes and challenges EAA encountered during the school year.

Successes:

- Elite's "We Care" survey was a success. Over 500 students completed the survey during the first two quarters. The We Care survey checked in on students' access to teachers, support from Elite staff, how the students were feeling, and anything else the student wished to declare within the survey. The survey helped Elite staff to understand the mental health and social and emotional well-being of their students, which allowed the staff and counselor to reach out with systems of support. This data was used appropriately to support students' well-being.
- The Securely computer program was also purchased and placed on student-issued Chromebooks to inform the IT Director if students were looking at websites that were flagged inappropriate, or if students were using keywords online that would be a trigger for emotional or mental health interventions. The Securely program has helped Elite staff intervene in several situations where students needed mental support and resources.
- Several school-wide events and clubs allowed all students to attend and feel a sense of connection and socialization via Zoom webinars, field trips, and club meetings. The Kindness Club and Lunch Bunch were also created to provide students with a group of teachers and friends to eat lunch with virtually and socialize via zoom.
- Staff members completed Child Abuse and Neglect mandated reporter training, suicide prevention training, and anti-bullying training.
- Our school counselor supported families and staff members with our Care Solace Referrals.
- Wellness webinars in partnership with YouSchool were held and recorded for families and staff to support student mental health and wellness.
- Individual counseling was held for students with our school counselor and then referred to outside services when applicable.
- Employee benefits packages provide ongoing mental and emotional health services.
- Updated webpage with Care Solace and other mental wellness information.
- Partnership with Sports Academy for staff Health and Wellness weekly classes and ongoing weekly health and wellness support.
- Health and Wellness Resources for all students in each county distributed by the school counselor.
- The YouSchool "Equipping Families to Soar" webinar series for parents accompanied by worksheet resources for supporting their students.
- PE Now "Minute to Win Challenges" for students to participate and move!
- Fitbit student and staff challenges helped students get outside for steps, exercise, and fresh air.
- Creation of the Student Support Services team has helped to establish a team of support for students with a clear, cohesive plan.

- Teacher participation in the San Diego Department of Education Webinar trainings such as (What I Wish My Teacher Knew: A Strength-Based Approach to Creating Trauma-Sensitive Classroom)

Challenges:

- Students that needed social and emotional help were not able to meet in person for help with staff members, community members, or the counselor due to COVID.
- Many students felt isolated and alone because of the stay-at-home orders.
- Several Suicide Risk Assessments had to be administered by our School Counselor and little in-person support or extracurricular activities for students because of the Stay-at-home orders.
- Depression was very prevalent in many students and not having in-person support.
- Not being able to meet as a whole team in person to create interventions and support plans for mental health.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and family engagement and outreach during the 2020-2021 school year were met with many challenges and successes. Throughout the school year, EAA closely monitors student engagement, participation, and attendance. Since EAA is an independent study school, we have certain strict processes in place to ensure daily engagement is met.

Successes:

- Parent Square application for streamlined communication to staff, students, and parents.
- Master Calendar of events and links for events allowed all students, staff, and parents to access events.
- Canvas LMS daily and weekly reports of student engagement and completion allowed for Directors and teachers to monitor and communicate student academic participation.
- Non-compliance protocols were followed by Elite educators and Directors and followed up by the compliance team if a student was out of compliance (absent).
- Multi-tiered intervention plan for students to re-engage in classes: Teacher meets weekly/bi-weekly with students. If the student is chronically absent, the Teacher makes the first contact with the student and family and offers support. Tutoring is offered to the student. If the student continues to not engage, a letter of non-compliance is sent to the parents, and attendance is monitored. A second letter is sent if the student does not engage in coursework or classes and the parents, student, and teacher meet to create an intervention plan for the student.
- Learning Period attendance logs are sent every 8-15 days to parents for signature and samples from student coursework is also collected as evidence of learning and engagement.
- Student Support Team was developed to help support students and parents with students who are struggling to engage and learn.
- Access to student contact information through the Student Information System

- Parent Workshops hosted by YouSchool.
- Student Webinars and clubs allowed student to participate and engage with one another and community partnerships such as: Podcast Club, Quest (Nature) Crew Club, VAPA CLub, Core Us (Choir), The Art Seen (Art Club), Equestrian Club, Golf Club, CTE Industry Webinar series, Virtual Field trips, Kindness Club, and Lunch Bunch clubs.
- Athletic gear given to students to help support health and wellness at home.
- Grasshopper phone extensions to support communication between staff and students.

Challenges:

- Students living in various counties in Southern California and not being able to hold in-person outreach and engagement activities for students and parents to attend.
- Families not answering emails or phone calls when trying to reach them due to chronic absences and not being able to complete a home visit because of Stay-at-Home orders.
- Parents not being able to adequately support or check their student's engagement in courses because of their lack of knowledge on the LMS.

Analysis of School Nutrition

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

Elite Academic Academy is an independent study school, not a site -based school, which does not provide nutritional meals to students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Website Hosting to keep our community engaged with our services	30,000	30,000	No
Pupil Engagement and Outreach	Outreach Grasshopper for remote phone services to staff so that families can continue to connect	1,500	487.12	No
Pupil Engagement and Outreach	Outreach boxes: Students each receive a box that contains physical fitness gear, art supplies, school-branded notebooks and other school supplies, and additional items that would normally be part of an in-person school experience. These are meant to not only instruct but to build connections between the student and the school community while providing a well-rounded education.	50,000	18000	Yes

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

We had a reduction in costs for outreach boxes and items placed in it.

Overall Analysis

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

Transitioning from in-person flexible support to Distance Learning has allowed Elite Academic Academy to spread its wings, readjust, and set new goals. While distance learning may have been foreign to some, Elite has always had a virtual academy, where students accessed school from a "distance". The Distance Learning Program allowed Elite to expand and refine processes and procedures with all three academies: Homeschool, Flex, and Virtual, to ensure that all students were engaged and the whole child was being served and supported by Elite staff. Some driving factors in creating the goals and actions in the 2021-24 LCAP were about supporting the student while attending Elite and post-graduation. Another driving factor is the Social and Emotional well-being of our students. Elite has learned that students need extra support. Although students are learning from home, parents don't always have the necessary

tools or time to ensure the students are academically progressing. This is why Elite has developed goals with some of the following actions for the 2021-24 school years:

- Participate in the SST process
- Receive tutor support from in house and approved partners
- Learn test-taking and time management strategies
- Enroll in Dual Enrollment, CTE, or other elective opportunities
- Social and Emotional Learning Opportunities
- Academic Coaches, Content Teachers, TOSAs, and Instructional Aides to provide targeted intervention
- Develop a tutoring hub to provide 1:1 academic support that targets Math and ELA content standards
- Increase Chromebook deployment to provide access to digital intervention tools
- Increase SEL courses and programs to support student success
- Implement MTSS school-wide
- Extended School year intervention for grades K-8
- Extended School year credit recovery/acceleration for grades 9-12
- Digital curriculum aligned to common core
- UC/CSU A-G approved curriculum
- Support of VAPA programs at the Elementary and Middle school level
- Support Athletics and Math Field day
- Continue to support innovative projects that support student learning and growth
- Provide meaningful and transparent communication, by the Marketing Coordinator and Administration, through social media, marketing, communication apps, technology and in-person meetings with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input.
- Establish Mental and Physical Health Services for students and staff.
- Mental health Awareness Creation of Mentoring and Coaching program for Middle/High School students.
- Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school.

Elite Academy Academy strongly believes that students need academic, social, emotional, and engagement opportunities to reach their highest potential of learning and engagement. The Distance Learning Program was a challenge but allowed the school to access the support that was in place for students, and then allowed more supports and scaffolding to be created and established in order to support students. 2020-2021 school year allowed the Elite staff to access learning and where the gaps in learning needed to be addressed over the next few years.

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

During the 2021-2024 school year, pupil learning loss will continue to be assessed and addressed-this will be driven by data. The data that will be used will come from a variety of sources such as i-Ready scores, CAASPP testing scores, ELPAC, student grades, informal assessments, and formal assessments. The SPED team and SST team will continue monitoring student progress and

communicating between staff and parents about the student's progress. ALEKS math and FastForward will continue to be analyzed for student growth and regression. The newly developed Student Support Team will create SST plans with parents, teachers, and counselors to support student learning and help to close the achievement gap. The Compliance Department will continue to support teachers and Directors with student attendance and procedures. The following are some other implementations that will be used as action plans to ensure pupil learning loss is addressed:

- Ensure that instructional services are provided to pupils with limited English proficiency.
- Notices, reports, statements or records sent to a parent or guardian will be translated as needed.
- Providing high-quality instruction and curriculum that promotes college and career readiness with academic interventions.
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI)
- Provide students with Community Partnerships and Athletic opportunities
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.
- Adaptive online/traditional content from a variety of curriculum options
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils
- Enhanced project-based learning
- College and Career options for ELL students
- Comprehensive curriculum for EL learners
- The use of Assessment tools 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.
- Professional Development, TOSA positions, FastForWard and At Promise Department (Student Support Team) are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support student and give hands-on real-world experiences for learning

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

N/A

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

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

For the 2019-2020 LCAP, Elite was able to implement and work toward completing the goals outlined. Elite opened its doors in Summer 2018 and has worked hard at gaining trajectory toward reaching and accomplishing LCAP goals. Just like every other school in the world, the COVID-19 Pandemic has played a significant impact on the school and its stakeholders; however, because Elite has worked with students in a Virtual setting, we felt very prepared and empowered to keep up the rigorous instruction and support for all Elite students. With the COVID-19 pandemic and Elite in its third year of operation, we have decided to keep the current LCAP goals but added more Planned Actions within each goal in order to better support our students with Social and Emotional Learning, Mental Health Services, Career Technical Education, A-G completion, Teacher Professional Development, and College and Career Readiness. One thing the 2020-21 school year has taught us is that only the virtual employees of our staff knew how to serve students, communicate, and instruct students through a virtual platform. This evaluation has led us to add additional Planned Actions for Professional Development for our homeschool teachers, Flex teachers, and virtual teachers. Also, implementing instruction and curriculum in our Canvas platform has become a new focus as it is a great tool for our students to access the curriculum and collaborate with staff and students. We want to be sure that we are serving students with the best instructional practices and curriculum to prepare students for college and career, as well as bridging the achievement gap. Another Planned Action we added to our 21-24 LCAP is to add mental health services and Social and Emotional Learning opportunities for students. The pandemic played a huge role in adding this Planned Action, as we found many students to be depressed or suicidal due to the stresses of the pandemic, the fear of the pandemic, or even the stresses of taking care of younger siblings at home while their parents worked during Stay-at-Home orders. We see a need for mental health support and feel it is our best interest to support students not just academically, but creating a space where students feel their best, so they can learn and reach their highest potential. Social and Emotional Learning courses are also important to add to our middle and high school catalog of courses because so many students lack the ability to manage their own emotions. By adding Social and Emotional Learning courses in Elite, it will allow students to gain the skills necessary to understand and manage their own emotions and the ability to set and achieve positive goals. Career Technical Education pathways has also been added to our LCAP under Planned Actions. We realized throughout the pandemic school year, that students needed outlets and the ability to build industry-related skills and soft skills within the realm of something that interests them. Adding a variety of CTE pathways for the upcoming school year will help the students develop skills necessary for post-secondary college or career.

Overall, our goals for the 21-24 school years have remained the same, but several Planned Action items have been added since having the time to shift focus from in-person meetings with students and in-person tutoring options to being completely remote. Elite Academic Academy staff was able to evaluate our programs and student needs and develop a new LCAP for the upcoming years to serve students and staff while providing a supportive, inclusive, and academically robust environment. We have used local data from stakeholder meetings, surveys, and assessments to determine our actions and services.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,462,850.00	4,765,778.00
LCFF	4,032,348.00	4,247,825.00
LCFF Supplemental and Concentration	383,002.00	473,656.00
Title I	34,000.00	32,912.00
Title II	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,462,850.00	4,765,778.00
1000-1999: Certificated Personnel Salaries	2,140,934.00	2,123,388.00
2000-2999: Classified Personnel Salaries	577,000.00	636,875.00
4000-4999: Books And Supplies	514,250.00	501,929.00
5000-5999: Services And Other Operating Expenditures	68,000.00	72,739.00
5800: Professional/Consulting Services And Operating Expenditures	1,162,666.00	1,430,847.00
	1,104,866.00	386,804.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,462,850.00	4,765,778.00
1000-1999: Certificated Personnel Salaries	LCFF	1,965,000.00	2,000,116.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	158,934.00	106,816.00
1000-1999: Certificated Personnel Salaries	Title I	17,000.00	16,456.00
2000-2999: Classified Personnel Salaries	LCFF	530,000.00	566,866.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	30,000.00	53,553.00
2000-2999: Classified Personnel Salaries	Title I	17,000.00	16,456.00
4000-4999: Books And Supplies	LCFF	467,250.00	449,019.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	47,000.00	52,910.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00	7,739.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	60,000.00	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,062,098.00	1,224,085.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	87,068.00	195,377.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	13,500.00	11,385.00
		13,500.00	11,385.00
		13,500.00	11,385.00
		126,750.00	180,042.00
		3,380.00	195,377.00
		13,500.00	11,385.00
		126,750.00	180,042.00
		3,380.00	4,000.00
		13,500.00	11,385.00
		13,500.00	11,385.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,501,943.00	1,669,417.00
Goal 2	1,648,688.00	1,819,015.00
Goal 3	1,132,905.00	1,131,125.00
Goal 4	179,314.00	146,221.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$244,208.00	\$212,166.00
Pupil Learning Loss	\$61,600.00	\$116,662.00
Additional Actions and Plan Requirements	\$81,500.00	\$48,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$404,758.00	\$391,415.12

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$11,250.00	\$10,850.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$31,500.00	\$30,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$42,750.00	\$41,337.12

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$232,958.00	\$201,316.00
Pupil Learning Loss	\$61,600.00	\$116,662.00
Additional Actions and Plan Requirements	\$50,000.00	\$18,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$362,008.00	\$350,078.00



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— A C A D E M I C —

A C A D E M Y

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Mountain Empire	Meghan Freeman, M.Ed. CEO	MFreeman@eliteacademic.com 866-354-8302 x704

Plan Summary [2021-22]

General Information

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

Elite Academic Academy-Mountain Empire

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-Mountain Empire (EAA-ME) TK-12 is the premier independent study educational option. We focus on flexible individualized home schools and virtual/blended academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA-ME provides high-quality and rigorous standards-based virtual and traditional curriculum options. Currently, EAA-ME serves 614 students across its three programs (Virtual, Homeschool, and Flex). Of these programs, 328 students are in grades TK-6 and 286 students are in grades 7-12. EAA-ME serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 62.5% followed by African American or Black with 9.6%. The least prevalent races are Colombian, Japanese, Samoan, Other Pacific Islander, and Asian Indian. 16 students or 2.6% of our student population are English Language Learners, 39.3% of students are socio-economically disadvantaged, 8.8% are in Special Education and 99.0% of students are in permanent housing.

We also provide unique academies with emphasis on Elite Athletics, 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 becomes self-motivated, as well as to be competent and prepared for the challenges ahead, and to develop an appreciation for lifelong learning. EAA-ME prepare's 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, Parent/Teacher/Student Learning Period meetings, report cards, portfolios, learning journals, presentations, labs, quizzes, and finals.

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 the 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.

Reflections: Successes

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

Elite Academic Academy Mountain Empire is NCAA Approved and WASC Accredited and also has an extensive list of UC/CSU A-G approved courses that have been adopted from online publishers, as well as written by Highly-Qualified Credentialed Subject Matter Experts. EAA- ME also has three complete Career Technical Education (CTE) pathways that are supported by Highly-Qualified CTE credentialed teachers, community partners, and has started to expand with the help of the CTE Incentive Grant. Students are also supported by

community partners for the enrichment and athletic support, as well as our own Highly-Qualified Credentialed teachers in Visual and Performing Arts, Marketing, and Hospitality. Elite Academic Academy has also implemented the Social and Emotional Learning pathway by partnering with the Ambassadors Corporations and implementing courses for students in middle and high school to gain social and emotional awareness. Elite Academic Academy has also created a school culture of connections by creating programs, clubs, workshops, and parent-teacher meetings that are inclusive of all students. Education Elite Academic Academy focuses on students becoming positive global citizens with the industry and emotional skills to complete in the future workforce. Students participating in the Fast ForWord school-wide literacy intervention program have made significant academic gains, while other students have made significant gains thanks to the high school Study Skills course. These two intervention courses, along with the support of our “At Promise” department, have helped to support the closing of the achievement gap. Student participation and engagement have also improved thanks to the various clubs and virtual field trips throughout the school year. Students are engaging in the Podcast Club, athletic challenges, Visual and Performing Arts activities, and connecting with Nature through the Quest Crew club. Our Social and Emotional Learning courses have also had a significant impact on students, while our Kindness Ambassador students have started to define a school culture of kindness, sharing, and collaboration. Our IT department has expanded and has made significant changes to support students with technology to ensure they have access to curriculum, courses, teachers, and tutors. The IT department has also worked hard to ensure our students who are working from home are safe from internet dangers.

Reflections: Identified Need

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

Closing achievement gaps in ELA and Math is the main goal moving forward. Math takes the highest priority as only 6% of our students reached proficiency, and our students are much more capable than these results demonstrate. We are often challenged with students who come to our school severely credit deficient; and, knowing this, we work quickly and swiftly to create academic plans to accelerate their learning. Students will get access to, and participate in, new target interventions using ALEKS Math, Fast ForWord and small group tutoring sessions. Using our SST process students who are performing a 1 or 2 on CAASPP, below proficiency levels, are automatically enrolled in these intervention-based courses/programs with the support of the high-qualified teacher.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:

LCFF Evaluation Rubrics

Local school-wide assessments such as the I-Ready Assessment

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

Major Actions:

Continued evaluation of students' academic performance.

Continued monitoring EL, LI, FY, SWD for proficiency.

Continued 100% access to materials/learning experiences & curriculum aligned to state standards.

Training/Professional Development: rubrics, curriculum writing, A-G course writing, Canvas LMS training, online/remote teaching, achievement data analysis, Social and Emotional Learning, Student Connections, and targeted interventions.

SST Process

CTE & Dual Enrollment

Social and Emotional Learning support

Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, and reclassification.

Training/Professional Development teaching students with disabilities, on successful strategies and intervention practices that produce large outcomes.

Extended School year for credit recovery/acceleration 9-12; Extended School Year for intervention Grades K-8

Tutoring Hub to provide 1:1 tutoring

Providing Internship opportunities for CTE students

Increase in student technology

Increase of College and Career Technical Education Curriculum, tools, and courses that align to life goals.

Goal 2 Positive School Climate and High ADA

Metrics:

Attendance Rates

Stakeholder Connectedness

Survey Results

Student CARES Quarterly Survey

Major Actions:

Addition of Guidance and Social & Emotional Counselor

Addition of Care Solace Resource for Students, Staff, and Families

Credit Recovery/Acceleration Options for high school students Intervention/Acceleration options for K-8 students

Highly Qualified Teachers/ Highly Qualified CTE Teachers Establishment of "At Promise" department to support At-risk students Creation of school clubs for student participation and engagement Implementation and expansion of SEL courses

Blog/Marketing posts highlighting student and staff achievements Expansion of CTE pathways

Development of a Robust tutoring system

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
Community Partnership Meeting Minutes

Major Actions:

Meaningful and transparent communication through phone calls, emails, Parent-Square Communication App, Website and Social Media
Parent input opportunities
Parent training and workshops through YouSchool partnership, school counselor, and administration
EL Master Plan training (ELD placement, ELD progress, Reclassification)
Translated notices, reports, statements
Community Partnerships Webinars and Collaboration
SafeSchool Training, School Safe Plan
Community Partnership Meetings
Mental and Physical Health Care for Students and Staff

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

Graduation Rates
AP Courses and Exams
UC/CSU A-G Course Enrollment
AP Course Participation
Dual Enrollment with Community Colleges Participation
Career Technical Education Courses and Pathways Participation NCAA
2021-22 Local Control Accountability Plan for Elite Academic Academy-Lucerne Page 5 of 43

Major Actions:

Career Technical Education pathway completion CAASPP Preparation
Year-Round Learning Option
1st Learning Period Credit Acceleration/Recovery Option 4-Year Graduation Plan
NCAA Participation
A-G Completion
CTE industry Certifications
Counselor support
SAT/PSAT Support
Student internship & job shadowing
Purchasing of technology support for CTE students Mentoring and Coaching program program

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Involvement Process for LCAP and Annual Update Family Entrance Survey - Upon Student Enrollment Family and Staff Satisfaction Survey sent in April

LCAP Annual Review Meetings were held.

Parents were invited to participate and give input. The meetings were recorded and posted for families who could not attend so that input could still be provided to the CEO. The final version was presented to parents and staff on 5/10/21.

Leadership Meetings were held bi-monthly throughout the school year to inform the LCAP process and gather information about growth towards meeting the goals.

Authorizer Presentation and Update: 6/3/2021

Board of Directors: LCAP Draft Review and Input: 6/3/21 Board of Directors: Public Hearing: 6/17/21

Final Approval: 6/17/21

A summary of the feedback provided by specific stakeholder groups.

All leadership stakeholders completed a summary of work towards our overall goals and objectives. A student and Parent survey also helped.

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

Leadership/ Lead Teachers worked to update and provide feedback on every action item for the LCAP. Parents were given assessment data, achievements to date.

Goals and Actions

Goal

Goal #	Description
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. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

An explanation of why the LEA has developed this goal.

To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math, identify SST/RTI and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed meet state and local priorities 1,2,4,5,7,8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	ELA: 33% Math: 6%				ELA: 55% Math: 30%
CA Dashboard					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Academic Performance	<p>Evaluate students’ levels of academic performance based on local and state assessment results and provide targeted intervention or acceleration, such as:</p> <ul style="list-style-type: none"> Participate in the SST process Receive tutor support from in house and approved partners Learn test-taking and time -management strategies Enroll in Dual Enrollment, CTE, or other elective opportunities Social and Emotional Learning Opportunities <p>(All Students)</p> <ul style="list-style-type: none"> Fast ForWord Literacy Interventions 	\$237,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Targeted Monitoring	<p>Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success and refer to the RtI/SST or IEP team or provide academic acceleration. (LI, FY, EL, SWD)</p> <ul style="list-style-type: none"> • ELPAC results will be reviewed each year, analyzed, shared with parents, and curriculum and EL minutes verified. Also, re-designation completed for students who qualify. 	\$198,738.00	Yes
3	Equal Access to Common Core Aligned Materials/Content	<p>All students will have access to materials/learning experiences aligned to common core standards (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year intervention for grades K-8 • Extended School year credit recovery/acceleration for grades 9-12 • Digital curriculum aligned to common core • UC/CSU A-G approved curriculum • Service vendors offering educational opportunities across a geographical area • Integrated Core CTE courses A-G Approved • Implement processes for curricular review (including course rubrics) and evaluation, including graduation requirements, credits, and grading policies. 	\$1,100,000.00	No
4	Professional Development	<p>Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, 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. (All Students)</p>	\$80,706.00	No Yes

Action #	Title	Description	Total Funds	Contributing
7	Expanded Student Support Team Services	Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students). <ul style="list-style-type: none"> • Develop a tutoring hub to provide 1:1 academic support that targets Math and ELA content standards • Increase Chromebook deployment to provide access to digital intervention tools • Increase SEL courses and programs to support student success Implement MTSS school-wide 	\$100,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
2	We will promote a high ADA and climate outcomes by providing high-quality teachers, best practices, streamlined communication and interventions to ensure student success. We will work to reach a goal of 95% ADA and decrease chronic absenteeism by 1% annually (until less than 5%) and maintaining 0% expulsion and suspension rate.

An explanation of why the LEA has developed this goal.

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	11.5%				8.5%
Suspension	0%				0%
Expulsion	0%				0%
ADA					95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS/RTI/At-Promise	Focus on school climate and student engagement, and maintain a high rate of ADA Availability of Response To Instruction 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. (All Students)	\$50,000.00	No
2	Highly Qualified Teaching Staff and Professional Development	Improve instructional practice through recruiting and 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. (All Students)	\$3,300,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	School-Based Enrichment Activities	School-Based Enrichment Activities (All Students) Support of VAPA programs at Elementary and Middle school level Support Athletics and Math Field day. Continue to support innovative projects that support student learning and growth.	\$901,019.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
3	Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and to support student learning and achievement.

An explanation of why the LEA has developed this goal.

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation will increase by 2% as measured by participation rate of surveys and sign-in sheets at meetings.	10% of parents participated in surveys last year.				16% of families will participate in surveys.
Parent and student satisfaction will increase by 2% until we reach 95% or greater as measured by survey results.	90% of families surveyed were satisfied with the child's education.				95% or greater of parents and student surveyed are satisfied with their education.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meaningful and Transparent Communication	Provide meaningful and transparent communication to ensure a positive learning environment through social media, marketing, communication apps, technology, and in-person meetings with all	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>stakeholders so that parents, students, and teachers feel that our schools are providing opportunities for participation and input.</p> <ul style="list-style-type: none"> • Surveys • Parent Meetings • Student Meetings • Important updates and Information • SEL Surveys • Anti-bullying Webinars, Parent Training, Suicide Awareness, State Testing, Test Prep communication, and more. <p>(All Students)</p> <ul style="list-style-type: none"> • ParentSquare • Elite website 		
2	Mental and Physical Health	<p>Establish Mental and Physical Health Services for students and staff.</p> <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional -Courses • Parent Workshops 	\$80,000.00	No
3	Safe Learning Environment	<p>The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe Schools. Fingerprinting and vetting all contracted service providers. School- wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	English Language Family Support	Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law. (EL)	\$20,000.00	
5	Leadership	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 Innovation Officer and Chief Student Services officer.	\$716,273.00	No
6	Operations	Operations and Business services that are contracted with industry experts to ensure high quality reporting, compliance and alignment with education code.	\$802,989.00	No
7	Mental and Physical Health	Establish Mental and Physical Health Services for students and staff. <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional -Courses • Parent Workshops 	\$75,000.00	

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

It is our goal to ensure that when students graduate from Elite Academic Academy they are prepared for their 21st century future.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of Graduation Rate by 2% annually	67%				73%
Increase the % of UC/CSU enrolled courses by 2% annually	88%				95%
Increase students who complete CTE certification course by 2% annually	0%				6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Program Creation	<p>Develop a comprehensive Career Technical Education Program for middle and high school, students that help align student strengths and interests to post-secondary goals and interests and increases Career Technical Education Pathways (CTE) to prepare students for the 21st-century workforce and global competencies. (All Students)</p> <ul style="list-style-type: none"> Develop CTE integrated Curriculum in Core Academics 	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Continue to provide Professional Development for CTE teachers Continue to fund CTE -Director Continue to provide and implement pathways and support for CTE in grades 7-12 Create a pathway in grades 7-8 to bridge to high school CTE pathway Create a Career Exploration course for middle school students Continue to fund participation costs and training Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways. 		
3	Assessment Preparation	<p>Ensure all students have the opportunity for intensive CAASPP/ACT and SAT preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p> <ul style="list-style-type: none"> Provide opportunities for students to take the PSAT for 8th, 9th, & 10th grade students and provide opportunities for AP courses and exams. Provide for the cost of PSAT and SAT Fee waivers for students who are eligible low income students. Continue providing AP courses through accredited Curriculum providers Continue providing AP students with AP course textbook/materials 	\$100,000.00	Yes
4	Year Round Track	<p>Provide a Year-round track to increase the academic days and reduce the summer slide for low-income, SWD, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.</p> <ul style="list-style-type: none"> DASS Opportunities for graduation 	\$200,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
5	Mentoring/Coaching	<p>Creation of Mentoring and Coaching program for Middle/High School students.</p> <ul style="list-style-type: none"> Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school. (All Students) 	\$85,000.00	Yes
6	College and Career Counseling	<p>College and career counseling and high school courses/curriculum and tools that will be meaningfully connected to life goals. Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework.</p> <ul style="list-style-type: none"> Create internship and project experiences to create a more diverse understanding of life opportunities. Create externships, job shadowing experiences, and internships for Career Technical Education Students. Increase relationships with community college partners to increase the number of students taking college coursework concurrently, dual enrollment, or CTE courses Develop a comprehensive college application and support series for 9- 12th-grade students Purchase of Industry Certification opportunities for CTE or college-bound Students Purchase of appropriate technology to support CTE learning goals/objectives Continue with College and Career Counselor to guide and plan students' 4-year plan and post-secondary desires, CTE completion, A- G completion, and NCAA completion (All Students) 	\$178,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.48%	742,127

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

Required Descriptions

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

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). Since 2.9% and 48.7% of students are EL and Socio-economically disadvantaged (LI), EAA is committed to providing essential resources to remove opportunity gaps that exist for these pupils and ensure supports are in place to improve their academic outcomes and learning environment.

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (EL)
- Notices, reports, statements, or records sent to a parent or guardian will be translated as needed. ((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. (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 Education (CTE) opportunities (CDE) to prepare students for the 21st-century workforce and global competencies (All Students includes EL, FY, LI)
- 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)
- Provide Year-Round Track to increase the academic days for services for low-income, EL, Foster Youth students that allow for credit recovery, reviewing of essential skills, and the opportunity for students to get ahead. (LI, FY, EL)
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI) Provide students with Community Partnerships and Athletic opportunities
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.

Closing the achievement gap and student outcomes are done through strategic investment, curriculum, and instruction. Elite Academic Academy is committed to ensuring all students graduate high school ready for college and career. Elite Academic Academy will establish connections and partnerships with families, community partners, and all stakeholders to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (All Students includes EL, FY, LI) Elite Academic Academy 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 courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils
- Local assessments to drive instruction and needs of unduplicated pupils
- Enhanced project-based learning
- College and Career options for ELL students
- A comprehensive curriculum for EL learners
- Assessment tools that drive 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.
- Professional Development, TOSA positions, FastForWard, and At Promise Department are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support students and give hands-on real-world experiences for learning.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,621,269.00	\$632,012.00		\$401,944.00	\$8,655,225.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,197,706.00	\$6,457,519.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student Academic Performance	\$25,000.00			\$212,500.00	\$237,500.00
1	2	English Foster Youth Low Income	Targeted Monitoring	\$150,000.00			\$48,738.00	\$198,738.00
1	3	All	Equal Access to Common Core Aligned Materials/Content	\$1,100,000.00				\$1,100,000.00
1	4	All	Professional Development	\$70,000.00			\$10,706.00	\$80,706.00
1	7	English Foster Youth Low Income	Expanded Student Support Team Services	\$100,000.00				\$100,000.00
2	1	All	MTSS/RTI/At-Promise	\$50,000.00				\$50,000.00
2	2	All	Highly Qualified Teaching Staff and Professional Development	\$2,850,000.00	\$450,000.00			\$3,300,000.00
2	5	All	School-Based Enrichment Activities	\$901,019.00				\$901,019.00
3	1	All	Meaningful and Transparent Communication	\$200,000.00				\$200,000.00
3	2	All	Mental and Physical Health				\$80,000.00	\$80,000.00
3	3	All	Safe Learning Environment	\$30,000.00				\$30,000.00
3	4	English	English Language Family Support	\$20,000.00				\$20,000.00
3	5	All	Leadership	\$716,273.00				\$716,273.00
3	6	All	Operations	\$802,989.00				\$802,989.00
3	7	English Foster Youth Low Income	Mental and Physical Health	\$75,000.00				\$75,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	CTE Program Creation	\$17,988.00	\$182,012.00			\$200,000.00
4	3	English Foster Youth Low Income	Assessment Preparation	\$100,000.00				\$100,000.00
4	4	Students with Disabilities English Foster Youth Low Income	Year Round Track	\$150,000.00			\$50,000.00	\$200,000.00
4	5	English Foster Youth Low Income	Mentoring/Coaching	\$85,000.00				\$85,000.00
4	6	All	College and Career Counseling	\$178,000.00				\$178,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$655,000.00	\$764,444.00
LEA-wide Total:	\$655,000.00	\$764,444.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Targeted Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$198,738.00
1	4	Professional Development	LEA-wide			\$70,000.00	\$80,706.00
1	7	Expanded Student Support Team Services	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
3	4	English Language Family Support		English Learners		\$20,000.00	\$20,000.00
3	7	Mental and Physical Health		English Learners Foster Youth Low Income		\$75,000.00	\$75,000.00
4	3	Assessment Preparation	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
4	4	Year Round Track	LEA-wide	English Learners Foster Youth Low Income		\$150,000.00	\$200,000.00
4	5	Mentoring/Coaching	LEA-wide	English Learners Foster Youth Low Income		\$85,000.00	\$85,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.