



Elite Academic Academy - Mountain Empire

Join Zoom Meeting

<https://eliteacademic.zoom.us/j/94339322461?>

pwd=dVJiSVBTbTNleGZobGduSk1NZINyZz09 Meeting ID:

943 3932 2461 Passcode: 517181 One tap mobile

+16699009128,,94339322461#,,,,*517181# US (San Jose)

June 16, 2022 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590



Elite Academic Academy - Mountain Empire - June 16, 2022

Elite Academic Academy - Mountain Empire

Time: **1.0 Call To Order**

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of June 16, 2022.

Motion: Second:
Vote:

3.0 Public Comment -Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section 8.0 Public Comments at Board Meetings.

4.0 Adjourn to Closed Session

The board will consider and may act on any of the Closed Session matters listed in Agenda Item 13.0.

5.0 Closed Session

The Board will consider and may act on any of the following items in closed session; any action taken in closed session will be reported in open session as required by law.

5.1 Personnel Matters (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

5.2 Employer/Employee Relations (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

Time: **6.0 Pledge Of Allegiance**

Led By:

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendized items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date.

9.0 General Functions

9.1 Consent Agenda

It is recommended that the board approve the following consent agenda items.

Motion: Second:
Vote:

A. Meeting Minutes from the June 9, 2022 Board Meeting

EAA-ME 06.09.2022.pdf

10.0 Personnel Services

10.1 2022/23 Certificated Employee Contracts

It is recommended that the board approve the following 2022/23 Certificated Employee Contracts for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

22.23 EAA-Mountain Empire Certificated Contracts.pdf

10.2 2022/23 Classified Employee Contracts

It is recommended that the board ratify the following 2022/23 Classified Employee Contracts for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

22.23 EAA-Mountain Empire Classified Contracts.pdf

10.3 Temporary Classified Hires

It is recommended that the board ratify the following Temporary Classified Hires for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

22.23 L Garcia Temp Contract Signed.pdf

10.4 Letters of Intent for Temporary Certificated Hires

It is recommended that the board ratify the following Letters of Intent for Temporary Certificated Hires for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

22.23 Mounce LOI Signed.pdf

22.23 Lavalle LOI Signed.pdf

Time: **11.0 Business Services**

11.1 2022/23 Budget

It is recommended that the Board approve the 2022/23 Budget for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

EAA 21.22_22.23 Closeout, Budget and Cash Flow - ME Board Report.pdf

EAA 21.22_22.23 Closeout, Budget and Cash Flow - ME Cash Graph.pdf

FIN EAA Mountain Empire_22-23_MYP Alt Form (3).pdf

ME_22.23_LCFF-Calculator-Modeling_6.8.22.xlsx

11.2 2022/23 Local Control Accountability Plan (LCAP)

It is recommended that the Board approve the following 2022/23 Local Control Accountability Plan (LCAP) for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

ME LCAP 21-22.pdf

2022_Local_Control_and_Accountability_Plan_Elite_Academic_Academy_-_Mountain_Empire_20220616.pdf

11.3 CSC Loan Proposal 2022/23

It is recommended that the Board approve the following CSC Loan Proposal 2022/23 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

CSC Funding Proposal June 2022.pdf

EAA - ME_CSC Borrowing Terms (1).pdf

12.0 Educational Services/Policy Development

12.1 Updated Independent Study Policy

It is recommended that the board approve the following Updated Independent Study Policy for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Draft_Independent Study Policy EAA_updated_060122.pdf

13.0 Report of Action Taken in Closed Session

The Board will report any action taken in closed session as required by law.

14.0 Calendar

The next scheduled meeting is August 4, 2022 at 10:00 am.

15.0 Board Comments and Future Planning

Time:

16.0 Adjournment

In compliance with Government Code section 54957.5, open session materials distributed to Board Members for review prior to a meeting may be viewed at the eliteacademic.com or at the scheduled meeting. Board agenda back-up materials may also be requested by calling the School at 1(866)354-8302. In addition, if you would like a copy of any record related to an item on the agenda, please contact administration.

Motion: Second:

Vote:

In compliance with the American with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the Charter's Board of Directors, please contact the School at 1(866) 354-8302. Notification 72 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the School shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.



Elite Academic Academy - Mountain Empire -June 9, 2022

Elite Academic Academy - Mountain Empire

Meeting Location

Due to the ongoing COVID-19 pandemic, this meeting will be held via teleconference only. Members of the public may observe the meeting and offer public comment using the following dial-in numbers and/or internet link: Join Zoom Meeting
<https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZINyZz09> Meeting ID: 943 3932 2461
Passcode: 517181 One tap mobile
+16699009128,,94339322461#,,,,*517181# US (San Jose)

Time: 10:29 a.m.

1.0 Call To Order

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

Present Present Present

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of June 9, 2022.

Morgen Ronnie

Motion: Second:

**Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.**

3.0 Public Comment -Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section 8.0 Public Comments at Board Meetings.

4.0 Adjourn to Closed Session

The board will consider and may act on any of the Closed Session matters listed in Agenda Item 14.0.

5.0 Closed Session

The Board will consider and may act on any of the following items in closed session; any action taken in closed session will be reported in open session as required by law.

5.1 Personnel Matters (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

5.2 Employer/Employee Relations (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

Time: 10:30 a.m.

6.0 Pledge Of Allegiance

Led By: **Morgen Oelckers**

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendized items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior

to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Report

EAA-ME CEO Report May 2022.pdf

B. Student Academic Awards Presentation

9.2 Consent Agenda

It is recommended that the board approve the following consent agenda items.

A. Meeting Minutes from May 5, 2022

EAA-ME 05.05.2022.pdf

B. Warrant Register

WarrantRegisterME_May_2122.pdf

C. Job Descriptions

JD - Compliance Coordinator (pending board approval).pdf

JD - Credit Recovery_Acceleration Lead Stipend (rider)
(pending board approval).pdf

JD - SPED Liaison (pending board approval) .pdf

JD - MTSS Content Teacher (pending board approval).pdf

D. Re-Occurring Annual Expenses

Mountain Empire Reoccurring Contracts 22_23 School
Year.ts.pdf

E. New Instructional Materials Community Partners

Elite Academic Instructional Service Community
Partner_June_2022 - VCI Community Partners.pdf

10.0 Personnel Services

10.1 Letters of Intent for Temporary Certificated Hires

It is recommended the board ratify the following Letters of Intent for Temporary Certificated Hires for Elite Academic Academy - Mountain Empire.

22230306.pdf

22.23 LaVoie LOI Signed.pdf

22.23 Martinez-Stehle LOI Signed.pdf

22230366.pdf

10.2 Temporary Certificated Hires

It is recommended the board ratify the following Temporary Certificate Hires for Elite Academic Academy - Mountain Empire.

22230242.pdf

22230367.pdf

22230306.pdf

22230243.pdf

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

** Items 10.1, 10.2 and 10.3 were opened together. A vote was taken for each item separately.

Motion: Morgen

Second: Pat

10.3 Temporary Classified Hires

It is recommended the board ratify the following Temporary Classified Hires for Elite Academic Academy - Mountain Empire.

22230303.pdf

22230355.pdf

21220294.pdf

10.4 Certificated Hires

It is recommended that the board ratify the following Certificated Hires for Elite Academic Academy - Mountain Empire.

22230365.pdf

22230358.pdf

22230359.pdf

22230366.pdf

10.5 Staffing Calendar - 201 (12 month)

It is recommended that the board approve the following Staffing Calendar - 201 (12 months) for Elite Academic Academy -Mountain Empire.

2022-2023 Staffing Calendars - 201 (12 month) (New Hire).pdf

11.0 Public Hearing

Please submit a Request to Speak to the Board of Directors. Cards can be asked for by emailing mfreeman@eliteacademic.com completing and returning it, For non-agendized items to the CEO, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date.

Open (Time): 10:44 a.m. 11.1 2022/2023 Annual Budget Hearing
Close (Time): 10:52 a.m.

EAA 22.23 Budget - ME Board Report.pdf

ME Cash Graph.pdf

Open (Time): 10:53 a.m. 11.2 2022/2023 Local Control Accountability Plan (LCAP)
Close (Time): 11:04 a.m. Hearing

2022_ME_Local_Control_and_Accountability_Plan_Elite_Academic_Academy_-_Mountain_Empire_20220608.pdf

ME LCAP 21-22.pdf

Time: 11:04 a.m. 12.0 Business Services

12.1 State of Emergency Policy

The Board will review and consider approval of a proposed resolution finding that the proclamation of a state of emergency continues and that local health officials have continued to recommend measures to promote social distancing such that meeting in person would present an imminent risk to the health or safety of the attendees and that, therefore, the Board of Directors will continue to meet remotely in order to ensure the health and safety of attendees.

ME-Resolution recognizing a state of emergency and authorizing teleconferenced meetings pursuant to AB 361.pdf

12.2 Certification of Signatures

It is recommended that the board approve the following Certification of Signatures for Elite Academic Academy-Mountain Empire.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

* Pat Keeley left the meeting at 10:54 a.m. due to another pre-scheduled commitment.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

12.3 Bill.com Renewal Quote

It is recommended that the board approve the following Bill.com Renewal Quote for Elite Academic Academy-Mountain Empire.

Bill.com Renewal Quote 22.23.pdf

12.4 Year-Round Community Partner Agreements 2022-23

It is recommended that the board approve the following Year-Round Community Partner Agreements 2022-23 for Elite Academic Academy - Mountain Empire.

Elite Spirit Cheer and Dance_Year Round Community Partner Agreement.pdf

Around the Horn (ATH)_Year Round Community Partner Agreement.pdf

Ambassadors Media Group (AOC)_Year Round Community Partner Agreement.pdf

13.0 Educational Services/Policy Development

13.1 Injury and Illness Prevention Plans (IIPP) 22-23

It is recommended that the board approve the following Injury and Illness Prevention Plans (IIPP) 22-23 for Elite Academic Academy-Mountain Empire.

EAA-ME Covid Protection Plan 22-23.pdf

IIPP Elite Mountain 2022-23(pending approval).pdf

13.2 Presence Learning Proposal

It is recommended that the board approve the following Presence Learning Proposal for Elite Academic Academy - Mountain Empire.

Elite Academic Academy Quote-version three -School Year 22-23 (2).pdf

13.3 Mathletics Proposal

It is recommended that the board approve the following Mathletics Proposal for Elite Academic Academy - Mountain Empire.

Elite Academic Academy - Mathletic Performance Quote for 2022-23.pdf

14.0 Report of Action Taken in Closed Session

The Board will report any action taken in closed session as required by law.

15.0 Calendar

The next regularly scheduled meeting is June 16, 2022 at 10:00 am.

16.0 Board Comments and Future Planning

17.0 Adjournment

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Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; not present
Ronnie; Aye.
Item carries 2-0.

Staff Present:

Meghan Freeman

Tracy Hasper

Gena Altamirano

Ashlea Kirkland

Jen Edick

Dr. Laura Spencer

Adam Woodard

Allison Watters

Catherine Heredia

Time: 11:11 a.m.

22/23 Contracts

Current Mountain Employees							
Name	First Name	22/23 Charter	22/23 Position/Title	22.23 Annual Salary	22.23 Travel Monthly Stipend	Additional 22.23 Monthly Stipend	Total 22.23 MONTHLY stipend
		Mtn. Empire	Teacher of Record - Homeschool	\$80,665	\$150	\$0	\$150
		Mtn. Empire	Special Education - Education Specialist	\$51,559	\$75	\$125	\$200
		Mtn. Empire	Teacher of Record - Virtual	\$80,665	\$150	\$125	\$275
		Mtn. Empire	Content Teacher	\$62,310	\$150	\$325	\$475
		Mtn. Empire	Teacher of Record - Homeschool	\$80,665	\$150	\$833	\$983
		Mtn. Empire	Instructional Learning Coach	\$67,890	\$150	\$325	\$475
		Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$0	\$150
	ah	Mtn. Empire	Teacher of Record - Homeschool	\$74,400	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Flex	\$74,035	\$150	\$325	\$475
		Mtn. Empire	Teacher of Record - Homeschool	\$74,400	\$150	\$325	\$475
		Mtn. Empire	Lead Teacher of Record - Homeschool	\$80,665	\$150	\$958	\$1,108
		Mtn. Empire	Special Education - Education Specialist	\$85,932	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Homeschool	\$44,640	\$90	\$167	\$257
		Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$125	\$275
		Mtn. Empire	Lead Teacher of Record - Homeschool	\$44,200	\$75	\$417	\$492
		Mtn. Empire	Teacher of Record - Homeschool	\$73,365	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Homeschool	\$80,665	\$150	\$0	\$150
		Mtn. Empire	Special Education - Education Specialist	\$102,102	\$150	\$125	\$275
	briela	Mtn. Empire	Teacher of Record - Homeschool	\$67,335	\$150	\$0	\$150
	lle	Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$0	\$150
		Mtn. Empire	Assistant Director of Homeschool	\$105,000	\$250	\$542	\$792
		Mtn. Empire	Teacher of Record - Homeschool	\$74,400	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Homeschool	\$73,365	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Homeschool	\$74,035	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Flex	\$67,890	\$150	\$0	\$150
		Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$125	\$275
		Mtn. Empire	Teacher of Record - Homeschool	\$80,665	\$150	\$0	\$150
		Mtn. Empire	Special Education - Education Specialist	\$102,102	\$150	\$125	\$275
	rine	Mtn. Empire	Teacher of Record - Virtual	\$80,665	\$150	\$125	\$275

[REDACTED]	[REDACTED]	Mtn. Empire	Compliance Coordinator/TOR - Virtual	\$90,000	\$983	\$0	\$983
[REDACTED]	[REDACTED]	Mtn. Empire	Lead Teacher of Record - Flex	\$74,035	\$150	\$833	\$983
[REDACTED]	arrie	Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$0	\$150
[REDACTED]	[REDACTED]	Mtn. Empire	Lead Teacher of Record - Homeschool	\$70,720	\$120	\$792	\$912
[REDACTED]	[REDACTED]	Mtn. Empire	Teacher of Record - Homeschool	\$67,890	\$150	\$325	\$475
[REDACTED]	[REDACTED]	Mtn. Empire	Coordinator of Curriculum	\$100,000	\$250	\$2,208	\$2,458
[REDACTED]	[REDACTED]	Mtn. Empire	Teacher of Record - Homeschool	\$80,665	\$150	\$200	\$350
[REDACTED]	[REDACTED]	Mtn. Empire	Assistant Director of Virtual	\$105,000	\$250	\$742	\$992
[REDACTED]	[REDACTED]	Mtn. Empire	Lead Teacher of Record - Homeschool	\$80,665	\$150	\$1,158	\$1,308

22/23 Contracts

Current Mountain Employees

Name	First Name	22/23 Charter	22/23 Position/Title	22.23 Annual Salary	22.23 Travel Monthly Stipend	Additional 22.23 Monthly Stipend	Total 22.23 MONTHLY stipend		
██████████████████		Mtn. Empire	Onboarding Specialist/CTE Pathway Teacher	\$43,000	\$150	\$0	\$150		
██████	██████	Mtn. Empire	SPED Liaison	\$41,888	\$150	\$0	\$150		
████	████	Mtn. Empire	Community Relations Clerk	\$38,080	\$150	\$200	\$350		
████	████	Mtn. Empire	Community Relations Clerk	\$38,080	\$150	\$0	\$150		



Date of Offer: June 10, 2022

Assignment Offered: Temporary Community Relations Clerk

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a temporary position with the Elite Academic Academy - Mountain Empire (the "School"). This Temporary Employment Contract (the "Contract" or "Temporary Employment Contract") states the terms and conditions that govern the contractual agreement between Elite Academic Academy - Mountain Empire and Leslie Garcia (the "Temp") who agrees to be bound by this Contract.

WHEREAS, the School is engaged in Public Charter School Education; and

WHEREAS, the School desires to employ and retain the services of the Temp on a temporary basis according to the terms and conditions herein.

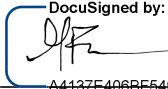
NOW, THEREFORE, In consideration of the mutual covenants and promises made by the parties hereto, the School and the Temp (individually, each a "Party" and collectively, the "Parties") covenant and agree as follows:

- The term of this Temporary Employment Contract shall commence on June 16, 2022, and continue until December 31, 2022.
- This offer of employment is conditioned upon the receipt of proof of your legal eligibility to work in the United States [I-9].
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as a Community Relations Clerk (the "Position") performing the duties described on Exhibit A attached hereto. The Temp accepts employment with the School on the terms and conditions set forth in this Temporary Employment Contract, and agrees to devote his/her full time and attention (reasonable periods of illness excepted) to the performance of his/her duties under this Contract.
- The Temp's days of work shall be Monday through Friday at hours determined by the School, provided that ordinary working hours shall not exceed 20 hours per week, *unless agreed upon by the School*.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.

- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.
- This Temporary Employment Contract and the interpretation of its terms shall be governed by and construed in accordance with the laws of the State of California and subject to the exclusive jurisdiction of the federal and state courts located in San Diego, California

IN WITNESS WHEREOF, each of the Parties has executed this Temporary Employment Contract, as of the day and year set forth below.

Elite Academic Academy


A4137E408BF6404...
Meghan Freeman -CEO
6/10/2022
Date

AGREED TO AND ACCEPTED BY:


6/10/2022
Date

Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- COMPENSATION.
 - The Temp shall be entitled to receive an hourly rate of \$20.00 (the "Compensation") for performance of the duties described in the Temporary Employment Contract.
 - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.



**Temporary Part-Time Community Relations Clerk
Job Description**

Job Title: Temporary Part-Time Community Relations Clerk
Department: Community Relations
Reports To: Director of Community Relations (or designee)
FLSA Classification: Non-Exempt
Classification: Classified
Pay Range: \$18-\$25 per hour
Work Schedule: Temporary (approximately 4 hours per day)
Location: Onsite Office (Temecula)

Position Summary: *The Temporary Part-Time Community Relations Clerk position assists the team in overseeing the clerical and technical duties related to community partner approvals, maintaining supplies, curriculum and equipment. This position assists with keeping track of all products and supplies, ensuring that stock is organized, and assists in the unloading and processing of deliveries, packing and shipping inventory and ensures that company inventory remains balanced, restocks supplies, assists in maintaining inventory records, and provides customer assistance.*

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- Any combination equivalent to: graduation from high school; and three years clerical accounting experience.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Shipping and Inventory Responsibilities:

- Monitors and maintains current inventory levels; processes purchase orders as required; track orders and investigates problems.
- Records purchases, maintains a database, performs physical count of inventory, and reconciles actual stock count to computer-generated reports.
- Receives, and unpack items delivered; re-stocks items as necessary; labels shelves.
- Processes and/or approves invoices for payment.
- Moves and restructures organization of inventory room to make space for new inventory.
- Packs up items for shipping and creates shipping labels.
- Perform routine clerical duties, including data entry, answering telephones, and assisting customers.
- Tracking and updating the database with incoming and outgoing products.
- Loading and unloading deliveries.
- Maintain safety while using equipment and tools.
- Notify the Director (or designee) of replenishment of inventory.
- Perform miscellaneous job-related duties as assigned.

Community Partners Responsibilities:

- Prepare and send out community partner applications to prospective partners.
- Update community partner packet yearly and send a letter that includes any update to all current partners.
- Receives community partner requests and completes the process for approvals; communicates with community partners; tracks process on spreadsheet; and input in database.
- Create an Online Purchasing System (OPS) accounts for all approved and cleared partners, ensuring each community partner descriptions are accurate and complete.
- Answers community partners' questions and calls regarding payment positively and supportively.
- Assists community partners with electronic invoicing procedures.
- Responds proactively to community partner inquiries and follow up on unpaid invoices in a timely manner.
- Assist as needed, with a variety of technical duties related to the purchasing of services, supplies and equipment; assure purchasing activities comply with established guidelines and regulations.
- Assist as needed, with Inputting purchase order information into an assigned computer system including delivery address, discounts, account coding, purchase amounts, product quantity and other required data; generate purchase orders and submit for approval as necessary; and maintain automated records as appropriate.

- Assist with preparing and maintaining a variety of records and reports related to purchase orders, expenditures and assigned activities; and maintain and update vendor catalogues and files.
- Assist as needed, with initiating and receiving phone calls concerning various purchasing functions; and respond to inquiries and provide information concerning purchase orders, on-line requisitions and the procurement of equipment, supplies and materials.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Assist with preparing a variety of correspondence related to the business services function including memoranda, bulletins and cancellation notices.
- Attend a variety of assigned meetings.

Other Duties:

- Assist with documenting and reporting to PACS management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; and ensuring compliance with the PACS Uniform Complaint Policy, the PACS Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Attend off-site enrollment events to represent programs and support families with the enrollment process, times may vary.
- Perform other duties as assigned.

Knowledge and Abilities: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Knowledge of:

- Purchasing practices and procedures.
- Basic accounting practices, procedures and terminology.
- Operation of a centralized telephone switchboard.
- Telephone techniques and etiquette.
- Modern office practices, procedures and equipment.
- Oral and written communication skills.
- Interpersonal skills using tact, patience and courtesy.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Operation of a computer and assigned software.
- Record-keeping and report preparation techniques.
- Mathematical computations.

Ability to:

- Type at 35 words per minute from a clear copy.
- Perform a variety of technical duties related to the purchasing of services, supplies and equipment.
- Prepare, review, verify and process purchasing forms and documents.
- Learn and apply established rules, regulations, policies and procedures related to the purchasing function.
- Maintain routine records, vendor lists, and catalogs.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.
- Meet schedules and timelines.
- Understand and follow oral and written instructions.
- Operate a computer and assigned software.
- Maintain records and prepare reports.
- Add, subtract, multiply and divide quickly and accurately.
- Complete work with many interruptions.

EDUCATION AND EXPERIENCE:

- Any combination equivalent to: graduation from high school; and three years clerical accounting experience.
- Bilingual skills preferred.

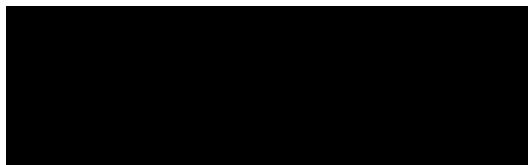
Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Hearing and speaking to exchange information in person or on the telephone.
- Dexterity of hands and fingers to operate a computer keyboard.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Office environment.
- Noise level is generally moderate.
- Work conducted in a public setting.
- Indoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Employee Acknowledgement:



6/10/2022

Printed Name

Date



MUTUAL AGREEMENT TO ARBITRATE DISPUTES

The parties to this Mutual Agreement to Arbitrate Disputes (“Agreement”) wish to resolve, fairly and quickly, any and all disputes which may arise between them and agree as follows:

- A. Agreement to Arbitrate. Any controversy, dispute or claim (“Claim”) whatsoever between **Leslie Garcia** (“Employee”) on the one hand, and Elite Academic Academy - Mountain Empire (“the Company”), or any of its current and former directors, officers, shareholders, employees, agents, representatives, or related entities (collectively “Company Parties”), on the other hand, (collectively, the “Parties”) shall be resolved by the Parties by final and binding arbitration at the request of either Party.
- B. Claims Covered. This Agreement broadly covers *any and all claims* that have existed, currently exist, and/or may arise between the Parties including, but not limited to, claims for: (a) misclassification, wages (regular or overtime), meal period and/or rest break premiums, wage statement penalties, waiting time penalties, paid time off/vacation, business expenses, benefits and/or other compensation; (b) breach of contract (oral, implied, express or written); (c) wrongful termination and/or retaliation; (d) unfair competition and/or misappropriation of trade secrets; (e) discrimination, harassment, and/or retaliation on the basis of a characteristic protected by law; and (f) any other claims arising out of or related to the employment relationship (including application for employment) or termination of the employment relationship or for violation of any federal, state, or other government law, statute, regulation, or ordinance including, without limitation, the California Labor Code, the Industrial Welfare Commission Wage Orders, the California Business and Professions Code, the Fair Labor Standards Act, California’s Fair Employment and Housing Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, the Age Discrimination in Employment Act, and the United States and California Constitutions (collectively, “Covered Claims”).
- C. Excluded Claims. Notwithstanding the above broad scope of Covered Claims, this Agreement does not cover any claims to the extent such claims are non-arbitrable pursuant to applicable law (which are not preempted by the FAA).
- D. Class and Collective Action Waiver. **Covered Claims shall be arbitrated on an individual basis only. No Covered Claim shall be (a) heard or arbitrated on a class or collective action basis on behalf of other persons alleged to be similarly situated, or (b) joined, consolidated, or otherwise combined with the claims of other persons in one proceeding. Each Party waives the right to bring, maintain, participate in, or receive money from, any class or collective proceeding, whether in arbitration or otherwise.**
- E. Notice of Claim. A demand for arbitration must be in writing by certified or registered mail, return receipt requested and obtained, or by service as authorized for the commencement of a civil action and made within the applicable statute of limitations period. The notice must describe the nature of the controversy and the remedy sought. In the event that there is a dispute as to whether the Parties agreed to arbitrate a claim or an issue, the court shall have the exclusive authority to determine arbitrability.
- F. Rules of Arbitration. Arbitration under this Agreement will be conducted in accordance with the then current

Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association (“AAA Rules”) or in accordance with the rules of another similar organization agreed to by the Parties. A current copy of the AAA Rules is available at www.adr.org and from Elite Academic Academy’s Human Resources Department upon request.

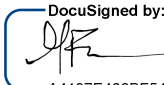
- G. Place of Arbitration. Arbitration shall take place before a neutral arbitrator within 45 miles of where Employee is or was last employed by the Company.
- H. Discovery. The Parties shall be entitled to conduct reasonable discovery, including, without limitation, conducting depositions of and requesting documents from each other and third parties. The arbitrator shall have the authority to resolve discovery disputes, modify procedures to ensure they are affordable and accessible, and order prehearing third-party discovery.
- I. Arbitration Decision. The arbitrator shall prepare in writing and timely provide to the Parties a decision and award which includes factual findings and the reasons upon which the decision is based. The arbitrator may make any award available under law, including monetary damages, injunctive relief, and attorneys’ fees. The decision of the arbitrator shall be binding and conclusive on the Parties, except as otherwise required by law. Judgment upon the award rendered by the arbitrator may be entered in any court having proper jurisdiction.
- J. Arbitration Fees and Costs. Company shall be entirely responsible for the arbitrator’s fees. Each Party shall pay his/her/its own costs and attorneys’ fees, if any, except that the arbitrator shall award attorneys’ fees and costs in accordance with applicable law.
- K. Governing Law. Any enforcement of this arbitration provision shall be governed by the Federal Arbitration Act (the “FAA”), and any procedural issues related to this arbitration provision shall be governed by California law, unless California law conflicts with the FAA in which case the FAA shall govern.
- L. Employee Right to Review and Consult Counsel. Employee has the right to review this agreement with their counsel if needed, and if Employee has any questions about this Agreement, Employee should contact Elite Academic Academy’s Human Resources Department.
- M. Sole and Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the matters referenced herein and can be modified only in a writing signed by both Parties, stating the intent to revoke or modify this Agreement. If any provision in this Agreement is determined to be unenforceable, then the remaining provisions shall remain in full effect.

By signing below, each party knowingly waives the right to class and collective procedures/actions and the right to trial by jury or judge for any covered claim. Each party retains all other rights, including the right to counsel, to call and cross-examine witnesses, to reasonable discovery, and to have claims addressed by an impartial factfinder.

Each party acknowledges that it or s/he are hereby advised to seek legal advice as to their rights and responsibilities under this agreement.

THIS AGREEMENT IS VOLUNTARY AND EMPLOYEE WILL NOT BE FIRED OR, IN THE CASE OF A NEW HIRE, BE DENIED A JOB, FOR DECLINING TO SIGN THIS AGREEMENT.

COMPANY:

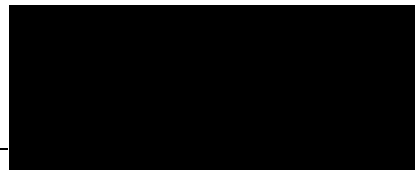
DocuSigned by:


EMP

By:

Its: Chief Executive Officer

By:



6/10/2022

6/10/2022

DATED:

DATED:



CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The Parties to this Confidentiality and Non-Solicitation Agreement ("Agreement") are Elite Academic Academy – Mountain Empire (the "School") and Leslie Garcia ("Employee") (collectively referred to herein as the "Parties").

1. Employee Access to Confidential Information. The School and Employee acknowledge that the business of the School and the nature of Employee's work will require Employee to have access to Confidential Information (as such term is defined below) of the School and/or its families, which, if disclosed in an unauthorized manner, could be highly prejudicial to the School and/or its families.

2. Value of School Business, Families, and Confidential Information. The School has created, developed, and obtained Confidential Information (as such term is defined below). Additionally, the School has entered into agreements with third parties whereby these third parties produce confidential, proprietary, and/or trade secret information for the School. Such information has independent actual or potential economic value from not being generally known to the public or to other persons who can obtain economic value from its disclosure or use and is not readily available through any source other than the School. Maintenance of confidentiality regarding such information and special knowledge is essential to preserving the competitive position and value of the School. Further, the specialized services provided by the School to its families are such that potential families might not be aware of the availability of such services from the School. Consequently, the School has gone to considerable time, expense, and effort in seeking out potential families, explaining to these potential families the unique value of the School's services, and developing family relationships. This specialized business requires the School to develop confidential relationships with its families, whereby the School and each family work together closely to develop customized services for each family. Therefore, information concerning both the nature and the fact of the School's relationships has independent actual or potential economic value from not being generally known to the public or to other persons who can obtain economic value from its disclosure or use. The confidentiality of the School's families is essential to the continued economic viability of the School and is subject to continuous, vigorous efforts by the School to maintain secrecy.

3. Confidential Information Defined. "**Confidential Information**" of the School includes, but is not limited to, proprietary and/or trade secret information, intellectual property, ideas innovations, organization financial documents and transactions, student and family information and records, confidential financial data or other non-public proprietary organization information,

confidential information regarding business partners, vendors, or families and students, business methods, devices, processes, compilation of information, computer software developed by or for the School records, methods of data processing, surveys, designs, questionnaires, reports, industry norms, models, forecasts, formulae, equations, studies or data developed in connection with any project or activity of the School, and School financial information.

A. Exclusions. Confidential Information shall not include: (a) information now and hereafter voluntarily disseminated by the School to the public or which otherwise becomes part of the public domain through lawful means; (b) information already known to Employee as documented by written records which predate Employee's employment with the School; and (c) information independently developed by Employee after termination of Employee's employment.

4. Value of the School's Workforce. The Parties further acknowledge and agree that the School needs to maintain a stable workforce in order to remain in business. Thus, the School is entitled to protect its legitimate business interest in preventing persons from disrupting, damaging, impairing, or interfering with its business by soliciting its employees for employment with another company.

5. Employee's Obligations as to Confidential Information. Therefore, as a condition of employment, Employee agrees to maintain the secrecy of the School's Confidential Information and to not engage in unfair competition with the School as follows:

A. No Disclosure. Employee will not use, disclose, or disseminate in any manner whatsoever any Confidential Information, either directly or indirectly, either during employment with the School or following termination of employment, except as required in the course of employment with the School, or as expressly authorized in writing by an officer or manager of the School.

B. No Reproduction or Removal. Employee will not reproduce in any manner, or remove from the School or Employee's work location, any Confidential Information, whether or not recorded in writing, by sound or visual means, on computer or computer disk or by any other means, either during employment with the School or following termination of employment, except as required in the course of employment with the School, or expressly authorized in writing by an officer of the School.

C. Duty to Prevent Disclosure. Employee will take all precautions reasonably necessary to prevent the unauthorized use, disclosure, or dissemination of Confidential Information either during employment with the School or following termination of employment with the School.

D. Required Disclosure. Notwithstanding Sections A, B and C above, in the event that Employee is requested or required (by oral questions, interrogatories, requests for information or documents, subpoena, civil investigative demand or other similar process in legal proceedings) to disclose any of the Confidential Information, Employee shall provide the School with prompt written notice of any such request

or requirement so that the School may seek a protective order or other appropriate remedy, or waive compliance with the provisions of this Agreement. If, in the absence of a protective order or other remedy or the receipt of a waiver by the School, Employee is nonetheless legally compelled to disclose Confidential Information to any tribunal or else stand liable for contempt or suffer other censure or penalty, Employee may, without liability hereunder, disclose to such tribunal only that portion of the Confidential Information that is legally required to be disclosed, provided that Employee exercises his or her best efforts to preserve the confidentiality of the Confidential Information, including, without limitation, by cooperating with the School to obtain an appropriate protective order or other reliable assurance that confidential treatment will be accorded the Confidential Information by such tribunal.

- E. Ownership of Materials; Return of Materials Upon Termination of Employment. All Confidential Information and/or other ideas, concepts, know-how, techniques, processes, methods, inventions, discoveries, developments, innovations, and improvements, that are reasonably related to the business of the School, involve the School's research or development (whether actual or demonstrably anticipated), or are produced by Employee during the period of employment with the School belongs to the School and not Employee. Upon termination of Employee's employment with the School for any reason whatsoever, Employee will immediately turn over to the School all Confidential Information. Additionally, Employee will return all other School property or equipment, including but not limited to keys, entry devices, documents, computer software, and/or other materials related to the business, professional or personal affairs of the School or any of the School's families. Further, Employee will not retain any copies of any of the above materials in hardcopy, electronic or other form.
- F. Prohibition on Use of Trade Secret Information. Employee agrees that during Employee's employment with the School and following termination of Employee's employment with the School, for any reason whatsoever, Employee shall not use the School's trade secret information, including without limitation, (1) to contact or solicit any families or prospective families of the School whom Employee served or whose names became known to Employee while in the employ of the School either on the Employee's behalf or on behalf of any other party engaged in a business which is competitive with the School or (2) to solicit the employment of any School employee, whether or not the solicited employee would commit any breach of his or her own employment terms by leaving the service of the School.
- G. No Competition During Employment. Employee agrees that during employment with the School, Employee will not engage in any other employment or activity that might interfere with or be in competition with the interests of the School.
- H. Student Information. Employee agrees not to use, disclose, or disseminate in any manner whatsoever, for compensation or otherwise, any information, actions, events, behavior, or other conduct that Employee observes or hears from the

School's students or their families, either directly or indirectly, either during employment with the School or following termination of employment. Employee further agrees to take all precautions reasonably necessary to prevent the unauthorized use, disclosure, or dissemination of the School's students' information, actions, events, behavior, or other conduct, either during employment with the School or following termination of employment with the School.

6. Trade Secrets. The Parties further recognize and acknowledge that neither the above provisions nor the School's exercise of any rights thereunder shall limit the rights of the School under applicable statutes and common law rules regarding trade secrets, including without limitation, the Uniform Trade Secrets Act (Cal. Civ. Code Section 3426 *et seq.*) or limit the rights of the School to seek damages relief. In particular, and without limitation of the foregoing, the School reserves its rights under California Civil Code Section 3426.3 to seek total damages in an amount two times that of actual damages suffered as a result of misappropriation of its Confidential Information.

7. School's Entitlement to Compensation Received by Employee for Use or Disclosure of Confidential Information. Employee further expressly agrees that, without limiting any other right or remedies the School may have, the School shall be entitled to recover any and all monies or other benefits whatsoever received by Employee or on Employee's behalf or by any other person or entity from any and all sources in connection with any use or dissemination by Employee, or Employee's agents, of any Confidential Information and that any such monies or other benefits so received shall be held in trust by the recipient for immediate payment over to the School.

8. Severability. In the event a court of competent jurisdiction finds any provision of this Agreement to be invalid or otherwise unenforceable, the remaining portions of this Agreement will retain their full force and effect.

9. Entire and Sole Agreement. The Parties agree that this Agreement contains their entire agreement and supersedes all other agreements and understandings, whether written or oral, covering the subject matter hereof. The Parties warrant that there were no representations, agreements, arrangements or understandings, whether written or oral, between them relating to the subject matter contained in this Agreement which are not fully expressed herein. No modification, amendment or waiver of any of the provisions contained in this Agreement, or any future representations, promise, or condition in connection with the subject matter of this Agreement, shall be binding upon any party to this Agreement unless made in writing and signed by such party or by a duly authorized officer, partner, or agent of such party.

10. Governing Law. The Parties agree that the laws of the State of California shall govern the interpretation and enforcement of this Agreement, without giving effect to that State's choice of law rules.

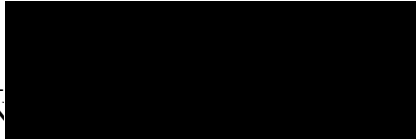
11. Independent Review and Advice. By signing his/her name below, Employee expressly acknowledges that he/she has read this Agreement, has had the opportunity to ask School representatives questions about it, has had the opportunity to consult with an attorney of his/her choice (at his/her own expense) before signing it, and understands the contents of this Agreement.

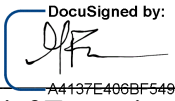
Employee further agrees that signing this Agreement is a condition of his/her employment with the School and payment therefore, which he/she understood before accepting employment with the School.

12. Costs and Attorneys Fees. In the event of any dispute, controversy, or other proceedings (including litigation or arbitration) arising out of or related to this Agreement, the prevailing party shall be entitled to reimbursement of all of its costs, including attorney and expert witnesses' fees and costs.

13. Successors and Assigns. All covenants, representations, warranties and agreements of the Parties contained herein shall be binding upon and inure to the benefit of their respective successors and permitted assigns.

14. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

Date: 6/10/2022 _____
N 

Date: 6/10/2022 _____
By:  _____
Its: Chief Executive Officer



Date of Offer: June 8, 2022

Assignment Offered: Temporary Content Teacher

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Mountain Empire, as a Temporary Content Teacher. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, student enrollment in the Year-Round program, and your timely completion of the requirements set forth in this letter.

If you are currently under contract with another district/charter for June 27, 2022 - August 9, 2022, you must provide Elite Academic Academy - Mountain Empire with documentation of your eligibility for employment (most traditional schools only contract through June). You must meet all certification requirements before the beginning of your assignment. Failure to timely provide the specified credentials will nullify this offer.

Upon completion of these matters, and we have the student enrollment in the program, and your area of preference, the CEO will have final approval of your employment. At that time, we will send you a temporary employment contract for your review, signature, and completion. Your salary would be based on the compensation as outlined below. If you are offered an assignment and you choose to decline it, Elite Academic Academy - Mountain Empire is not obligated to offer you another assignment. You would, however, be eligible to apply and interview for other assignments.

Terms and Benefits for this position:

Start Date: June 27, 2022

Term: Temporary/At- Will

Position Title: Temporary Content Teacher

FLSA/CA Classification: Non-Exempt

Hourly Rate: \$41.88

Hours per week:

- 40 hours: 80 students and over
- 35 hours: 70-79 students
- 30 hours: 60-69 students
- 25 hours: 50-59 students
- 20 hours: 40-49 students
- 15 hours: 30-39 students
- 10 hours: 20-29 students

Number of Vacation Days: 0

Work Days: (Monday- Friday) Year Round Calendar

Retirement Benefits: STRS

Please sign below to indicate your acceptance of this conditional offer and return this letter within 5 calendar days. Please let us know if you have any questions. We look forward to working with you. Please understand vacation time is not granted and you are expected to work from June 27, 2022- August 9, 2022.

I have read and understood the conditions and commitments stated above. I have initiated below to indicate that I have accepted or declined this offer.

Candidate: [REDACTED]

(Initial) **I accept** the offer of employment with Elite Academic Academy starting June 27, 2022. I understand that this offer is expressly conditioned on Board approval, an acceptable FBI/DOJ background check, student enrollment and my timely completion of the requirements set out in this letter.

(Initial) I **do not** [REDACTED] employment with Elite Academic Academy

Signature: _____ Date: 6/9/2022

Chief Executive Officer [REDACTED] Date 6/8/2022



Date of Offer: June 7, 2022

Assignment Offered: Temporary Content Teacher

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Mountain Empire, as a Temporary Content Teacher. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, student enrollment in the Year-Round program, and your timely completion of the requirements set forth in this letter.

If you are currently under contract with another district/charter for June 27, 2022 - August 9, 2022, you must provide Elite Academic Academy - Mountain Empire with documentation of your eligibility for employment (most traditional schools only contract through June). You must meet all certification requirements before the beginning of your assignment. Failure to timely provide the specified credentials will nullify this offer.

Upon completion of these matters, and we have the student enrollment in the program, and your area of preference, the CEO will have final approval of your employment. At that time, we will send you a temporary employment contract for your review, signature, and completion. Your salary would be based on the compensation as outlined below. If you are offered an assignment and you choose to decline it, Elite Academic Academy - Mountain Empire is not obligated to offer you another assignment. You would, however, be eligible to apply and interview for other assignments.

Terms and Benefits for this position:

Start Date: June 27, 2022

Term: Temporary/At- Will

Position Title: Temporary Content Teacher

FLSA/CA Classification: Non-Exempt

Hourly Rate: \$41.88

Hours per week:

- 40 hours: 80 students and over
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- 20 hours: 40-49 students
- 15 hours: 30-39 students
- 10 hours: 20-29 students

Number of Vacation Days: 0

Work Days: (Monday- Friday) Year Round Calendar

Retirement Benefits: STRS

Please sign below to indicate your acceptance of this conditional offer and return this letter within 5 calendar days. Please let us know if you have any questions. We look forward to working with you. Please understand vacation time is not granted and you are expected to work from June 27, 2022- August 9, 2022.

I have read and understood the conditions and commitments stated above. I have initiated below to indicate that I have accepted or declined this offer.

Candidate: [REDACTED]

 ^x (Initial) **I accept** the offer of employment with Elite Academic Academy starting June 27, 2022. I understand that this offer is expressly conditioned on Board approval, an acceptable FBI/DOJ background check, student enrollment and my timely completion of the requirements set out in this letter.

 (Initial) I **do not** [REDACTED] ent with Elite Academic Academy

Signature: _____ Date: 6/7/2022

Chief Executive Off _____ Date 6/7/2022

EAA - Mountain Empire	2020-21	2020-21	2021-22	2022-23	2023-24	2024-25	
FY 22.23 Adopted Budget Report	Unaudited Actual	Audited Financials	Year End Projection	Projected Budget	Projected Budget	Projected Budget	
June 2022	(Sept. 2021)	(Dec. 2021)	(Jun 2022)				
	ADA	677.22	677.22	721.23	929.43	1,022.37	1124.61
REVENUE							
LCFF	6,355,960	6,355,960	7,006,921	9,710,690	11,074,931	12,626,144	
Special Education - state	389,261	389,261	536,319	691,143	711,877	733,234	
CTEIG		179,877	89,938	89,938	89,938	89,938	
Educator Effectiveness			183,359	36,472			
MTSS Grant				50,000	50,000	50,000	
ELO			247,020	196,045			
A-G Completion				29,967			
Other State Revenue	264,944	264,945	182,813	231,235	254,358	279,794	
Special Education - federal			76,750	98,906	101,873	104,929	
Title I & II	42,390	42,390	94,135	121,310	124,949	128,697	
ESSER 1 & 2 & Other CV Relief	237,009	237,009	3				
ESSER 3			249,852				
PPP Forgiveness	344,600	344,600					
Other miscellaneous	8,617	8,617	823	823	848	873	
Total Revenue	7,642,781	7,822,659	8,667,933	11,256,529	12,408,774	14,013,609	
EXPENSES							
Salary Expense - certificated	2,449,744	2,449,744	3,420,361	4,254,454	4,627,405	5,137,304	
Salary Expense - classified	371,665	371,666	472,112	590,626	614,282	639,419	
Total Salary Expense	2,821,409	2,821,410	3,892,473	4,845,080	5,241,687	5,776,723	
Benefits & Taxes	687,988	687,988	1,011,047	1,417,723	1,536,959	1,698,687	
Materials & Supplies	892,059	892,059	764,300	967,691	1,093,491	1,235,644	
Services & Operating Expenses	2,650,084	2,700,437	2,832,461	3,841,257	4,340,620	4,904,902	
Interest Expense	18,293	18,292	33,744	86,248	88,835	91,500	
Total Expenses	7,069,833	7,120,186	8,534,024	11,157,999	12,301,592	13,707,456	
Net Surplus (Deficit)	572,948	702,473	133,909	98,530	107,182	306,153	
Beginning Fund Balance	288,268	288,268	990,741	1,124,650	1,223,180	1,330,362	
Ending Funding Balance	861,216	990,741	1,124,650	1,223,180	1,330,362	1,636,515	
ASSUMPTIONS:							
1) The average daily attendance (ADA) for the 2022-23 year is projected to be 929.43							
2) 2022-23 Non-recurring revenue is projected to be \$262,484 (\$36,472 Educator Effectiveness, \$196,045 Expanded Learning Opportunities + \$29,967 A-G Completion)							
3) CTEIG revenue is projected to be part of YOY recurring revenue, but future years are subject to change depending on state budgetary constraints.							
4) All other 2022-23 revenue is a function of ADA.							
5) COLA increase has been set in accordance with Governor's May Budget Revise, 6.56%							
6) The FY 2022-23 beginning fund balance at June 30, 2022 is \$1,124,650, with a projected surplus of \$98,530, for a projected ending fund balance of \$1,223,180 at June 30, 2023.							

Proj 22.23						TOTAL ADA	
ME	Trk B	%	Trk A	%	TOTAL	FY 22.23	FY 21.22
TK-3		300.35	32.32%			929.43	721.23
4-6		208.84	22.47%				
7-8		129.45	13.93%				
9-12		162.36	17.47%	128.43	13.82%		
TOTAL		801		128.43			

Cash Graph ME

Date	06/30/2022	07/31/2022	08/31/2022	09/30/2022	10/31/2022	11/30/2022	12/31/2022	01/31/2023	2/28/2023	3/31/2023	4/30/2023	5/31/2023	6/30/2023
Cash Balance	729,715	1,268,842	1,951,212	1,838,808	1,481,097	1,212,096	992,865	1,000,746	312,503	1,231,407	1,041,302	880,071	946,200
Loan Balance	255,600	1,000,000	1,875,000	1,875,000	1,875,000	1,875,000	1,875,000	1,875,000	1,875,000	1,406,250	937,500	468,750	0
Monthly change in cash		539,127	682,370	-112,404	-357,711	-269,001	-219,231	7,881	-688,243	918,904	-190,105	-161,231	66,129



**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Elite Academic Academy
 (name continued) Mountain Empire
 CDS #: 37-68213-0136978
 Charter Approving Entity: Mountain Empire USD
 County: San Diego
 Charter #: 1924
 Fiscal Year: 2022-23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Enrollment:	853.65	939.02	1,032.92
ADA:	929.43	1022.37	1124.61

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
A. REVENUES						
1 LCFF Sources						
State Aid - Current Year	8011	7,399,802.00	0.00	7,399,802.00	8,532,953.00	9,829,969.00
Education Protection Account State Aid - Current Year	8012	185,886.00	0.00	185,886.00	204,475.00	224,922.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	2,125,002.00	0.00	2,125,002.00	2,337,503.00	2,571,253.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		9,710,690.00	0.00	9,710,690.00	11,074,931.00	12,626,144.00
2 Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	121,310.00	121,310.00	124,949.00	128,697.00
Special Education - Federal	8181, 8182	0.00	98,906.00	98,906.00	101,873.00	104,929.00
Child Nutrition - Federal	8220	0.00	0.00	0.00	0.00	0.00
Donated Food Commodities	8221	0.00	0.00	0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00	0.00	0.00
Total, Federal Revenues		0.00	220,216.00	220,216.00	226,822.00	233,626.00
3 Other State Revenues						
Special Education - State	StateRevSE	0.00	691,143.00	691,143.00	711,877.00	733,233.00
All Other State Revenues	StateRevAO	170,822.00	462,835.00	633,657.00	394,296.00	419,732.00
Total, Other State Revenues		170,822.00	1,153,978.00	1,324,800.00	1,106,173.00	1,152,965.00
4 Other Local Revenues						
All Other Local Revenues	LocalRevAO	823.00	0.00	823.00	848.00	873.00
Total, Local Revenues		823.00	0.00	823.00	848.00	873.00
5 TOTAL REVENUES						
		9,882,335.00	1,374,194.00	11,256,529.00	12,408,774.00	14,013,608.00
B. EXPENDITURES						
1 Certificated Salaries						
Certificated Teachers' Salaries	1100	2,694,994.00	473,036.00	3,168,030.00	3,579,874.00	4,045,258.00
Certificated Pupil Support Salaries	1200	115,833.00	0.00	115,833.00	130,891.00	147,907.00
Certificated Supervisors' and Administrators' Salaries	1300	889,942.00	0.00	889,942.00	916,640.00	944,139.00
Other Certificated Salaries	1900	80,649.00	0.00	80,649.00	0.00	0.00
Total, Certificated Salaries		3,781,418.00	473,036.00	4,254,454.00	4,627,405.00	5,137,304.00
2 Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	59,372.00	59,372.00	67,090.00	75,812.00
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	155,938.00	0.00	155,938.00	160,616.00	165,434.00
Clerical and Office Salaries	2400	212,825.00	0.00	212,825.00	219,210.00	225,786.00
Other Non-certificated Salaries	2900	162,491.00	0.00	162,491.00	167,366.00	172,387.00
Total, Non-certificated Salaries		531,254.00	59,372.00	590,626.00	614,282.00	639,419.00

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
3 Employee Benefits						
STRS	3101-3102	722,252.00	90,350.00	812,602.00	883,834.00	981,225.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	95,471.00	11,401.00	106,872.00	114,090.00	123,406.00
Health and Welfare Benefits	3401-3402	367,124.00	41,600.00	408,724.00	442,181.00	487,316.00
Unemployment Insurance	3501-3502	11,382.00	2,231.00	13,613.00	14,727.00	16,230.00
Workers' Compensation Insurance	3601-3602	28,687.00	6,389.00	35,076.00	37,947.00	41,820.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	36,350.00	4,487.00	40,837.00	44,180.00	48,690.00
Total, Employee Benefits		1,261,266.00	156,458.00	1,417,724.00	1,536,959.00	1,698,687.00
4 Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	695,945.00	100,000.00	795,945.00	899,418.00	1,016,342.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	7,395.00	0.00	7,395.00	8,356.00	9,442.00
Noncapitalized Equipment	4400	89,351.00	75,000.00	164,351.00	185,717.00	209,860.00
Food	4700	0.00	0.00	0.00	0.00	0.00
Total, Books and Supplies		792,691.00	175,000.00	967,691.00	1,093,491.00	1,235,644.00
5 Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	62,549.00	10,328.00	72,877.00	82,351.00	93,057.00
Dues and Memberships	5300	12,284.00	0.00	12,284.00	13,881.00	15,686.00
Insurance	5400	25,837.00	0.00	25,837.00	29,196.00	32,991.00
Operations and Housekeeping Services	5500	5,310.00	0.00	5,310.00	6,000.00	6,780.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	67,015.00	0.00	67,015.00	75,727.00	85,572.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	3,074,300.00	500,000.00	3,574,300.00	4,038,959.00	4,564,024.00
Communications	5900	83,634.00	0.00	83,634.00	94,506.00	106,792.00
Total, Services and Other Operating Expenditures		3,330,929.00	510,328.00	3,841,257.00	4,340,620.00	4,904,902.00
6 Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00

Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7 Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	86,248.00	0.00	86,248.00	88,835.00	91,500.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		86,248.00	0.00	86,248.00	88,835.00	91,500.00
8 TOTAL EXPENDITURES						
		9,783,806.00	1,374,194.00	11,158,000.00	12,301,592.00	13,707,456.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		98,529.00	0.00	98,529.00	107,182.00	306,152.00

Description	Object Code	FY 2021/22			Totals for 2022/23	Totals for 2023/24
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1 Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2 Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3 Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4 TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		98,529.00	0.00	98,529.00	107,182.00	306,152.00
F. FUND BALANCE, RESERVES						
1 Beginning Fund Balance						
a. As of July 1	9791	1,124,647.00	0.00	1,124,647.00	1,223,176.00	1,330,358.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		1,124,647.00	0.00	1,124,647.00	1,223,176.00	1,330,358.00
2 Ending Fund Balance, June 30 (E + F.1.c.)		1,223,176.00	0.00	1,223,176.00	1,330,358.00	1,636,510.00
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	489,190.00	0.00	489,190.00	615,079.60	685,372.80
Undesignated / Unappropriated Amount	9790	733,986.00	0.00	733,986.00	715,278.40	951,137.20

LCFF Calculator Caveats - 2022-23 Proposed Budget Model

mv.23.1b

4/18/2022

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs.**

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- \$1.

A proration/(deficit) factor assumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that are not yet finalized. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

LCFF Calculator Caveats - 2022-23 Proposed Budget Model

mv.23.1b

4/18/2022

School District Calculations

For districts with necessary small schools (NSS):

- This modeling version of the LCFF Calculator **DOES NOT** include changes to the declining enrollment protections for school districts proposed in the governor's 2022-23 proposed budget and related trailer bill for necessary small schools. The protections for NSS calculations in this tool are based on current law.
- The calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will choose to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

LCFF Calculator Navigation - 2022-23 Proposed Budget Modeling Version

mv.23.1b

4/18/2022

Version Details:

Version mv.23.1b

- **Data Entry tab:** unprotected Concentration grant funding % cells (row 13) for fiscal years 21-22 forward

Version mv.23.1a

- **Data Entry tab:** Corrected lookup formula in charter school ADA section row 18

- **Summary tab:** Revised total line on row 18 to include new TK Add-on

Version mv.23.1

- This modeling version of the LCFF Calculator has been developed to include changes to the declining enrollment protections for **most** school districts and the transitional kindergarten add-on funding proposed in the governor's 2022-23 proposed budget and related trailer bill. **This tool does not include revisions to the current declining enrollment protections for necessary small schools.**

- This tool prepopulates with LEA-specific data as certified by the CDE for the 2021-22 first principal apportionment (P-1) and includes 2020-21 Annual and 2019-20 Annual R2 data certifications.

- COLA assumptions have been prepopulated with the estimates projected by the Department of Finance, based on the governor's 2022-23 proposed budget released in January 2022.

- EPA assumptions have been updated to include estimates released by the CDE for the third quarter apportionment released February 18, 2022.

Structure:

- 1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.
- 2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.
- 3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted.**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

- 4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs.**

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations. **No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

LCFF Calculator Navigation - 2022-23 Proposed Budget Modeling Version

mv.23.1b

4/18/2022

Instructions:

- 1 **Review Caveats:** Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update.**
- 2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.
 - Start a calculation by entering the five-digit code for a school district's or seven-digit code for a charter school's calculations. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.
 - New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. Users can revise assumptions to prepare alternative funding scenarios.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out. School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. **Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.**

- **NSS Supporting Calculations:** details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete **either** section (a) or (b).

- **Section (a):** To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.

- **Section (b):** To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

- 3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.
- 4 **Supporting Calculations:** details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:

www.fcmat.org/lcff

CDE PASE exhibits:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Exhibit Guide:

www.cde.ca.gov/fg/aa/pa/exhibitguides.asp

CDE Funding Rates and Information:

www.cde.ca.gov/fg/aa/pa/lcffcola.asp

LCFF CALCULATOR	
<input type="text" value="136978"/>	5 digit District code or 7 digit School code (from the CDS code)
<input type="text" value="NO"/>	Is this calculation for a new charter school? (select from drop down list)
<input type="text" value="Charter"/>	Projection Type
<input type="text"/>	Projection Date
LEA:	Elite Academic Academy - Mountain Empire
Projection Title:	
Created by:	
Email:	
Phone:	

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Elite Academic Academy - Mountain Empire (136978)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)	50.00%	50.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension <i>(prefilled as calculated by the Department of Finance, DOF)</i>	3.26%	0.00%	5.07%	6.56%	3.61%	3.64%	3.62%	3.58%
Statutory COLA	3.26%	2.31%	1.70%	6.56%	3.61%	3.64%	3.62%	3.58%
Augmentation/(COLA Suspension)	0.00%	-2.31%	3.37%	0.00%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2022-23 forward)				\$ 2,813.00	\$ 2,914.55	\$ 3,020.64	\$ 3,129.99	\$ 3,242.04
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.18%	49.18%		
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.18%	49.18%		
Local EPA Accrual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local EPA Accrual - Prior Year								

Elite Academic Academy - Mountain Empire (136978)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS New Charter School Name:

Year that charter starts operation (select from drop down list):

(a) TRANSFER OF IN-LIEU PROPERTY TAX Note: Charter schools should contact sponsoring district(s) for In-lieu estimate

I-4 F-6 / F-7 In-Lieu of Property Tax	1,331,354	1,388,057	1,626,150	2,125,002	2,337,503	2,571,253		
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(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1.2, A-2.2, A-3.2 Enrollment (second prior year)	-	282						
A-1.1, A-2.1, A-3.1 Enrollment (first prior year)	282	323						
A-1, A-2, A-3 Enrollment	323	614	675	854	939	1,033		
B-1.2, B-2.2, B-3.2 Unduplicated Pupil Count (second prior year)	-	121						
B-1.1, B-2.1, B-3.1 Unduplicated Pupil Count (first prior year)	121	117						
B-1, B-2, B-3 Unduplicated Pupil Count	117	247	281	355	391	430		
	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
C-1 Single Year Unduplicated Pupil Percentage	36.22%	40.23%	41.63%	41.63%	41.63%	41.63%	0.00%	0.00%
C-1 Unduplicated Pupil Percentage (%)	39.34%	39.79%	40.01%	41.23%	41.63%	41.63%	0.00%	0.00%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3 Unduplicated Pupil Percentage (%)	70.24%	68.19%	67.78%	67.78%	67.78%	67.78%		
Unduplicated Pupil Percentage: Supplemental Grant	39.34%	39.79%	40.01%	41.23%	41.63%	41.63%	0.00%	0.00%
Unduplicated Pupil Percentage: Concentration Grant	39.34%	39.79%	40.01%	41.23%	41.63%	41.63%	0.00%	0.00%

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on:
The calculator will determine the greater of current or prior year ADA for each year's funding calculation.

TK								
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ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1 Grades TK-3	182.18	182.18	232.82	300.35	330.39	363.42		
B-2 Grades 4-6	139.60	139.60	161.95	208.84	229.72	252.70		
B-3 Grades 7-8	95.05	95.05	101.23	129.45	142.40	156.63		
B-4 Grades 9-12	260.39	260.39	238.92	290.79	319.87	351.86		
SUBTOTAL ADA	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
RATIO: ADA to Enrollment	2.10	1.10	1.09	1.09	1.09	1.09	-	-

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H-2 Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5 Minimum State Aid Adjustments	\$ -	\$ -	\$ -					

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(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF									
		NO	Is your district required to transfer in-lieu taxes to a charter school?						
		NO	Does your district have a necessary small school?						
(a) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION									
Did your district meet the requirements of funding?		YES	YES	YES	YES	YES	YES	YES	YES
(b) PROPERTY TAXES									
C-1 A-6	Estimated Property Taxes (excluding RDA)	\$ -	\$ -	\$ -					
B-5	Redevelopment Agency Local Revenue	\$ -	\$ -	\$ -					
	Less In-Lieu Property Tax Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Local Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(c) OTHER LCFF ADJUSTMENTS									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	Miscellaneous Adjustments	\$ -	\$ -	\$ -					
J-5	Minimum State Aid Adjustments	\$ -	\$ -	\$ -					
(d) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	District Enrollment (second prior year)	-	-						
A-1.1 / A-3.1	District Enrollment (first prior year)	-	-						
A-1 / A-3	District Enrollment	-	-	-					
A-2.2 / A-4.2	COE Enrollment (second prior year)	-	-						
A-2.1 / A-4.1	COE Enrollment (first prior year)	-	-						
A-2 / A-4	COE Enrollment	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	District Unduplicated Pupil Count (second prior year)	-	-						
B-1.1 / B-3.1	District Unduplicated Pupil Count (first prior year)	-	-						
B-1 / B-3	District Unduplicated Pupil Count	-	-	-					
B-2.2 / B-4.2	COE Unduplicated Pupil Count (second prior year)	-	-						
B-2.1 / B-4.1	COE Unduplicated Pupil Count (first prior year)	-	-						
B-2 / B-4	COE Unduplicated Pupil Count	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>	<i>3-yr rolling percentage</i>
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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(e) AVERAGE DAILY ATTENDANCE (ADA)									
ADA used for the Transitional Kindergarten Add-on: The calculator will determine the greater of current or prior year ADA for each year's funding calculation.									
	TK								
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.									
Current Year ADA: (P-2, Annual for Special Day Class Extended Year)									
B-1, D-6	Grades TK-3	-	-	-					
B-2, D-7	Grades 4-6	-	-	-					
B-3, D-8	Grades 7-8	-	-	-					
B-4, D-9	Grades 9-12	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)									
E-1, D-17	Grades TK-3	-	-	-					
E-2, D-18	Grades 4-6	-	-	-					
E-3, D-19	Grades 7-8	-	-	-					
E-4, D-20	Grades 9-12	-	-	-					
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-
District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) <i>(For calculating EPA only; this ADA is not included in the LCFF funding calculation).</i>									
	DISTRICT TOTAL	-	-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)									
E-6, E-11	Grades TK-3	-	-	-					
E-7, E-12	Grades 4-6	-	-	-					
E-8, E-13	Grades 7-8	-	-	-					
E-9, E-14	Grades 9-12	-	-	-					
	COUNTY TOTAL	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT									
If applicable, enter prior year ADA for students transferring to or from district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year.									
ADA transfer: Student from District to Charter (cross fiscal year)									
A-6	Grades TK-3	-							
A-7	Grades 4-6	-							
A-8	Grades 7-8	-							
A-9	Grades 9-12	-							
		-	-	-	-	-	-	-	-
ADA transfer: Student from Charter to District (cross fiscal year)									
A-11	Grades TK-3	-							
A-12	Grades 4-6	-							
A-13	Grades 7-8	-							
A-14	Grades 9-12	-							
		-	-	-	-	-	-	-	-

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Difference	-	-	-	-	-	-	-	-

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(4) NECESSARY SMALL SCHOOLS ADA										
Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.										
1 NSS #1			School Code:							
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-2		Grades 4-6	-	-	-					
A-3		Grades 7-8	-	-	-					
B-1		Grades 9-12	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-					
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2 NSS #2			School Code:							
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-2		Grades 4-6	-	-	-					
A-3		Grades 7-8	-	-	-					
B-1		Grades 9-12	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-					
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3 NSS #3			School Code:							
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-2		Grades 4-6	-	-	-					
A-3		Grades 7-8	-	-	-					
B-1		Grades 9-12	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-					
	<i>Is this school eligible for NSS funding?</i>		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

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4 NSS #4			School Code:							
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-2		Grades 4-6	-	-	-					
A-3		Grades 7-8	-	-	-					
B-1		Grades 9-12	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5 NSS #5			School Code:							
A-1	Current Year P2 ADA:	Grades TK-3	-	-	-					
A-2		Grades 4-6	-	-	-					
A-3		Grades 7-8	-	-	-					
B-1		Grades 9-12	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	Number of FTE		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Elite Academic Academy - Mountain Empire (136978)	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
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(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS

(a) ALTERNATIVE CALCULATION TOOL

Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.

1. Clear the prepopulated number '1' from the box located to the right	1							
2. Local calculation of <u>total</u> in-lieu property taxes								

(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)

Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.

1	Charter Name							
	Charter ADA by grade span							
	Grades K-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Total ADA	-	-	-	-	-	-	-
2	Charter Name							
	Charter ADA by grade span							
	Grades K-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Total ADA	-	-	-	-	-	-	-
3	Charter Name							
	Charter ADA by grade span							
	Grades K-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	Total ADA	-	-	-	-	-	-	-

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4	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
5	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
6	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
7	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
8	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

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9	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
10	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
11	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
12	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
13	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
14	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
15	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
16	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
17	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
18	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
19	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
20	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
21	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
22	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
23	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
24	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
25	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
26	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
27	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
28	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
29	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
30	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
31	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
32	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
33	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
34	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
35	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
36	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
37	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
38	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
39	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
40	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
41	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
42	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
43	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
44	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
45	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
46	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
47	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-
48	Charter Name	<input type="text"/>							
	Charter ADA by grade span								
	Grades K-3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 4-6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 7-8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Grades 9-12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
49	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-
50	Charter Name								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
Total ADA		-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)						
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling Version						2019-20
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors	3.26%		0.00%		39.34% 39.34%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	182.18	\$ 7,702	\$ 801	\$ 669	\$ -	\$ 1,670,958
Grades 4-6	139.60	7,818		615	-	1,177,264
Grades 7-8	95.05	8,050		633	-	825,355
Grades 9-12	260.39	9,329	243	753	-	2,688,559
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		\$ 5,688,874	\$ 209,202	\$ 464,060	\$ -	\$ 6,362,136
NSS Allowance						-
TOTAL BASE	677.22	\$ 5,688,874	\$ 209,202	\$ 464,060	\$ -	\$ 6,362,136
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ -
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
Transitional Kindergarten (2022-23 forward)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						\$ 6,362,136
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						6,362,136
Local Revenue (including RDA)						(1,331,354)
Gross State Aid						<u>\$ 5,030,782</u>
MINIMUM STATE AID CALCULATION						
			12-13 Rate	2019-20 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	677.22	\$ -	-
2012-13 NSS Allowance (deficit)			\$ -			-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						<u>(1,331,354)</u>
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						-
Minimum State Aid Guarantee						<u>\$ -</u>
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						6,362,136
Minimum State Aid plus Property Taxes including RDA						<u>1,331,354</u>
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						<u>\$ 5,030,782</u>
ADDITIONAL STATE AID						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						\$ 6,362,136
Change Over Prior Year						
LCFF Entitlement Per ADA						\$ 9,394
Per-ADA Change Over Prior Year						
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
						2019-20
State Aid						\$ 4,895,338
Education Protection Account						135,444
Property Taxes Net of In-Lieu Transfers						-

Elite Academic Academy - Mountain Empire (136978)	
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling Version	2019-20
Charter In-Lieu Taxes	1,331,354
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	\$ 6,362,136

Elite Academic Academy - Mountain Empire (136978)							mv.23.1b							
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v							2020-21	2021-22						
LCFF ENTITLEMENT CALCULATION														
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total		
	0.00%			39.79%	39.79%		5.07%			0.00%	40.01%	40.01%		
Grades TK-3	182.18	\$ 7,702	\$ 801	\$ 677	\$ -	\$ 1,672,353	232.82	\$ 8,093	\$ 842	\$ 715	\$ -	\$ 2,246,708		
Grades 4-6	139.60	7,818		622	-	1,178,246	161.95	8,215		657	-	1,436,879		
Grades 7-8	95.05	8,050		641	-	826,044	101.23	8,458		677	-	924,716		
Grades 9-12	260.39	9,329	243	762	-	2,690,802	238.92	9,802	255	805	-	2,595,092		
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-		
Total Base, Supplemental, and Concentration Grant		\$ 5,688,874	\$ 209,202	\$ 469,369	\$ -	\$ 6,367,445		\$ 6,412,728	\$ 256,959	\$ 533,708	\$ -	\$ 7,203,395		
NSS Allowance		-	-	-	-	-		-	-	-	-	-		
TOTAL BASE	677.22	\$ 5,688,874	\$ 209,202	\$ 469,369	\$ -	\$ 6,367,445	734.92	\$ 6,412,728	\$ 256,959	\$ 533,708	\$ -	\$ 7,203,395		
ADD ONS:														
Targeted Instructional Improvement Block Grant						\$ -						\$ -		
Home-to-School Transportation						-						-		
Small School District Bus Replacement Program						-						-		
Transitional Kindergarten (2022-23 forward)						-						-		
ECONOMIC RECOVERY TARGET PAYMENT														
LCFF ENTITLEMENT						\$ 6,367,445						\$ 7,203,395		
STATE AID CALCULATION														
Miscellaneous Adjustments						-						-		
Adjusted LCFF Entitlement						6,367,445						7,203,395		
Local Revenue (including RDA)						(1,388,057)						(1,626,150)		
Gross State Aid						\$ 4,979,388						\$ 5,577,245		
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2020-21 ADA		N/A		12-13 Rate	2021-22 ADA			N/A		
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	677.22		\$ -		\$ -	734.92			\$ -		
2012-13 NSS Allowance (deficited)			\$ -			-		\$ -				-		
Minimum State Aid Adjustments						-						-		
Less Current Year Property Taxes/In-Lieu						(1,388,057)						(1,626,150)		
Subtotal State Aid for Historical RL/Charter General BG						-						-		
Categorical funding from 2012-13 net of fair share reduction						-						-		
Charter School Categorical Block Grant adjusted for ADA			-	-		-		-	-			-		
Minimum State Aid Guarantee Before Proration Factor						-						-		
Proration Factor						0.00%						0.00%		
Minimum State Aid Guarantee						\$ -						\$ -		
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement						6,367,445						7,203,395		
Minimum State Aid plus Property Taxes including RDA						1,388,057						1,626,150		
Offset						-						-		
Minimum State Aid Prior to Offset						-						-		
Total Minimum State Aid with Offset						-						-		
GROSS STATE AID						\$ 4,979,388						\$ 5,577,245		
ADDITIONAL STATE AID						\$ -						\$ -		
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)														
Change Over Prior Year			0.08%	5,309		\$ 6,367,445		13.13%	835,950			\$ 7,203,395		
LCFF Entitlement Per ADA						9,402						9,802		
Per-ADA Change Over Prior Year			0.09%	8				4.25%	400					
Basic Aid Status (school districts only)						-						-		
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase		2020-21		Increase				2021-22		
State Aid			-1.05%	(51,394)		\$ 4,843,944		12.10%	586,317			\$ 5,430,261		
Education Protection Account						135,444						146,984		
Property Taxes Net of In-Lieu Transfers			0.00%	-		-		0.00%	-			-		

Elite Academic Academy - Mountain Empire (136978)				mv.23.1b			
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v				2020-21	2021-22		
Charter In-Lieu Taxes	4.26%	56,703		1,388,057	17.15%	238,093	1,626,150
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	0.08%	5,309		\$ 6,367,445	12.95%	824,410	\$ 7,203,395

Elite Academic Academy - Mountain Empire (136978)							mv.23.1b	mv.23.1b						
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v							2022-23	2023-24						
LCFF ENTITLEMENT CALCULATION														
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total		
Grades TK-3	300.35	\$ 8,624	\$ 897	\$ 785	\$ -	\$ 3,095,437	330.39	\$ 8,935	\$ 929	\$ 821	\$ -	\$ 3,530,255		
Grades 4-6	208.84	8,754		722	-	1,978,937	229.72	9,070		755	-	2,257,077		
Grades 7-8	129.45	9,013		743	-	1,262,942	142.40	9,338		777	-	1,440,395		
Grades 9-12	290.79	10,445	272	884	-	3,373,374	319.87	10,822	281	924	-	3,847,204		
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-		
Total Base, Supplemental, and Concentration Grant		\$ 8,622,438	\$ 348,508	\$ 739,744	\$ -	\$ 9,710,690		\$ 9,826,894	\$ 396,812	\$ 851,225	\$ -	\$ 11,074,931		
NSS Allowance		-	-	-	-	-		-	-	-	-	-		
TOTAL BASE	929.43	\$ 8,622,438	\$ 348,508	\$ 739,744	\$ -	\$ 9,710,690	1,022.37	\$ 9,826,894	\$ 396,812	\$ 851,225	\$ -	\$ 11,074,931		
ADD ONS:														
Targeted Instructional Improvement Block Grant						\$ -						\$ -		
Home-to-School Transportation						-						-		
Small School District Bus Replacement Program						-						-		
Transitional Kindergarten (2022-23 forward)						-						-		
ECONOMIC RECOVERY TARGET PAYMENT						-						-		
LCFF ENTITLEMENT						\$ 9,710,690						\$ 11,074,931		
STATE AID CALCULATION														
Miscellaneous Adjustments						-						-		
Adjusted LCFF Entitlement						9,710,690						11,074,931		
Local Revenue (including RDA)						(2,125,002)						(2,337,503)		
Gross State Aid						\$ 7,585,688						\$ 8,737,428		
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2022-23 ADA		N/A		12-13 Rate	2023-24 ADA			N/A		
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	929.43		\$ -		\$ -	1,022.37			\$ -		
2012-13 NSS Allowance (deficit)						-						-		
Minimum State Aid Adjustments						-						-		
Less Current Year Property Taxes/In-Lieu						(2,125,002)						(2,337,503)		
Subtotal State Aid for Historical RL/Charter General BG						-						-		
Categorical funding from 2012-13 net of fair share reduction						-						-		
Charter School Categorical Block Grant adjusted for ADA			-	-		-		-	-			-		
Minimum State Aid Guarantee Before Proration Factor						-						-		
Proration Factor						0.00%						0.00%		
Minimum State Aid Guarantee						\$ -						\$ -		
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement						9,710,690						11,074,931		
Minimum State Aid plus Property Taxes including RDA						2,125,002						2,337,503		
Offset						-						-		
Minimum State Aid Prior to Offset						-						-		
Total Minimum State Aid with Offset						-						-		
GROSS STATE AID						\$ 7,585,688						\$ 8,737,428		
ADDITIONAL STATE AID						\$ -						\$ -		
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						\$ 9,710,690						\$ 11,074,931		
Change Over Prior Year			34.81%	2,507,295				14.05%	1,364,241					
LCFF Entitlement Per ADA						10,448						10,833		
Per-ADA Change Over Prior Year			6.59%	646				3.68%	385					
Basic Aid Status (school districts only)						-						-		
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase		2022-23		Increase				2023-24		
State Aid			36.27%	1,969,541		\$ 7,399,802		15.31%	1,133,151			\$ 8,532,953		
Education Protection Account						185,886						204,475		
Property Taxes Net of In-Lieu Transfers			0.00%	-		-		0.00%	-			-		

Elite Academic Academy - Mountain Empire (136978)			mv.23.1b	mv.23.1b		
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v			2022-23	2023-24		
Charter In-Lieu Taxes	30.68%	498,852	2,125,002	10.00%	212,500	2,337,503
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	34.27%	2,468,393	\$ 9,710,690	13.86%	1,345,652	\$ 11,074,931

Elite Academic Academy - Mountain Empire (136978)							mv.23.1b	mv.23.1b						
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v							2024-25	2025-26						
LCFF ENTITLEMENT CALCULATION														
Calculation Factors	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage		
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total		
	3.64%		0.00%	41.63%	41.63%		3.62%		0.00%	0.00%	0.00%			
Grades TK-3	363.42	\$ 9,260	\$ 963	\$ 851	\$ -	\$ 4,024,612	-	\$ 9,595	\$ 998	\$ -	\$ -	\$ -		
Grades 4-6	252.70	9,400		783	-	2,573,117	-	9,740		-	-	-		
Grades 7-8	156.63	9,678		806	-	1,642,124	-	10,028		-	-	-		
Grades 9-12	351.86	11,216	292	958	-	4,386,291	-	11,622	302	-	-	-		
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-		
Total Base, Supplemental, and Concentration Grant		\$ 11,202,973	\$ 452,718	\$ 970,453	\$ -	\$ 12,626,144		\$ -	\$ -	\$ -	\$ -	\$ -		
NSS Allowance		-	-	-	-	-		-	-	-	-	-		
TOTAL BASE	1,124.61	\$ 11,202,973	\$ 452,718	\$ 970,453	\$ -	\$ 12,626,144	-	\$ -	\$ -	\$ -	\$ -	\$ -		
ADD ONS:														
Targeted Instructional Improvement Block Grant						\$ -						\$ -		
Home-to-School Transportation						-						-		
Small School District Bus Replacement Program						-						-		
Transitional Kindergarten (2022-23 forward)						-						-		
ECONOMIC RECOVERY TARGET PAYMENT						-						-		
LCFF ENTITLEMENT						\$ 12,626,144						\$ -		
STATE AID CALCULATION														
Miscellaneous Adjustments						-						-		
Adjusted LCFF Entitlement						12,626,144						-		
Local Revenue (including RDA)						(2,571,253)						-		
Gross State Aid						\$ 10,054,891						\$ -		
MINIMUM STATE AID CALCULATION														
			12-13 Rate	2024-25 ADA		N/A		12-13 Rate	2025-26 ADA			N/A		
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	1,124.61		\$ -		\$ -	-			\$ -		
2012-13 NSS Allowance (deficit)						-						-		
Minimum State Aid Adjustments						-						-		
Less Current Year Property Taxes/In-Lieu						(2,571,253)						-		
Subtotal State Aid for Historical RL/Charter General BG						-						-		
Categorical funding from 2012-13 net of fair share reduction						-						-		
Charter School Categorical Block Grant adjusted for ADA			-	-		-		-	-			-		
Minimum State Aid Guarantee Before Proration Factor						-						-		
Proration Factor						0.00%						0.00%		
Minimum State Aid Guarantee						\$ -						\$ -		
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement						12,626,144						-		
Minimum State Aid plus Property Taxes including RDA						2,571,253						-		
Offset						-						-		
Minimum State Aid Prior to Offset						-						-		
Total Minimum State Aid with Offset						-						-		
GROSS STATE AID						\$ 10,054,891						\$ -		
ADDITIONAL STATE AID						\$ -						\$ -		
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)														
Change Over Prior Year			14.01%	1,551,213		\$ 12,626,144		-100.00%	(12,626,144)			\$ -		
LCFF Entitlement Per ADA						11,227						-		
Per-ADA Change Over Prior Year			3.64%	394		-		-100.00%	(11,227)			-		
Basic Aid Status (school districts only)						-						-		
LCFF SOURCES INCLUDING EXCESS TAXES														
				Increase		2024-25			Increase			2025-26		
State Aid			15.20%	1,297,016		\$ 9,829,969		-100.00%	(9,829,969)			\$ -		
Education Protection Account						224,922						-		
Property Taxes Net of In-Lieu Transfers			0.00%	-		-		0.00%	-			-		

Elite Academic Academy - Mountain Empire (136978)			mv.23.1b	mv.23.1b
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling v			2024-25	2025-26
Charter In-Lieu Taxes	10.00%	233,750	2,571,253	(2,571,253)
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	13.82%	1,530,766	\$ 12,626,144	\$ -

Elite Academic Academy - Mountain Empire (136978)						mv.23.1b
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling V						2026-27
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration		Unduplicated Pupil Percentage	
Calculation Factors	3.58%		0.00%		0.00%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	\$ 9,939	\$ 1,034	\$ -	\$ -	\$ -
Grades 4-6	-	10,089		-	-	-
Grades 7-8	-	10,387		-	-	-
Grades 9-12	-	12,038	313	-	-	-
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant		\$ -	\$ -	\$ -	\$ -	\$ -
NSS Allowance		-				-
TOTAL BASE		\$ -	\$ -	\$ -	\$ -	\$ -
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ -
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
Transitional Kindergarten (2022-23 forward)						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						\$ -
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						-
Local Revenue (including RDA)						-
Gross State Aid						\$ -
MINIMUM STATE AID CALCULATION						
			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			\$ -	-		\$ -
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						-
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						\$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						-
Minimum State Aid plus Property Taxes including RDA						-
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						\$ -
ADDITIONAL STATE AID						\$ -
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						
Change Over Prior Year			0.00%	-		-
LCFF Entitlement Per ADA						-
Per-ADA Change Over Prior Year			0.00%	-		-
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2026-27
State Aid			0.00%	-		\$ -
Education Protection Account						-
Property Taxes Net of In-Lieu Transfers			0.00%	-		-

Elite Academic Academy - Mountain Empire (136978)		mv.23.1b
LOCAL CONTROL FUNDING FORMULA - 2022-23 Proposed Budget Modeling V		2026-27
Charter In-Lieu Taxes	0.00% -	-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	0.00% -	\$ -

Elite Academic Academy - Mountain Empire (136978)									
EDUCATION PROTECTION ACCOUNT									
Certification Period:	Est. Annual 2019-20	P2 2020-21	Est. Annual 2020-21	2021-22	Est. Annual 2021-22	2022-23	2023-24	2024-25	2025-26
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT									
A-1 Total ADA for EPA Minimum	677.22	677.22	677.22	734.92	734.92	929.43	1,022.37	1,124.61	-
A-2 Minimum Funding per ADA	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	\$ 135,444	\$ 135,444	\$ 135,444	\$ 146,984	\$ 146,984	\$ 185,886	\$ 204,475	\$ 224,922	\$ -
EPA PROPORTIONATE SHARE CAP									
Adjusted Total Revenue Limit	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Current Year Adjusted NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B-13 Local Revenue/In-Lieu of Property Taxes	\$ 1,331,354	\$ 1,378,210	\$ 1,388,057	\$ 1,626,150.00	\$ 1,626,150	\$ 2,125,002	\$ 2,337,503	\$ 2,571,253	\$ -
B-14 EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA PROPORTIONATE SHARE									
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
C-2 Statewide EPA Proportionate Share Ratio (as of P-2 certification)	N/A	70.06785065%	N/A	49.17914663%	N/A	49.17914663%	49.17914663%	49.17914663%	0.00000000%
C-3 EPA Proportionate Share (C-1 * C-2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA ENTITLEMENT									
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$ 135,444	\$ 135,444	\$ 135,444	\$ 146,984	\$ 146,984	\$ 185,886	\$ 204,475	\$ 224,922	\$ -
D-2 Miscellaneous Adjustments**	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D-3 Adjusted EPA Entitlement (D-1 + D-2)	135,444	135,444	135,444	146,984	146,984	185,886	204,475	224,922	-
D-4 Prior Year Annual Adjustment	N/A	\$ -	N/A	\$ -	N/A	-	-	-	-
D-5 P2 Entitlement Net of PY Adjustment	N/A	\$ 135,444	N/A	\$ 146,984	N/A	185,886	204,475	224,922	-
C-2 Statewide EPA Proportionate Share Ratio (as of Annual certification)	16.13801139%	70.06785065%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	0.00000000%
Adjusted EPA Allocation (used to calculate LCFF Revenue)	N/A	\$ 135,444	N/A	\$ 146,984	N/A	185,886	204,475	224,922	-

Elite Academic Academy - Mountain Empire (136978)		
EDUCATION PROTECTION ACCOUNT		
	Certification Period:	2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A-1	Total ADA for EPA Minimum	-
A-2	Minimum Funding per ADA	\$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	\$ -
EPA PROPORTIONATE SHARE CAP		
	<i>Adjusted Total Revenue Limit</i>	\$ -
	<i>Current Year Adjusted NSS Allowance</i>	\$ -
B-12	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$ -
B-13	Local Revenue/In-Lieu of Property Taxes	\$ -
B-14	EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	\$ -
EPA PROPORTIONATE SHARE		
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	\$-
C-2	Statewide EPA Proportionate Share Ratio <i>(as of P-2 certification)</i>	0.00000000%
C-3	EPA Proportionate Share (C-1 * C-2)	\$ -
EPA ENTITLEMENT		
D-1	EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	\$ -
D-2	Miscellaneous Adjustments**	\$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	-
D-4	Prior Year Annual Adjustment	-
D-5	P2 Entitlement Net of PY Adjustment	-
C-2	Statewide EPA Proportionate Share Ratio <i>(as of Annual certification)</i>	0.00000000%
	<i>Adjusted EPA Allocation (used to calculate LCFF Revenue)</i>	-

Elite Academic Academy - Mountain Empire (136978)								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	3.26%	0.00%	5.07%	6.56%	3.61%	3.64%	3.62%	3.58%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
LCFF Entitlement								
Base Grant	\$5,688,874	\$5,688,874	\$6,412,728	\$8,622,438	\$9,826,894	\$11,202,973	\$-	\$-
Grade Span Adjustment	209,202	209,202	256,959	348,508	396,812	452,718	-	-
Supplemental Grant	464,060	469,369	533,708	739,744	851,225	970,453	-	-
Concentration Grant	-	-	-	-	-	-	-	-
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-ons: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	\$6,362,136	\$6,367,445	\$7,203,395	\$9,710,690	\$11,074,931	\$12,626,144	\$-	\$-
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	6,362,136	6,367,445	7,203,395	9,710,690	11,074,931	12,626,144	-	-
LCFF Entitlement Per ADA	\$ 9,394	\$ 9,402	\$ 9,802	\$ 10,448	\$ 10,833	\$ 11,227	-	-
Components of LCFF By Object Code								
State Aid (Object Code 8011)	\$ 4,895,338	\$ 4,843,944	\$ 5,430,261	\$ 7,399,802	\$ 8,532,953	\$ 9,829,969	\$ -	\$ -
EPA (for LCFF Calculation purposes)	\$ 135,444	\$ 135,444	\$ 146,984	\$ 185,886	\$ 204,475	\$ 224,922	\$ -	\$ -
<i>Local Revenue Sources:</i>								
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	\$ 1,331,354	\$ 1,388,057	\$ 1,626,150	\$ 2,125,002	\$ 2,337,503	\$ 2,571,253	\$ -	\$ -
Property Taxes net of In-Lieu	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL FUNDING	6,362,136	6,367,445	7,203,395	9,710,690	11,074,931	12,626,144	-	-
Basic Aid Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	6,362,136	6,367,445	7,203,395	9,710,690	11,074,931	12,626,144	-	-
SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	0.00000000%	0.00000000%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	0.00000000%	0.00000000%
EPA (for LCFF Calculation purposes)	\$ 135,444	\$ 135,444	\$ 146,984	\$ 185,886	\$ 204,475	\$ 224,922	\$ -	\$ -
EPA, Current Year (Object Code 8012)	\$ 135,444	\$ 135,444	\$ 146,984	\$ 185,886	\$ 204,475	\$ 224,922	\$ -	\$ -
(P-2 plus Current Year Accrual)								
EPA, Prior Year Adjustment (Object Code 8019)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)								
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (Excludes add-ons for TIIG and Transportation)	\$ 5,898,076	\$ 5,898,076	\$ 6,669,687	\$ 8,970,946	\$ 10,223,706	\$ 11,655,691	\$ -	\$ -
Supplemental and Concentration Grant funding in the LCAP year	\$ 464,060	\$ 469,369	\$ 533,708	\$ 739,744	\$ 851,225	\$ 970,453	\$ -	\$ -
Percentage to Increase or Improve Services	7.87%	7.96%	8.00%	8.25%	8.33%	8.33%	0.00%	0.00%

Elite Academic Academy - Mountain Empire (136978)								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	323	614	675	854	939	1,033	-	-
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	323	614	675	854	939	1,033	0	0
Unduplicated Pupil Count	117	247	281	355	391	430	-	-
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	117	247	281	355	391	430	0	0
Rolling %, Supplemental Grant	39.3400%	39.7900%	40.0100%	41.2300%	41.6300%	41.6300%	0.0000%	0.0000%
Rolling %, Concentration Grant	39.3400%	39.7900%	40.0100%	41.2300%	41.6300%	41.6300%	0.0000%	0.0000%
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior 3-Year Average ADA (adjusted for +/- current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and Prior 3-Year Average								
	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	182.18	182.18	232.82	300.35	330.39	363.42	-	-
Grades 4-6	139.60	139.60	161.95	208.84	229.72	252.70	-	-
Grades 7-8	95.05	95.05	101.23	129.45	142.40	156.63	-	-
Grades 9-12	260.39	260.39	238.92	290.79	319.87	351.86	-	-
LCFF Subtotal	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
Change in LCFF ADA (excludes NSS ADA)	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
	Increase	Increase	Increase	Increase	Increase	Increase	No Change	No Change
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	182.18	182.18	232.82	300.35	330.39	363.42	-	-
Grades 4-6	139.60	139.60	161.95	208.84	229.72	252.70	-	-
Grades 7-8	95.05	95.05	101.23	129.45	142.40	156.63	-	-
Grades 9-12	260.39	260.39	238.92	290.79	319.87	351.86	-	-
Subtotal	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Current</i>	<i>Prior</i>	<i>Prior</i>
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)								
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA (Current Year Only)								
Grades TK-3	182.18	182.18	232.82	300.35	330.39	363.42	-	-
Grades 4-6	139.60	139.60	161.95	208.84	229.72	252.70	-	-
Grades 7-8	95.05	95.05	101.23	129.45	142.40	156.63	-	-
Grades 9-12	260.39	260.39	238.92	290.79	319.87	351.86	-	-
Total Actual ADA	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
TOTAL FUNDED ADA								
Grades TK-3	182.18	182.18	232.82	300.35	330.39	363.42	-	-
Grades 4-6	139.60	139.60	161.95	208.84	229.72	252.70	-	-
Grades 7-8	95.05	95.05	101.23	129.45	142.40	156.63	-	-
Grades 9-12	260.39	260.39	238.92	290.79	319.87	351.86	-	-
Total	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on								
Current Year TK ADA			-	-	-	-	-	-
Funded ADA				-	-	-	-	-

Elite Academic Academy - Mountain Empire (136978)									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
PER-ADA FUNDING LEVELS									
Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 9,172	\$ 9,180	\$ 9,650	\$ 10,306	\$ 10,685	\$ 11,074	\$ 10,593	\$ 10,973	
Grades 4-6	\$ 8,433	\$ 8,440	\$ 8,872	\$ 9,476	\$ 9,825	\$ 10,183	\$ 9,740	\$ 10,089	
Grades 7-8	\$ 8,683	\$ 8,691	\$ 9,135	\$ 9,756	\$ 10,115	\$ 10,484	\$ 10,028	\$ 10,387	
Grades 9-12	\$ 10,325	\$ 10,334	\$ 10,862	\$ 11,601	\$ 12,027	\$ 12,466	\$ 11,924	\$ 12,351	
Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 8,935	\$ 9,260	\$ 9,595	\$ 9,939	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,070	\$ 9,400	\$ 9,740	\$ 10,089	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,338	\$ 9,678	\$ 10,028	\$ 10,387	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 10,822	\$ 11,216	\$ 11,622	\$ 12,038	
Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 897	\$ 929	\$ 963	\$ 998	\$ 1,034	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 272	\$ 281	\$ 292	\$ 302	\$ 313	
Prorated Base, Supplemental and Concentration Rate per ADA									
Grades TK-3	\$ 8,503	\$ 8,503	\$ 8,935	\$ 9,521	\$ 9,864	\$ 10,223	\$ 10,593	\$ 10,973	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,070	\$ 9,400	\$ 9,740	\$ 10,089	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,338	\$ 9,678	\$ 10,028	\$ 10,387	
Grades 9-12	\$ 9,572	\$ 9,572	\$ 10,057	\$ 10,717	\$ 11,103	\$ 11,508	\$ 11,924	\$ 12,351	
Prorated Base Grants									
Grades TK-3	\$ 7,702	\$ 7,702	\$ 8,093	\$ 8,624	\$ 8,935	\$ 9,260	\$ 9,595	\$ 9,939	
Grades 4-6	\$ 7,818	\$ 7,818	\$ 8,215	\$ 8,754	\$ 9,070	\$ 9,400	\$ 9,740	\$ 10,089	
Grades 7-8	\$ 8,050	\$ 8,050	\$ 8,458	\$ 9,013	\$ 9,338	\$ 9,678	\$ 10,028	\$ 10,387	
Grades 9-12	\$ 9,329	\$ 9,329	\$ 9,802	\$ 10,445	\$ 10,822	\$ 11,216	\$ 11,622	\$ 12,038	
Prorated Grade Span Adjustment									
Grades TK-3	\$ 801	\$ 801	\$ 842	\$ 897	\$ 929	\$ 963	\$ 998	\$ 1,034	
Grades 9-12	\$ 243	\$ 243	\$ 255	\$ 272	\$ 281	\$ 292	\$ 302	\$ 313	
Supplemental Grant									
	20%	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$ 1,701	\$ 1,701	\$ 1,787	\$ 1,904	\$ 1,973	\$ 2,045	\$ 2,119	\$ 2,195	
Grades 4-6	\$ 1,564	\$ 1,564	\$ 1,643	\$ 1,751	\$ 1,814	\$ 1,880	\$ 1,948	\$ 2,018	
Grades 7-8	\$ 1,610	\$ 1,610	\$ 1,692	\$ 1,803	\$ 1,868	\$ 1,936	\$ 2,006	\$ 2,077	
Grades 9-12	\$ 1,914	\$ 1,914	\$ 2,011	\$ 2,143	\$ 2,221	\$ 2,302	\$ 2,385	\$ 2,470	
Actual - 1.00 ADA, Local UPP as follows:									
	39.34%	39.79%	40.01%	41.23%	41.63%	41.63%	0.00%	0.00%	
Grades TK-3	\$ 669	\$ 677	\$ 715	\$ 785	\$ 821	\$ 851	\$ -	\$ -	
Grades 4-6	\$ 615	\$ 622	\$ 657	\$ 722	\$ 755	\$ 783	\$ -	\$ -	
Grades 7-8	\$ 633	\$ 641	\$ 677	\$ 743	\$ 777	\$ 806	\$ -	\$ -	
Grades 9-12	\$ 753	\$ 762	\$ 805	\$ 884	\$ 924	\$ 958	\$ -	\$ -	
Concentration Grant (>55% population)									
	50%	50%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP									
Grades TK-3	\$ 4,252	\$ 4,252	\$ 5,808	\$ 6,189	\$ 6,412	\$ 6,645	\$ 6,885	\$ 7,132	
Grades 4-6	\$ 3,909	\$ 3,909	\$ 5,340	\$ 5,690	\$ 5,896	\$ 6,110	\$ 6,331	\$ 6,558	
Grades 7-8	\$ 4,025	\$ 4,025	\$ 5,498	\$ 5,858	\$ 6,070	\$ 6,291	\$ 6,518	\$ 6,752	
Grades 9-12	\$ 4,786	\$ 4,786	\$ 6,537	\$ 6,966	\$ 7,217	\$ 7,480	\$ 7,751	\$ 8,028	
Actual - 1.00 ADA, Local UPP >55% as follows:									
	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
107	RATES 2020-21												
108	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
109	Elementary												
110	1 - 24	1	163,900										
111	25 - 48	2	327,800										
112	49 - 72	3	491,700										
113	73 - 96	4	655,600										
114	High School												
115	1 - 19	1	133,045										
116	1 - 19	2	266,090										
117	1 - 19	3	591,360										
118	20 - 38	4	724,405										
119	39 - 57	5	857,450										
120	58 - 71	6	990,495										
121	72 - 86	7	1,123,540										
122	87 - 100	8	1,256,585										
123	101 - 114	9	1,389,630										
124	115 - 129	10	1,522,675										
125	130 - 143	11	1,655,720										
126	144 - 171	12	1,788,765										
127	172 - 210	13	1,921,810										
128	211 - 248	14	2,054,855										
129	249 - 286	15	2,187,900										
130													
131	NSS Add-on per ADA			-									
132	ADA & NSS FTE 2020-21												
133				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
134	PRIOR YEAR ADA (net of charter shift)												
135		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
136		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
137		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
138		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
139		PRIOR YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
140		PRIOR YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
141	CURRENT YEAR ADA												
142		Grades TK-3	-	-	-	-	-	-	-	-	-	-	-
143		Grades 4-6	-	-	-	-	-	-	-	-	-	-	-
144		Grades 7-8	-	-	-	-	-	-	-	-	-	-	-
145		Grades 9-12	-	-	-	-	-	-	-	-	-	-	-
146		CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
147		CURRENT YEAR NUMBER OF FTE	-	-	-	-	-	-	-	-	-	-	-
148	NSS FUNDING CALCULATIONS												
149	Eligibility as a NSS				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				
150	Type of NSS school				Eligible	Eligible	Eligible	Eligible	Eligible				
151	NSS Allowance if funded as NSS & on prior year				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS				
152	NSS allowance level				0	0	0	0	0				
153	NSS Allowance using PY				-	-	-	-	-				
154	NSS Add-on using PY				-	-	-	-	-				
155	Total NSS Allowance using PY				-	-	-	-	-				
156	NSS Allowance if funded as NSS & on current year												
157	NSS allowance level				0	0	0	0	0				
158	NSS Allowance using CY				-	-	-	-	-				
159	NSS Add-on using CY				-	-	-	-	-				
160	Total NSS Allowance using CY				-	-	-	-	-				
161	NSS allowance level >0?				NO	NO	NO	NO	NO				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
162													
163													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
164	2020-21						2020-21						
165	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
166	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
167	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
168	NSS Allowance												
169	Prior Year												
170	NSS ADA												
171	Grades TK-3					-	-	-	-	-	-		
172	Grades 4-6					-	-	-	-	-	-		
173	Grades 7-8					-	-	-	-	-	-		
174	Grades 9-12					-	-	-	-	-	-		
175	P2 NSS ADA					-	-	-	-	-	-		
176	NSS Allowances												
177	Current Year												
178	NSS ADA												
179	Grades TK-3					-	-	-	-	-	-		
180	Grades 4-6					-	-	-	-	-	-		
181	Grades 7-8					-	-	-	-	-	-		
182	Grades 9-12					-	-	-	-	-	-		
183	P2 NSS ADA					-	-	-	-	-	-		
184	NSS Allowances												
185													
186	<i>Funding based on</i>										<i>Current year</i>		
187	TOTAL Funded ADA											0	
188	Total NSS Allowance												
189	Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total		
190							Base	Grade Span	Base	Grade Span			
191	Grades TK-3					-	7,702	801	-	-	-		
192	Grades 4-6					-	7,818	-	-	-	-		
193	Grades 7-8					-	8,050	-	-	-	-		
194	Grades 9-12					-	9,329	243	-	-	-		
195	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
196	Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
197	Funding at 12-13 levels (deficited)												
198	NSS Allowances					-	-	-	-	-	-		
199	NSS Add-on												
200	NSS Add-on per ADA					-	-	-	-	-	-		
201	Funded ADA					-	-	-	-	-	-		
202	NSS Add-on					-	-	-	-	-	-		
203	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
204													
205													
206													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
207	RATES 2021-22												
208	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
209	Elementary												
210	1 - 24	1	172,200										
211	25 - 48	2	344,400										
212	49 - 72	3	516,600										
213	73 - 96	4	688,800										
214	High School												
215	1 - 19	1	139,795										
216	1 - 19	2	279,590										
217	1 - 19	3	621,060										
218	20 - 38	4	760,855										
219	39 - 57	5	900,650										
220	58 - 71	6	1,040,445										
221	72 - 86	7	1,180,240										
222	87 - 100	8	1,320,035										
223	101 - 114	9	1,459,830										
224	115 - 129	10	1,599,625										
225	130 - 143	11	1,739,420										
226	144 - 171	12	1,879,215										
227	172 - 210	13	2,019,010										
228	211 - 248	14	2,158,805										
229	249 - 286	15	2,298,600										
230													
231	NSS Add-on per ADA			-									
232	ADA & NSS FTE 2021-22												
233				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated			
234	PRIOR YEAR ADA (net of charter shift)												
235				Grades TK-3	-	-	-	-	-	-			
236				Grades 4-6	-	-	-	-	-	-			
237				Grades 7-8	-	-	-	-	-	-			
238				Grades 9-12	-	-	-	-	-	-			
239				PRIOR YEAR ADA	-	-	-	-	-	-			
240	PRIOR YEAR NUMBER OF FTE												
241	CURRENT YEAR ADA												
242				Grades TK-3	-	-	-	-	-	-			
243				Grades 4-6	-	-	-	-	-	-			
244				Grades 7-8	-	-	-	-	-	-			
245				Grades 9-12	-	-	-	-	-	-			
246				CURRENT YEAR ADA	-	-	-	-	-	-			
247	CURRENT YEAR NUMBER OF FTE												
248	NSS FUNDING CALCULATIONS												
249	Eligibility as a NSS				NSS 1	NSS 2	NSS 3	NSS 4	NSS 5				
250	Type of NSS school				Eligible	Eligible	Eligible	Eligible	Eligible				
251	NSS Allowance if funded as NSS & on prior year				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS				
252				NSS allowance level	0	0	0	0	0				
253				NSS Allowance using PY	-	-	-	-	-				
254				NSS Add-on using PY	-	-	-	-	-				
255				Total NSS Allowance using PY	-	-	-	-	-				
256	NSS Allowance if funded as NSS & on current year												
257				NSS allowance level	0	0	0	0	0				
258				NSS Allowance using CY	-	-	-	-	-				
259				NSS Add-on using CY	-	-	-	-	-				
260				Total NSS Allowance using CY	-	-	-	-	-				
261				NSS allowance level >0?	NO	NO	NO	NO	NO				

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
262													
263													
264	2021-22	2021-22											
265	Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL						
266	Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF							
267	Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF							
268	NSS Allowance												
269	Prior Year												
270	NSS ADA												
271	Grades TK-3	-	-	-	-	-							
272	Grades 4-6	-	-	-	-	-							
273	Grades 7-8	-	-	-	-	-							
274	Grades 9-12	-	-	-	-	-							
275	P2 NSS ADA	-	-	-	-	-							
276	NSS Allowances	-	-	-	-	-							
277	Current Year												
278	NSS ADA												
279	Grades TK-3	-	-	-	-	-							
280	Grades 4-6	-	-	-	-	-							
281	Grades 7-8	-	-	-	-	-							
282	Grades 9-12	-	-	-	-	-							
283	P2 NSS ADA	-	-	-	-	-							
284	NSS Allowances	-	-	-	-	-							
285													
286	<i>Funding based on</i>												
287	TOTAL Funded ADA												
288	Total NSS Allowance												
289	Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total						
290			Base	Grade Span	Base	Grade Span							
291	Grades TK-3	-	8,093	842	-	-							
292	Grades 4-6	-	8,215	-	-	-							
293	Grades 7-8	-	8,458	-	-	-							
294	Grades 9-12	-	9,802	255	-	-							
295	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	-	-	-	-							
296	Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5							
297	Funding at 12-13 levels (deficited)												
298	NSS Allowances	-	-	-	-	-							
299	NSS Add-on												
300	NSS Add-on per ADA	-	-	-	-	-							
301	Funded ADA	-	-	-	-	-							
302	NSS Add-on	-	-	-	-	-							
303	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
304													
305													
306													

	A	B	C	D	E	F	G	H	I	J	K	L	M																									
1	Elite Academic Academy - Mountain Empire (136978)																																					
2	NECESSARY SMALL SCHOOLS (NSS)																																					
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>																																					
4																																						
5																																						
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING																																					
307	RATES 2022-23																																					
308	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>																																		
309	Elementary																																					
310	1 - 24	1	183,500																																			
311	25 - 48	2	367,000																																			
312	49 - 72	3	550,500	COLA 6.56%																																		
313	73 - 96	4	734,000	Proration Factor 0.00%																																		
314	High School																																					
315	1 - 19	1	148,965	LCFF Rates per ADA																																		
316	1 - 19	2	297,930	<table border="1"> <thead> <tr> <th></th> <th>Base</th> <th>Gr Span</th> <th>Supp</th> <th>Concen</th> </tr> </thead> <tbody> <tr> <td>Grades TK-3</td> <td>8,624</td> <td>897</td> <td>785</td> <td>-</td> </tr> <tr> <td>Grades 4-6</td> <td>8,754</td> <td>-</td> <td>722</td> <td>-</td> </tr> <tr> <td>Grades 7-8</td> <td>9,013</td> <td>-</td> <td>743</td> <td>-</td> </tr> <tr> <td>Grades 9-12</td> <td>10,445</td> <td>272</td> <td>884</td> <td>-</td> </tr> </tbody> </table>											Base	Gr Span	Supp	Concen	Grades TK-3	8,624	897	785	-	Grades 4-6	8,754	-	722	-	Grades 7-8	9,013	-	743	-	Grades 9-12	10,445	272	884	-
	Base	Gr Span	Supp	Concen																																		
Grades TK-3	8,624	897	785	-																																		
Grades 4-6	8,754	-	722	-																																		
Grades 7-8	9,013	-	743	-																																		
Grades 9-12	10,445	272	884	-																																		
317	1 - 19	3	661,920																																			
318	20 - 38	4	810,885																																			
319	39 - 57	5	959,850																																			
320	58 - 71	6	1,108,815																																			
321	72 - 86	7	1,257,780																																			
322	87 - 100	8	1,406,745																																			
323	101 - 114	9	1,555,710																																			
324	115 - 129	10	1,704,675																																			
325	130 - 143	11	1,853,640																																			
326	144 - 171	12	2,002,605																																			
327	172 - 210	13	2,151,570																																			
328	211 - 248	14	2,300,535																																			
329	249 - 286	15	2,449,500																																			
330																																						
331	NSS Add-on per ADA -																																					
332	ADA & NSS FTE 2022-23																																					
333				DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated																												
334	PRIOR YEAR ADA (net of charter shift)																																					
335	Grades TK-3			-	-	-	-	-	-																													
336	Grades 4-6			-	-	-	-	-	-																													
337	Grades 7-8			-	-	-	-	-	-																													
338	Grades 9-12			-	-	-	-	-	-																													
339	PRIOR YEAR ADA			-	-	-	-	-	-																													
340	PRIOR YEAR NUMBER OF FTE																																					
341	CURRENT YEAR ADA																																					
342	Grades TK-3			-	-	-	-	-	-																													
343	Grades 4-6			-	-	-	-	-	-																													
344	Grades 7-8			-	-	-	-	-	-																													
345	Grades 9-12			-	-	-	-	-	-																													
346	CURRENT YEAR ADA			-	-	-	-	-	-																													
347	CURRENT YEAR NUMBER OF FTE																																					
348	NSS FUNDING CALCULATIONS																																					
349	Eligibility as a NSS			NSS 1 Eligible					NSS 2 Eligible					NSS 3 Eligible					NSS 4 Eligible					NSS 5 Eligible														
350	Type of NSS school			Not NSS					Not NSS					Not NSS					Not NSS					Not NSS														
351	NSS Allowance if funded as NSS & on prior year																																					
352	NSS allowance level			0					0					0					0																			
353	NSS Allowance using PY			-					-					-					-																			
354	NSS Add-on using PY			-					-					-					-																			
355	Total NSS Allowance using PY			-					-					-					-																			
356	NSS Allowance if funded as NSS & on current year																																					
357	NSS allowance level			0					0					0					0																			
358	NSS Allowance using CY			-					-					-					-																			
359	NSS Add-on using CY			-					-					-					-																			
360	Total NSS Allowance using CY			-					-					-					-																			
361	NSS allowance level >0?			NO					NO					NO					NO																			

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
362													
363													
364	2022-23						2022-23						
365	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
366	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
367	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
368	NSS Allowance												
369	Prior Year												
370	NSS ADA												
371	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
372	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
373	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
374	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
375	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
376	NSS Allowances												
377	Current Year												
378	NSS ADA												
379	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
380	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
381	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
382	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
383	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
384	NSS Allowances												
385													
386	<i>Funding based on</i>											<i>Current year</i>	
387	TOTAL Funded ADA											0	
388	Total NSS Allowance												
389	Exclude: LCFF Adjusted Base Funding for NSS ADA												
390		NSS ADA	Rates		Amounts		Total						
391	Grades TK-3	-	Base	Grade Span	Base	Grade Span	-	-	-	-	-	-	-
392	Grades 4-6	-	8,624	897	-	-	-	-	-	-	-	-	-
393	Grades 7-8	-	8,754	-	-	-	-	-	-	-	-	-	-
394	Grades 9-12	-	9,013	-	-	-	-	-	-	-	-	-	-
395	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	10,445	272	-	-	-	-	-	-	-	-	-
396	Adjusted NSS Allowance (Deficited) for EPA												
397	Funding at 12-13 levels (deficited)												
398	NSS Allowances	-	-	-	-	-	-	-	-	-	-	-	-
399	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
400	NSS Add-on per ADA	-	-	-	-	-	-	-	-	-	-	-	-
401	Funded ADA	-	-	-	-	-	-	-	-	-	-	-	-
402	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
403	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
404													
405													
406													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
407	RATES 2023-24												
408	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
409	Elementary												
410	1 - 24	1	190,125										
411	25 - 48	2	380,250										
412	49 - 72	3	570,375										
413	73 - 96	4	760,500										
414	High School												
415	1 - 19	1	154,345										
416	1 - 19	2	308,690										
417	1 - 19	3	685,860										
418	20 - 38	4	840,205										
419	39 - 57	5	994,550										
420	58 - 71	6	1,148,895										
421	72 - 86	7	1,303,240										
422	87 - 100	8	1,457,585										
423	101 - 114	9	1,611,930										
424	115 - 129	10	1,766,275										
425	130 - 143	11	1,920,620										
426	144 - 171	12	2,074,965										
427	172 - 210	13	2,229,310										
428	211 - 248	14	2,383,655										
429	249 - 286	15	2,538,000										
430													
431	NSS Add-on per ADA			-									
432	ADA & NSS FTE 2023-24												
433		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated					
434	PRIOR YEAR ADA (net of charter shift)												
435		Grades TK-3	-	-	-	-	-	-					
436		Grades 4-6	-	-	-	-	-	-					
437		Grades 7-8	-	-	-	-	-	-					
438		Grades 9-12	-	-	-	-	-	-					
439		PRIOR YEAR ADA	-	-	-	-	-	-					
440	PRIOR YEAR NUMBER OF FTE												
441	CURRENT YEAR ADA												
442		Grades TK-3	-	-	-	-	-	-					
443		Grades 4-6	-	-	-	-	-	-					
444		Grades 7-8	-	-	-	-	-	-					
445		Grades 9-12	-	-	-	-	-	-					
446		CURRENT YEAR ADA	-	-	-	-	-	-					
447	CURRENT YEAR NUMBER OF FTE												
448	NSS FUNDING CALCULATIONS												
449	Eligibility as a NSS			NSS 1	NSS 2	NSS 3	NSS 4	NSS 5					
450	Type of NSS school			Eligible	Eligible	Eligible	Eligible	Eligible					
451				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS					
452	NSS Allowance if funded as NSS & on prior year												
453	NSS allowance level			0	0	0	0	0					
454	NSS Allowance using PY			-	-	-	-	-					
455	NSS Add-on using PY			-	-	-	-	-					
456	Total NSS Allowance using PY			-	-	-	-	-					
457	NSS Allowance if funded as NSS & on current year												
458	NSS allowance level			0	0	0	0	0					
459	NSS Allowance using CY			-	-	-	-	-					
460	NSS Add-on using CY			-	-	-	-	-					
461	Total NSS Allowance using CY			-	-	-	-	-					
462	NSS allowance level >0?			NO	NO	NO	NO	NO					

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
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4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
462													
463													
464	2023-24						2023-24						
465	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
466	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
467	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
468	NSS Allowance												
469	Prior Year												
470	NSS ADA												
471	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
472	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
473	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
474	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
475	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
476	NSS Allowances												
477	Current Year												
478	NSS ADA												
479	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
480	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
481	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
482	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
483	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
484	NSS Allowances												
485													
486	<i>Funding based on</i>											<i>Current year</i>	
487	TOTAL Funded ADA											0	
488	Total NSS Allowance												
489	Exclude: LCFF Adjusted Base Funding for NSS ADA												
490		NSS ADA	Rates		Amounts		Total						
491	Grades TK-3	-	Base	Grade Span	Base	Grade Span	-	-	-	-	-	-	-
492	Grades 4-6	-	8,935	929	-	-	-	-	-	-	-	-	-
493	Grades 7-8	-	9,070	-	-	-	-	-	-	-	-	-	-
494	Grades 9-12	-	9,338	-	-	-	-	-	-	-	-	-	-
495	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	10,822	281	-	-	-	-	-	-	-	-	-
496	Adjusted NSS Allowance (Deficited) for EPA												
497	Funding at 12-13 levels (deficited)												
498	NSS Allowances	-	-	-	-	-	-	-	-	-	-	-	-
499	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
500	NSS Add-on per ADA	-	-	-	-	-	-	-	-	-	-	-	-
501	Funded ADA	-	-	-	-	-	-	-	-	-	-	-	-
502	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
503	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
504													
505													
506													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
507	RATES 2024-25												
508	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
509	Elementary												
510	1 - 24	1	197,050										
511	25 - 48	2	394,100										
512	49 - 72	3	591,150										
513	73 - 96	4	788,200										
514	High School												
515	1 - 19	1	159,965										
516	1 - 19	2	319,930										
517	1 - 19	3	710,820										
518	20 - 38	4	870,785										
519	39 - 57	5	1,030,750										
520	58 - 71	6	1,190,715										
521	72 - 86	7	1,350,680										
522	87 - 100	8	1,510,645										
523	101 - 114	9	1,670,610										
524	115 - 129	10	1,830,575										
525	130 - 143	11	1,990,540										
526	144 - 171	12	2,150,505										
527	172 - 210	13	2,310,470										
528	211 - 248	14	2,470,435										
529	249 - 286	15	2,630,400										
530													
531	NSS Add-on per ADA			-									
532	ADA & NSS FTE 2024-25												
533		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated					
534	PRIOR YEAR ADA (net of charter shift)												
535		Grades TK-3	-	-	-	-	-	-					
536		Grades 4-6	-	-	-	-	-	-					
537		Grades 7-8	-	-	-	-	-	-					
538		Grades 9-12	-	-	-	-	-	-					
539		PRIOR YEAR ADA	-	-	-	-	-	-					
540	PRIOR YEAR NUMBER OF FTE												
541	CURRENT YEAR ADA												
542		Grades TK-3	-	-	-	-	-	-					
543		Grades 4-6	-	-	-	-	-	-					
544		Grades 7-8	-	-	-	-	-	-					
545		Grades 9-12	-	-	-	-	-	-					
546		CURRENT YEAR ADA	-	-	-	-	-	-					
547	CURRENT YEAR NUMBER OF FTE												
548	NSS FUNDING CALCULATIONS												
549	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
550	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
551			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
552	NSS Allowance if funded as NSS & on prior year												
553	NSS allowance level		0	0	0	0	0						
554	NSS Allowance using PY		-	-	-	-	-						
555	NSS Add-on using PY		-	-	-	-	-						
556	Total NSS Allowance using PY		-	-	-	-	-						
557	NSS Allowance if funded as NSS & on current year												
558	NSS allowance level		0	0	0	0	0						
559	NSS Allowance using CY		-	-	-	-	-						
560	NSS Add-on using CY		-	-	-	-	-						
561	Total NSS Allowance using CY		-	-	-	-	-						
562	NSS allowance level >0?		NO	NO	NO	NO	NO						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
562													
563													
564	2024-25						2024-25						
565	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
566	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
567	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
568	NSS Allowance												
569	Prior Year												
570	NSS ADA												
571	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
572	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
573	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
574	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
575	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
576	NSS Allowances												
577	Current Year												
578	NSS ADA												
579	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
580	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
581	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
582	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
583	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
584	NSS Allowances												
585													
586	<i>Funding based on</i>											<i>Current year</i>	
587	TOTAL Funded ADA												0
588	Total NSS Allowance												
589	Exclude: LCFF Adjusted Base Funding for NSS ADA					NSS ADA	Rates		Amounts		Total		
590							Base	Grade Span	Base	Grade Span			
591	Grades TK-3	-	9,260	963	-	-	-	-	-	-	-	-	
592	Grades 4-6	-	9,400	-	-	-	-	-	-	-	-	-	
593	Grades 7-8	-	9,678	-	-	-	-	-	-	-	-	-	
594	Grades 9-12	-	11,216	292	-	-	-	-	-	-	-	-	
595	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
596	Adjusted NSS Allowance (Deficited) for EPA					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
597	Funding at 12-13 levels (deficited)												
598	NSS Allowances												
599	NSS Add-on												
600	NSS Add-on per ADA												
601	Funded ADA												
602	NSS Add-on												
603	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
604													
605													
606													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
607	RATES 2025-26												
608	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
609	Elementary												
610	1 - 24	1	204,175										
611	25 - 48	2	408,350										
612	49 - 72	3	612,525										
613	73 - 96	4	816,700										
614	High School												
615	1 - 19	1	165,755										
616	1 - 19	2	331,510										
617	1 - 19	3	736,440										
618	20 - 38	4	902,195										
619	39 - 57	5	1,067,950										
620	58 - 71	6	1,233,705										
621	72 - 86	7	1,399,460										
622	87 - 100	8	1,565,215										
623	101 - 114	9	1,730,970										
624	115 - 129	10	1,896,725										
625	130 - 143	11	2,062,480										
626	144 - 171	12	2,228,235										
627	172 - 210	13	2,393,990										
628	211 - 248	14	2,559,745										
629	249 - 286	15	2,725,500										
630													
631	NSS Add-on per ADA			-									
632	ADA & NSS FTE 2025-26												
633		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated					
634	PRIOR YEAR ADA (net of charter shift)												
635		Grades TK-3	-	-	-	-	-	-					
636		Grades 4-6	-	-	-	-	-	-					
637		Grades 7-8	-	-	-	-	-	-					
638		Grades 9-12	-	-	-	-	-	-					
639		PRIOR YEAR ADA	-	-	-	-	-	-					
640	PRIOR YEAR NUMBER OF FTE												
641	CURRENT YEAR ADA												
642		Grades TK-3	-	-	-	-	-	-					
643		Grades 4-6	-	-	-	-	-	-					
644		Grades 7-8	-	-	-	-	-	-					
645		Grades 9-12	-	-	-	-	-	-					
646		CURRENT YEAR ADA	-	-	-	-	-	-					
647	CURRENT YEAR NUMBER OF FTE												
648	NSS FUNDING CALCULATIONS												
649	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
650	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
651			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
652	NSS Allowance if funded as NSS & on prior year												
653	NSS allowance level		0	0	0	0	0						
654	NSS Allowance using PY		-	-	-	-	-						
655	NSS Add-on using PY		-	-	-	-	-						
656	Total NSS Allowance using PY		-	-	-	-	-						
657	NSS Allowance if funded as NSS & on current year												
658	NSS allowance level		0	0	0	0	0						
659	NSS Allowance using CY		-	-	-	-	-						
660	NSS Add-on using CY		-	-	-	-	-						
661	Total NSS Allowance using CY		-	-	-	-	-						
662	NSS allowance level >0?		NO	NO	NO	NO	NO						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
662													
663													
664	2025-26						2025-26						
665	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
666	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
667	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
668	NSS Allowance												
669	Prior Year												
670	NSS ADA												
671	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
672	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
673	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
674	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
675	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
676	NSS Allowances												
677	Current Year												
678	NSS ADA												
679	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
680	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
681	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
682	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
683	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
684	NSS Allowances												
685													
686	<i>Funding based on</i>											<i>Current year</i>	
687	TOTAL Funded ADA											0	
688	Total NSS Allowance												
689	Exclude: LCFF Adjusted Base Funding for NSS ADA												
690		NSS ADA	Rates		Amounts		Total						
691	Grades TK-3	-	Base	Grade Span	Base	Grade Span	-	-	-	-	-	-	-
692	Grades 4-6	-	9,595	998	-	-	-	-	-	-	-	-	-
693	Grades 7-8	-	10,028	-	-	-	-	-	-	-	-	-	-
694	Grades 9-12	-	11,622	302	-	-	-	-	-	-	-	-	-
695	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA												
696	Adjusted NSS Allowance (Deficited) for EPA												
697	Funding at 12-13 levels (deficited)					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5			
698	NSS Allowances					-	-	-	-	-			
699	NSS Add-on												
700	NSS Add-on per ADA					-	-	-	-	-			
701	Funded ADA					-	-	-	-	-			
702	NSS Add-on					-	-	-	-	-			
703	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
704													
705													
706													

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
707	RATES 2026-27												
708	ADA	Level / # FTE	Allowance	<i>The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.</i>									
709	Elementary												
710	1 - 24	1	211,475										
711	25 - 48	2	422,950										
712	49 - 72	3	634,425										
713	73 - 96	4	845,900										
714	High School												
715	1 - 19	1	171,690										
716	1 - 19	2	343,380										
717	1 - 19	3	762,720										
718	20 - 38	4	934,410										
719	39 - 57	5	1,106,100										
720	58 - 71	6	1,277,790										
721	72 - 86	7	1,449,480										
722	87 - 100	8	1,621,170										
723	101 - 114	9	1,792,860										
724	115 - 129	10	1,964,550										
725	130 - 143	11	2,136,240										
726	144 - 171	12	2,307,930										
727	172 - 210	13	2,479,620										
728	211 - 248	14	2,651,310										
729	249 - 286	15	2,823,000										
730													
731	NSS Add-on per ADA			-									
732	ADA & NSS FTE 2026-27												
733		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated					
734	PRIOR YEAR ADA (net of charter shift)												
735		Grades TK-3	-	-	-	-	-	-					
736		Grades 4-6	-	-	-	-	-	-					
737		Grades 7-8	-	-	-	-	-	-					
738		Grades 9-12	-	-	-	-	-	-					
739		PRIOR YEAR ADA	-	-	-	-	-	-					
740	PRIOR YEAR NUMBER OF FTE												
741	CURRENT YEAR ADA												
742		Grades TK-3	-	-	-	-	-	-					
743		Grades 4-6	-	-	-	-	-	-					
744		Grades 7-8	-	-	-	-	-	-					
745		Grades 9-12	-	-	-	-	-	-					
746		CURRENT YEAR ADA	-	-	-	-	-	-					
747	CURRENT YEAR NUMBER OF FTE												
748	NSS FUNDING CALCULATIONS												
749	Eligibility as a NSS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5						
750	Type of NSS school		Eligible	Eligible	Eligible	Eligible	Eligible						
751			Not NSS	Not NSS	Not NSS	Not NSS	Not NSS						
752	NSS Allowance if funded as NSS & on prior year												
753	NSS allowance level		0	0	0	0	0						
754	NSS Allowance using PY		-	-	-	-	-						
755	NSS Add-on using PY		-	-	-	-	-						
756	Total NSS Allowance using PY		-	-	-	-	-						
757	NSS Allowance if funded as NSS & on current year												
758	NSS allowance level		0	0	0	0	0						
759	NSS Allowance using CY		-	-	-	-	-						
760	NSS Add-on using CY		-	-	-	-	-						
761	Total NSS Allowance using CY		-	-	-	-	-						
762	NSS allowance level >0?		NO	NO	NO	NO	NO						

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Elite Academic Academy - Mountain Empire (136978)												
2	NECESSARY SMALL SCHOOLS (NSS)												
3	<i>The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.</i>												
4													
5													
6	SECTION 1: DATA NEEDED TO CALCULATE FUNDING												
762													
763													
764	2026-27						2026-27						
765	Funded P2 NSS ADA and NSS Allowances					NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL		
766	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF			
767	Selected funding method:					LCFF	LCFF	LCFF	LCFF	LCFF			
768	NSS Allowance												
769	Prior Year												
770	NSS ADA												
771	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
772	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
773	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
774	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
775	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
776	NSS Allowances												
777	Current Year												
778	NSS ADA												
779	Grades TK-3	-	-	-	-	-	-	-	-	-	-	-	-
780	Grades 4-6	-	-	-	-	-	-	-	-	-	-	-	-
781	Grades 7-8	-	-	-	-	-	-	-	-	-	-	-	-
782	Grades 9-12	-	-	-	-	-	-	-	-	-	-	-	-
783	P2 NSS ADA	-	-	-	-	-	-	-	-	-	-	-	-
784	NSS Allowances												
785													
786	<i>Funding based on</i>											<i>Current year</i>	
787	TOTAL Funded ADA											0	
788	Total NSS Allowance												
789	Exclude: LCFF Adjusted Base Funding for NSS ADA												
790		NSS ADA	Rates		Amounts		Total						
791	Grades TK-3	-	Base	Grade Span	Base	Grade Span	-	-	-	-	-	-	-
792	Grades 4-6	-	9,939	1,034	-	-	-	-	-	-	-	-	-
793	Grades 7-8	-	10,089	-	-	-	-	-	-	-	-	-	-
794	Grades 9-12	-	10,387	-	-	-	-	-	-	-	-	-	-
795	Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-	12,038	313	-	-	-	-	-	-	-	-	-
796	Adjusted NSS Allowance (Deficited) for EPA												
797	Funding at 12-13 levels (deficited)												
798	NSS Allowances	-	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	-	-	-	-	-	-
799	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
800	NSS Add-on per ADA	-	-	-	-	-	-	-	-	-	-	-	-
801	Funded ADA	-	-	-	-	-	-	-	-	-	-	-	-
802	NSS Add-on	-	-	-	-	-	-	-	-	-	-	-	-
803	TOTAL Adjusted NSS Allowance (Deficited) for EPA												
804													
805													

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA

- 1. Property Taxes per ADA
- 2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.

- 1. Property taxes per ADA x District of Residence ADA
- 2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Local Property Taxes (w/out RDA)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Funding Method:								
Property Taxes per ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Prior Year Basic Aid Status

	-	-	-	-	-	-	-	-
--	---	---	---	---	---	---	---	---

1	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	<input type="text" value="-"/>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	ADA	-	-	-	-	-	-	-
	1 In-Lieu at Property tax/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	2 In-Lieu at LCFF Adj Base grant/ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Elite Academic Academy - Mountain Empire (136978)

Charts and Graphs

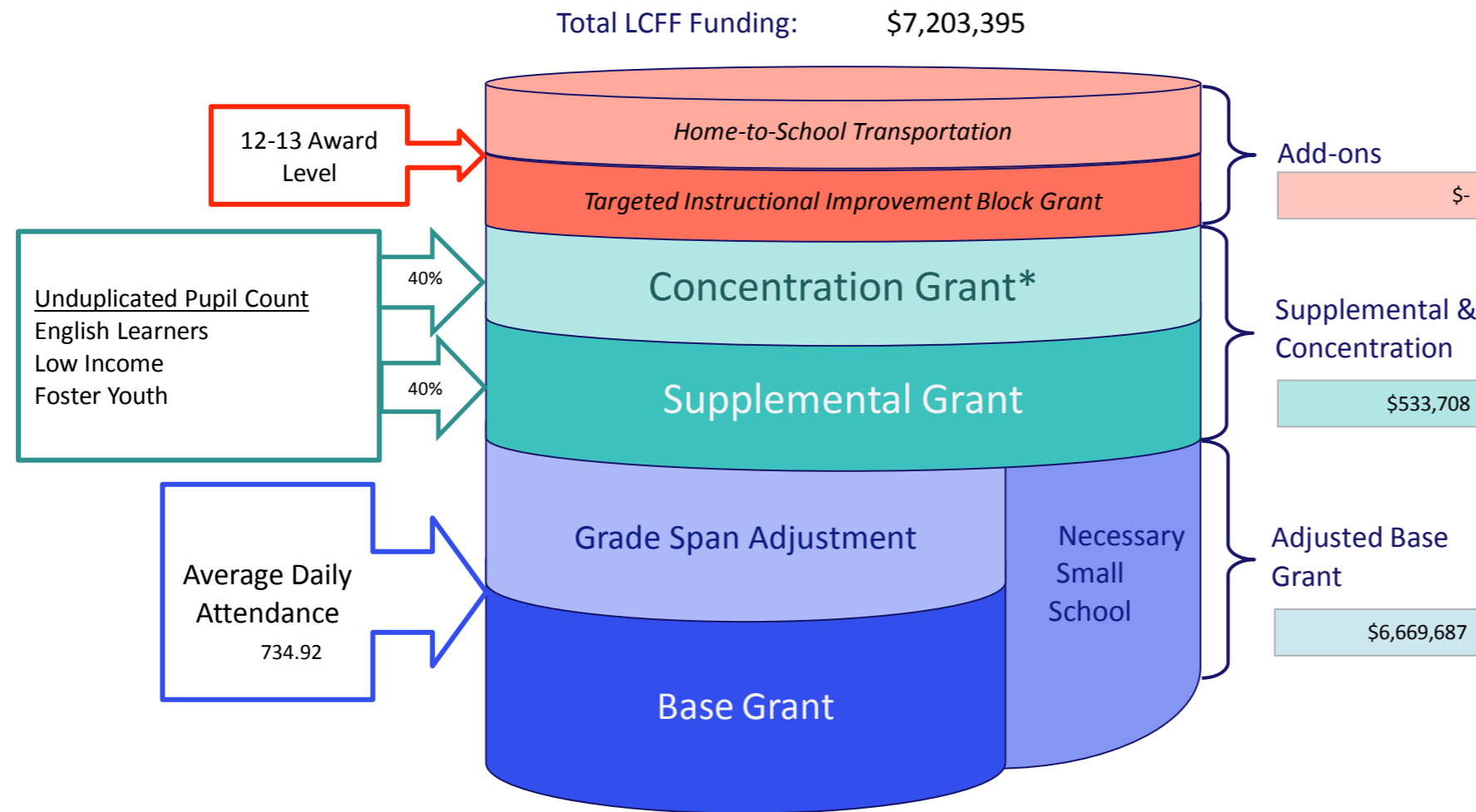
Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2021-22

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2021-22		
Base Grant	\$ 6,412,728	734.92 ADA	
Grade Span Adjustment	\$ 256,959	\$ 6,669,687	Adjusted Base Grant
Supplemental Grant	\$ 533,708	40%	
Concentration Grant	\$ -	40%	\$ 533,708 Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	\$ -		
Add-ons: Home-to-School Transportation	\$ -		
Add-ons: Small School District Bus Replacement Program	\$ -		\$ - Add-ons
Total	\$ 7,203,395		\$ 7,203,395

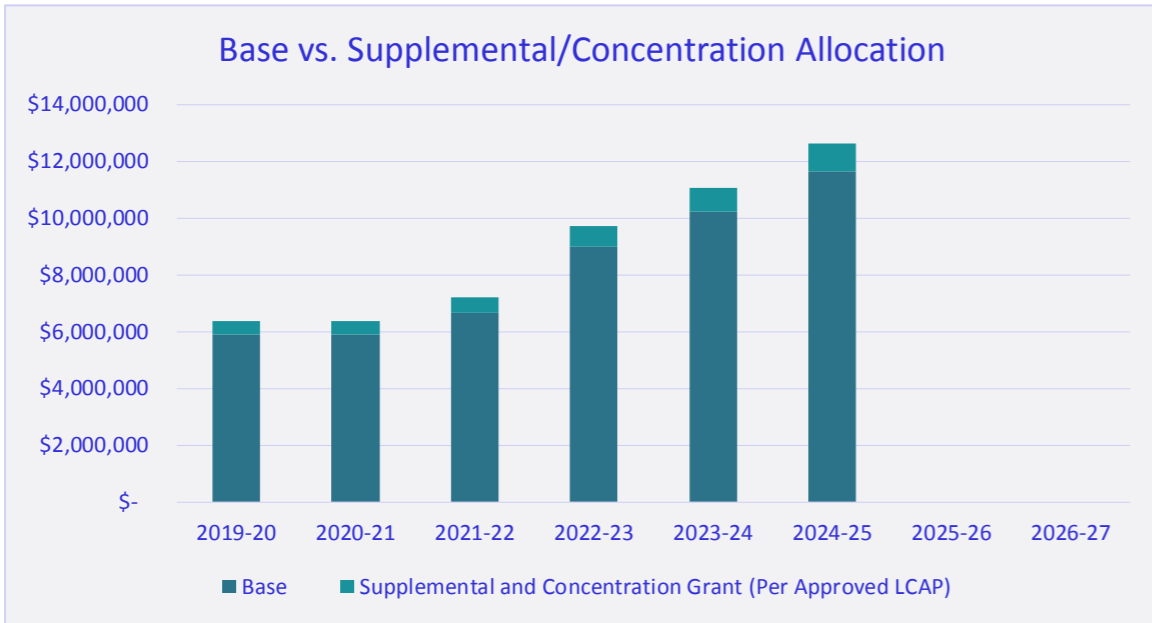


*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

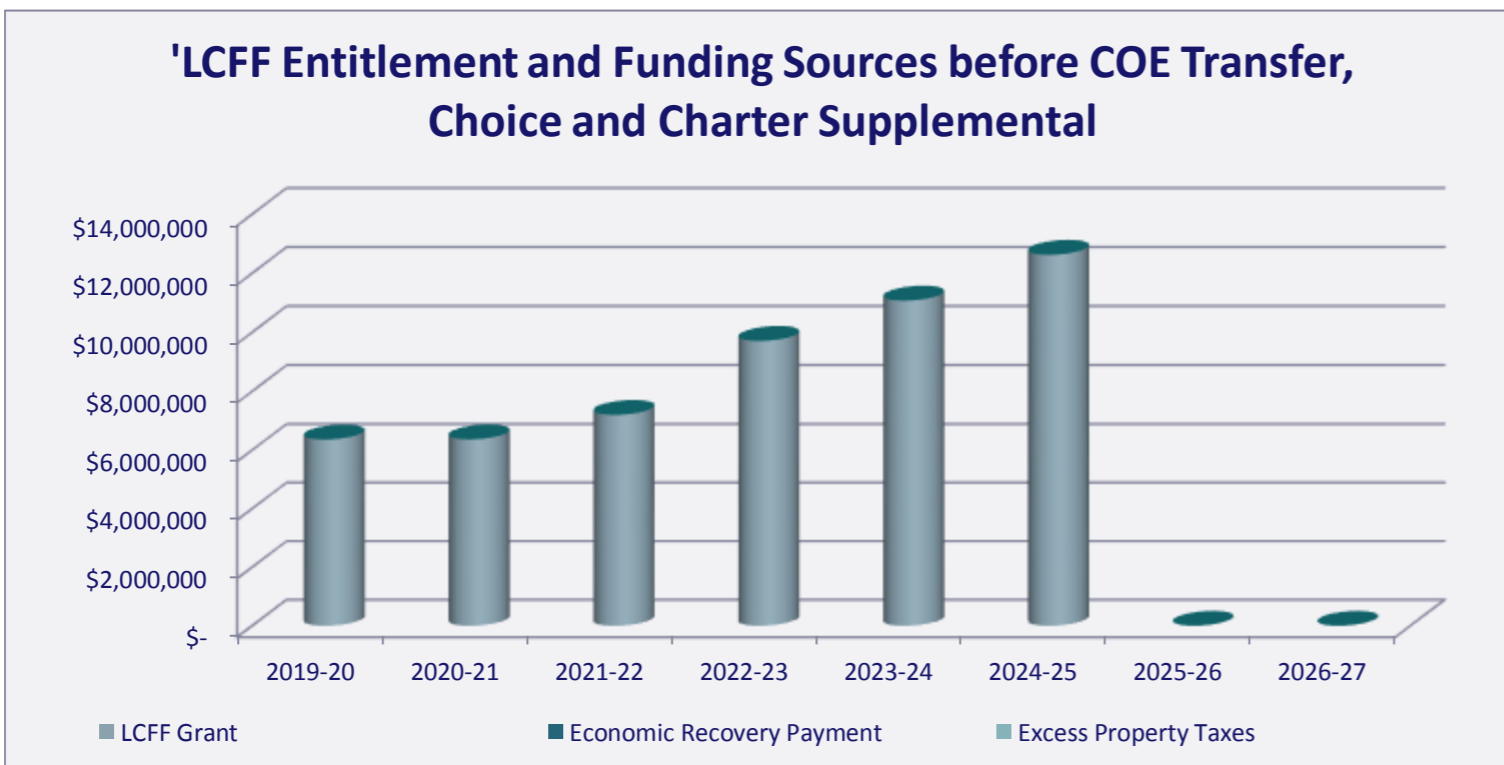
Elite Academic Academy - Mountain Empire (136978)

Charts and Graphs

Minimum Proportionality Analysis									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Base	\$ 5,898,076	\$ 5,898,076	\$ 6,669,687	\$ 8,970,946	\$ 10,223,706	\$ 11,655,691	\$ -	\$ -	
Supplemental and Concentration Grant (Per Approved LCAP)	464,060	469,369	533,708	739,744	851,225	970,453	-	-	
Total	\$ 6,362,136	\$ 6,367,445	\$ 7,203,395	\$ 9,710,690	\$ 11,074,931	\$ 12,626,144	\$ -	\$ -	



Funding Sources									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Additional State Aid to meet Minimum	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
EPA in Excess to LCFF	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
LCFF Grant	\$ 6,362,136	\$ 6,367,445	\$ 7,203,395	\$ 9,710,690	\$ 11,074,931	\$ 12,626,144	\$ -	\$ -	
Total General Purpose Funding	\$ 6,362,136	\$ 6,367,445	\$ 7,203,395	\$ 9,710,690	\$ 11,074,931	\$ 12,626,144	\$ -	\$ -	

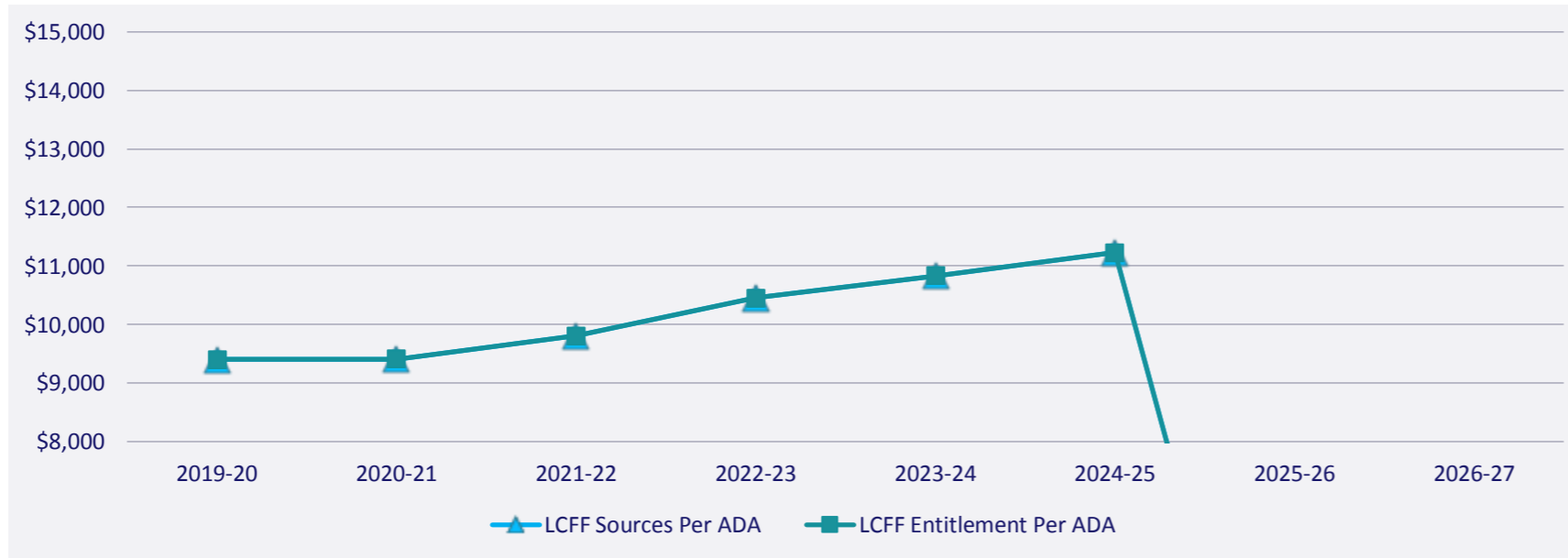


Elite Academic Academy - Mountain Empire (136978)

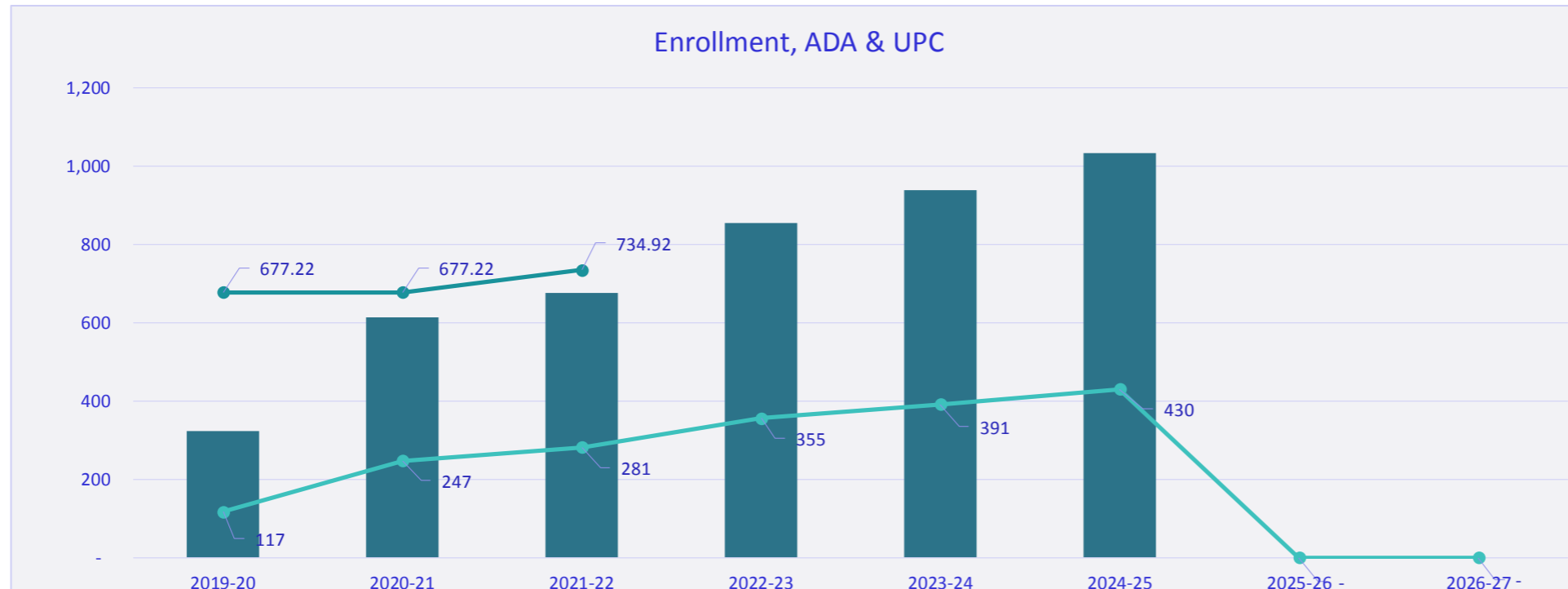
Charts and Graphs

Additional State Aid to meet Minimum EPA in Excess to LCFF

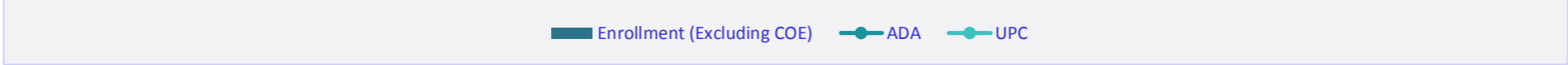
LCFF Entitlement per ADA									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Funded ADA	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-	
LCFF Sources per ADA	\$ 9,394.49	\$ 9,402.33	\$ 9,801.60	\$ 10,448.01	\$ 10,832.57	\$ 11,227.13	\$ -	\$ -	
Net Change per ADA		\$ 7.84	\$ 399.28	\$ 646.40	\$ 384.57	\$ 394.55	\$ (11,227.13)	\$ -	
Net Percent Change		0.08%	4.25%	6.59%	3.68%	3.64%	-100.00%	0.00%	
Estimated LCFF Entitlement per ADA	\$ 9,394.49	\$ 9,402.33	\$ 9,801.60	\$ 10,448.01	\$ 10,832.57	\$ 11,227.13	\$ -	\$ -	
Net Change per ADA		\$ 7.84	\$ 399.28	\$ 646.40	\$ 384.57	\$ 394.55	\$ (11,227.13)	\$ -	
Net Percent Change		0.08%	4.25%	6.59%	3.68%	3.64%	-100.00%	0.00%	



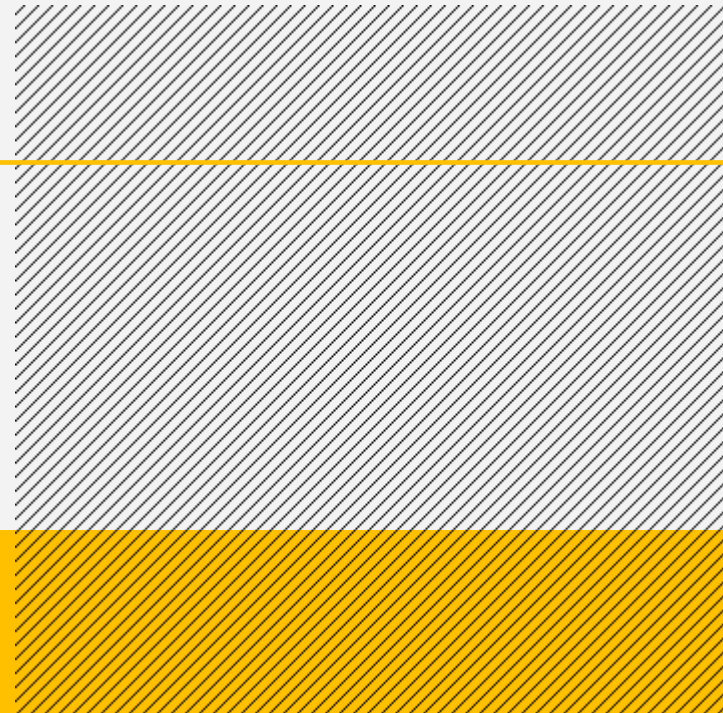
Student Summary									
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	
Enrollment (Excluding COE)	323	614	675	854	939	1,033	-	-	
UPC	117	247	281	355	391	430	-	-	
ADA	677.22	677.22	734.92	929.43	1,022.37	1,124.61	-	-	



Elite Academic Academy - Mountain Empire (136978)
Charts and Graphs



Mountain Empire Local Control Accountability Plan (LCAP) & Local Indicators





Local Control Funding Formula (LCFF)

California's education funding system

- ❖ Provides more flexibility and local control in decisions regarding student achievement
- ❖ Involves parents, students and teachers in decisions about academic programs and expenditures
- ❖ Includes funding for at-risk / high need students





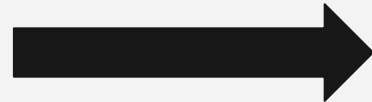
Local Control and Accountability Plan (LCAP)

Local Control Funding Formula (LCFF) requires our school to develop a three-year plan listing our goals, action steps and spending to achieve specific student outcomes.

LCAP is the three-year plan.



8 State Priorities



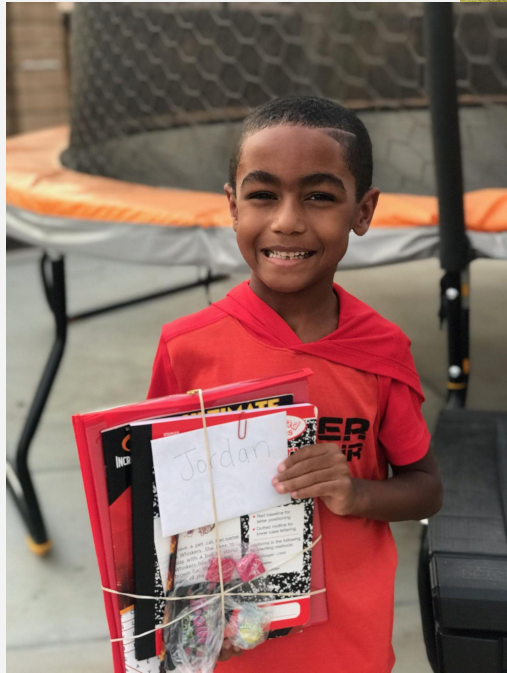
- Basic Services
- Implementation of State Standards
- Course Access
- Student Achievement
- Other Student Outcomes
- Student Engagement
- Parent Involvement
- School Climate



Educational Partner Input



- ❑ Parent and Student Surveys indicate areas of strength, and areas for growth, related to the eight state priorities.
- ❑ Parent Empowerment Workshops offer an opportunity to provide input regarding goals and actions for student achievement.
- ❑ Staff Collaborative Groups provide input on developing goals and actions through group activities.



Student Data Drives LCAP Goals

Progress towards LCAP Goals is measured by different metrics or measures.

- Attendance Rates
- Language Proficiency
- Drop-Out Rates
- Internal and External Test Scores



Mountain Empire LCAP





LCAP Goals

1

Improve academic achievement for all students

2

Establish connections and partnerships

3

Support students with academic supports and interventions

4

Ensure students are college and career ready

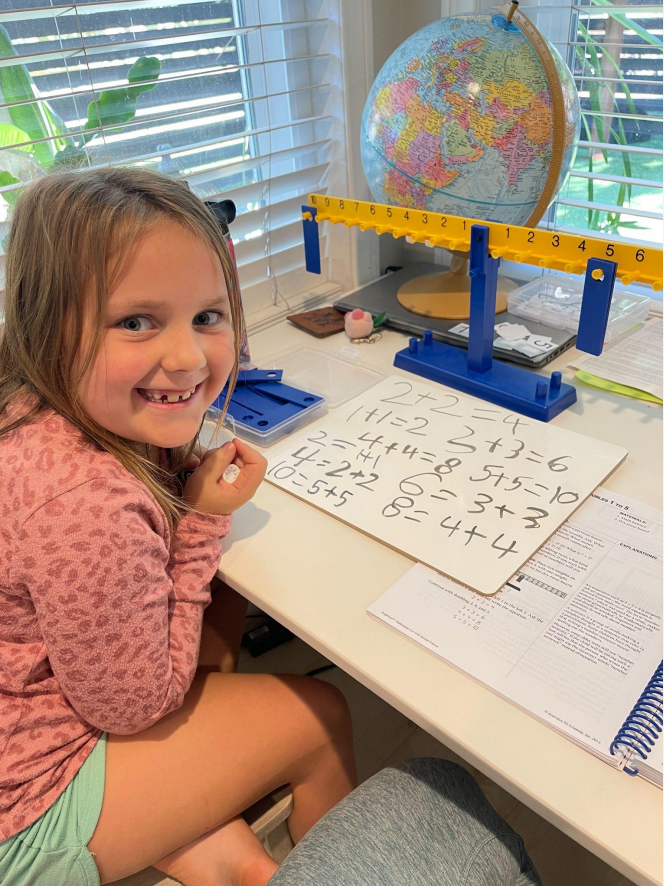


Goal 1

We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP



Goal 1 Actions



1.1 Academic Achievement through aggregate instructional practices.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$640,000				\$640,000

1.2 Student Academic Performance Monitoring and establishing clear and measurable goals.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,495,198				\$2,495,198



Goal 1 Actions



1.3 Students have equitable access to Common Core aligned viable curriculum and materials.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$863,696				\$863,696

1.4 Professional Development to support in effective teaching

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,750			\$15,351	\$23,101



Goal 1 Actions



1.5 Management of fiscal, operational and technological resources to support students, staff, and community.

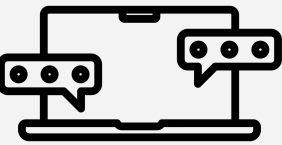
LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,575,000				\$1,575,000



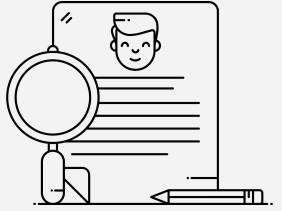
Goal 1 Successes



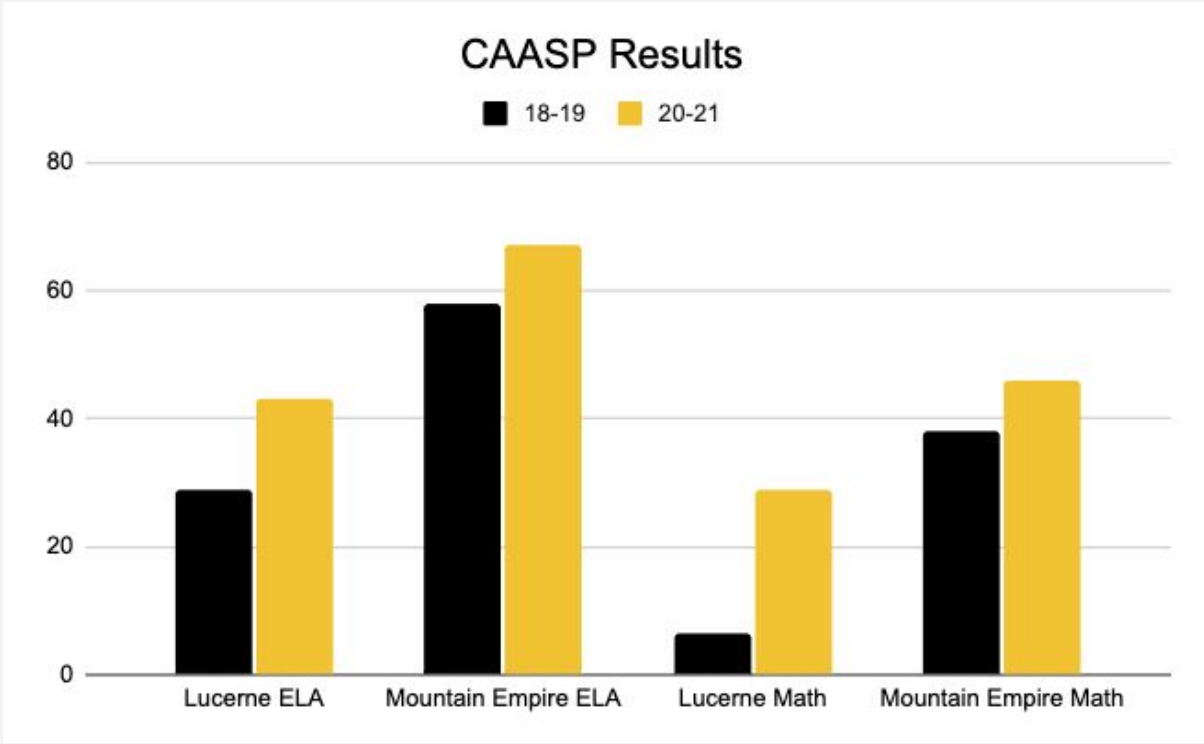
Hired a full-time highly qualified high school science teacher who has provided virtual labs, interactive lessons, and access to more science curriculum opportunities



Integrated online/blended K-5 ELA & Math curriculum for Flex students



Hired a Coordinator of Curriculum to collaborate with Content Teachers and Teachers of Records to provide engaging online learning experiences



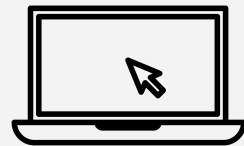
2022-23 Action Items



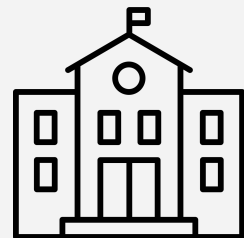
Continue to develop engaging synchronous and live session opportunities for all students



Create Elite-proprietary high school courses that reflect the needs and interests of our enrolled students



Provide professional learning focused on effective teaching and learning.



Apply for Marzano's Highly Reliable Schools Accreditation, Level 1



Goal 2

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



Goal 2 Actions

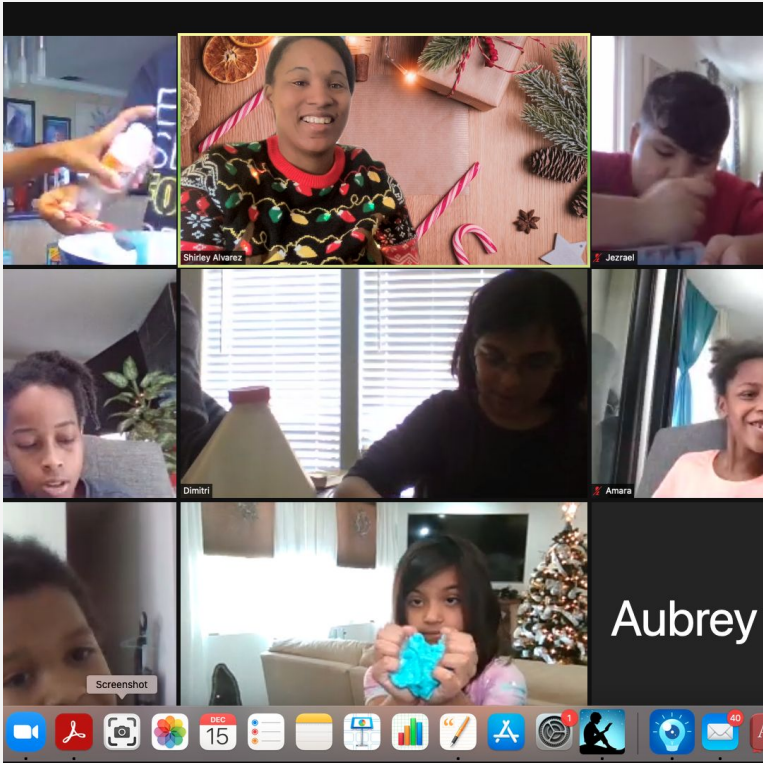
2.1 School-Based Enrichment Activities

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,018,000				\$1,018,000

2.2 Meaningful and Transparent Communication

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$204,494				\$204,494





Goal 2 Actions

2.3 Safe Learning Environment

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			\$160,000	

2.4 English Language Family Support

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$30,000				



Goal 2 Actions

2.5 Engaging the Community

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	\$10,000			



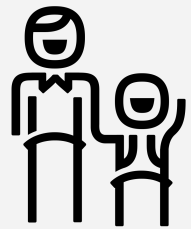
Goal 2 Successes



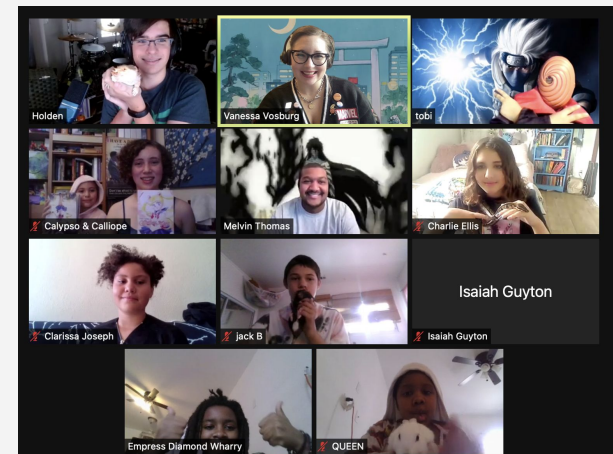
Multiple in-person and virtual fieldtrips connected students to new experiences and new friendships



Introduced a CEO Council, comprised of representative staff, to develop ideas to continue innovative approaches to educating Elite's students



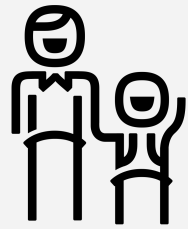
Parent Empowerment workshops and guest speakers provided for parents, with more scheduled for next year



2022-23 Action Items



Develop moonshot ideas being formed in CEO Council, and provide additional opportunities for staff input



Increase Parent Empowerment workshop sessions, and develop asynchronous learning opportunities for parents new to independent study



Expand student opportunities to connect with each other through clubs, face to face events, and online learning opportunities



Goal 3

Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.



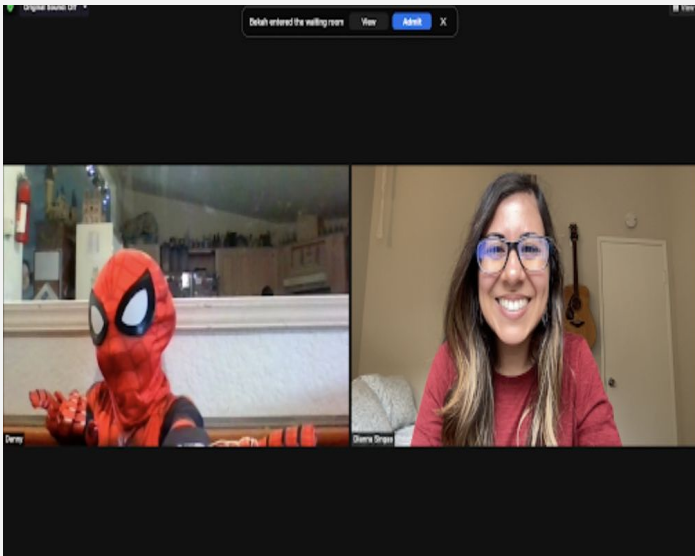
Goal 3 Actions

3.1 MTSS System Monitoring

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$360,000				\$360,000

3.2 EL Proficiency Monitoring

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$50,000				\$50,000





Goal 3 Actions



3.3 Provide Academic and Re-Engagement Support to Struggling Students

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$412,500				\$412,500

3.4 Establish Social-Emotional and Physical Health Services for students and staff.

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$100,000	\$50,000			\$150,000



Goal 3 Actions

3.5 Provide MTSS Professional Development for all Staff

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	\$110,000	\$50,000		\$160,000

3.6 Access to Technology

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$472,900				\$472,900





Goal 3 Actions

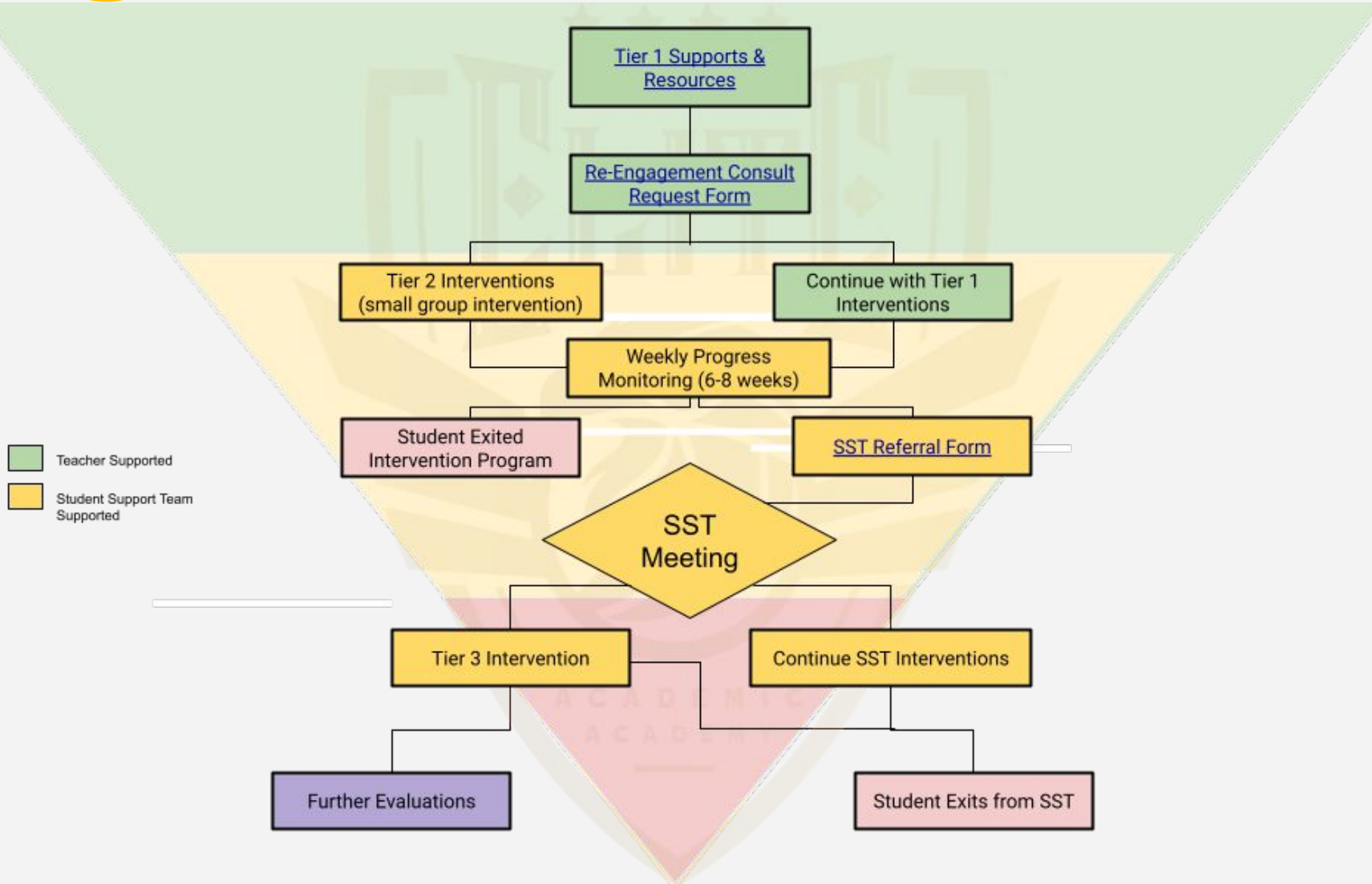
3.7 Offer Year Round Track for credit recovery, advancement, and enrichment

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$700,000				\$700,000





Goal 3 Successes



Developed and implemented an MTSS system of support which was introduced to staff

Created a small-group tutoring platform and held weekly small-group tutoring sessions for students identified as 2 or more grade levels below proficiency in ELA and/or Math

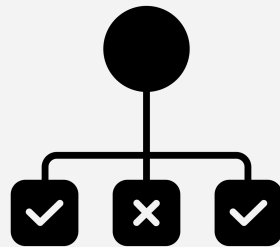
2022-23 Action Items



Use MTSS grant award to provide professional development to teachers on Tier 1 MTSS strategies that promote student learning and engagement



Provide targeted English Learner courses to assist students with their English acquisition



Develop schoolwide data systems that allow us to determine appropriate interventions and accelerations for all students



Expand our Year Round Track so students can continue to explore learning paths during the summer months



Goal 4

We will prepare secondary students to graduate from school with opportunities and preparation for college and career.



Actions



4.1 Career Technical Education Program Pathways

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$100,000	\$157,500			\$257,500

4.2 Assessment & Articulation for post-secondary preparation

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,000				\$15,000



Actions

4.3 College and Career Counseling



LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	\$100,000			

4.4 Professional Development for College and Career

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$10,000				



Goal 4 Successes



Awarded the CTEIG grant to further expand CTE pathways opportunities



Wrote and received UC A-G approval for multiple courses, increasing the availability of classes students can take that meet the UC/CSU entrance requirements



Implemented American Sign Language, which meets Foreign Language requirements

Global Sign Language
About 41 Countries recognize their own sign language as an official language*

\$32.95
Hourly mean in San Bernardino county for Interpreters and Translators, with \$28.19 in the 25th percentile, \$30.64 in the median percentile, and \$42.44 in the 70th percentile.

13,000
Interpreters and Translators
An increase of 13,000 openings in San Bernardino County from 2018-2028 are projected, an increase of 19.3 percent.

INTERVIEW
1 2 3 4 5

Elite American Sign Language



Increased percentage of students successfully submitting FAFSA for college student aid



ELITE[™]
— A C A D E M I C —
A C A D E M Y

Local Indicators



California Dashboard Accountability Model

California's new accountability and continuous improvement model provides measures relating how Districts and schools are making progress to meet the needs of our diverse student population.

[CaliforniaDashboard Video](#)

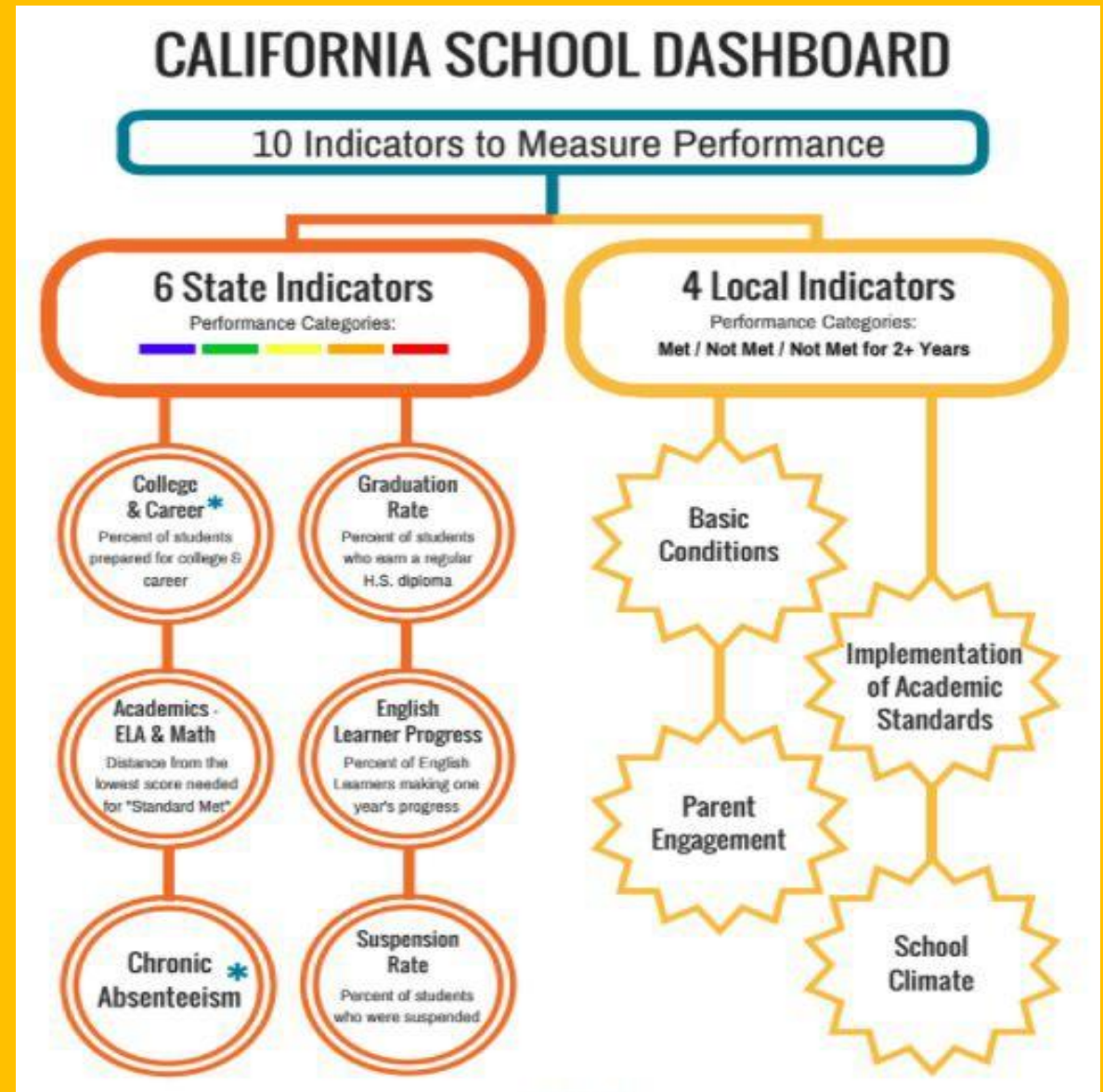
[CaliforniaSchoolDashboard](#)

[CaliforniaFive by Five Model](#)

New Accountability System

California Dashboard

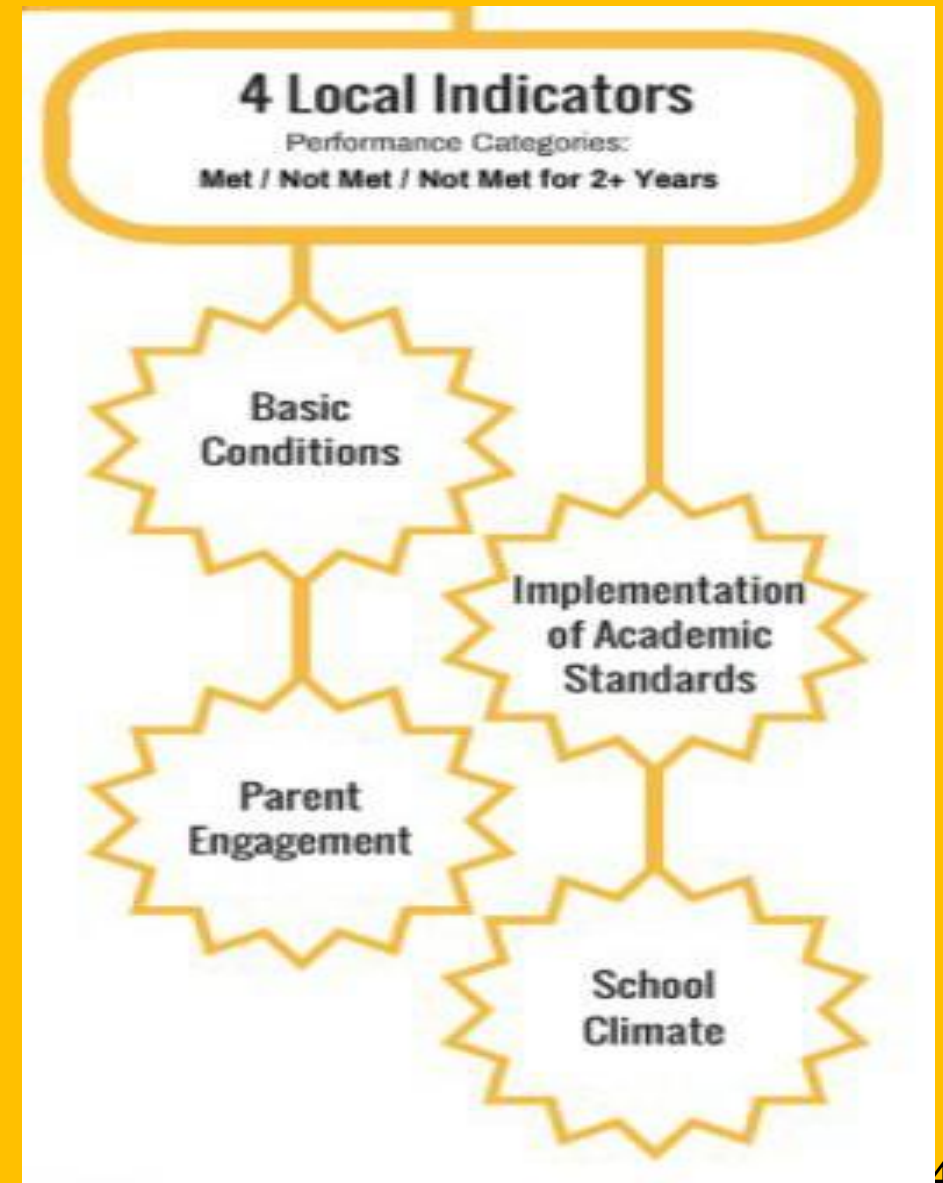
- ▶ Measure performance on State Priorities in 10 areas
- ▶ 6 state indicators
- ▶ 4 local indicators
- ▶ Publicly released in spring 2017



New Accountability System

California Dashboard

- ▶ Measure performance on State Priorities in 10 areas
- ▶ 6 state indicators
- ▶ 4 local indicators
- ▶ Publicly released in spring 2017



Criteria

District performance is reported based on meeting the standard as:

- Met*
- Not Met
- Not Met for Two or More Years



ELITE[™]
— A C A D E M I C —
A C A D E M Y

Mountain Empire Local Indicators



Priority 1: Basic Conditions - MET

Teachers

Number/percentage of mis-assignments of teachers of English Learners: 0

Total teacher mis-assignments: 0

Vacant teacher positions: 0

Books

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Facilities*

Number of identified instances where facilities do not meet the “good repair” standard: 0

Priority 2: Implementation of Academic Standards- Professional Development- MET

Content Area	1	2	3	4	5
ELA Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Math- Common Core State Standards for Mathematics				X	
NGSS Next Generation Science Standards			X		
HSS History Social Science				X	

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- *Instructional Materials - MET*

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)				x	
Common Core State Standards for Mathematics				x	
English Language Development (ELD) (Aligned to ELA Standards)		x			
Next Generation Science Standards (NGSS)			x		
History Social Science Standards (HSSS)				x	

Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- Policies and Programs - MET

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)			X		
Common Core State Standards for Mathematics			X		
English Language Development (ELD) (Aligned to ELA Standards)		X			
Next Generation Science Standards (NGSS)		X			
History Social Science Standards (HSSS)			X		

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- Other Adopted Academic Standards - MET

Content Area	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards		X			
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language			X		

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 3: Parent Engagement *Progress Related To Promoting Parental Participation - Met*

EAA provides opportunities for parent/guardians to engage in trainings, workshops and seminars related to student learning and social-emotional development and growth.

Academic Support

- College Fairs (virtual)
- Career Fairs
- Educational Field trips (virtual)
- Educational Workshops

Enrichment

- Free Enrichment Workshops
- Family Nights

Community Resources/SEL Support

- You School Workshops
- County Resources
- Mental Health Resources
- Referrals to Free Health Events and Clinics

Communication/Involvement

- LCAP meetings
- Parent Engagement Workshops
- Parent Square
- Social Media
- Newsletters
- Surveys

Priority 3: Parent Engagement:

Findings Related To LCFF Priorities In LCAP

Input received in surveys were critical components in action items related to LCAP Goal 2: ***Establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction, and to support student learning and achievement.***

Priority 3: Parent Engagement: *Seeking Input From Parents/Guardians In Charter Decision Making - MET*

EPA seeks input from parents in advisory committees and active input in decision making through survey feedback and Parent Engagement Workshops:

- Athletic Survey - Athletics
- Intake Survey - Needs Assessment (LCAP)
- School Climate Survey-LCAP
- LCAP Input Workshop
- Teacher and Administrator Evaluation Surveys

Priority 6: School Climate - Met

During the 20-21 school year we focused on monitoring ongoing student wellness and school climate.

Quarterly Elite Cares Surveys to all students.

- Each survey response was followed up with an email or phone call by the Student Support Director or school counselor depending on the student's needs.

Elite Kindness Ambassador Club and many others formed to establish a positive culture

Priority 7: Access to a Broad Course of Study- Met

Content Area	1	2	3	4	5
English				X	
Math				X	
Social Science				X	
Visual & Performing Arts			X		
Health			X		
Physical Education				X	

Rate the LEA's progress in the extent to which students have access to and are enrolled in a broad course of study.

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability



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A C A D E M Y

LCFF Budget Overview for Parents

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

CDS Code: 37682130136978

School Year: 2022-23

LEA contact information:

Meghan Freeman, M.Ed.

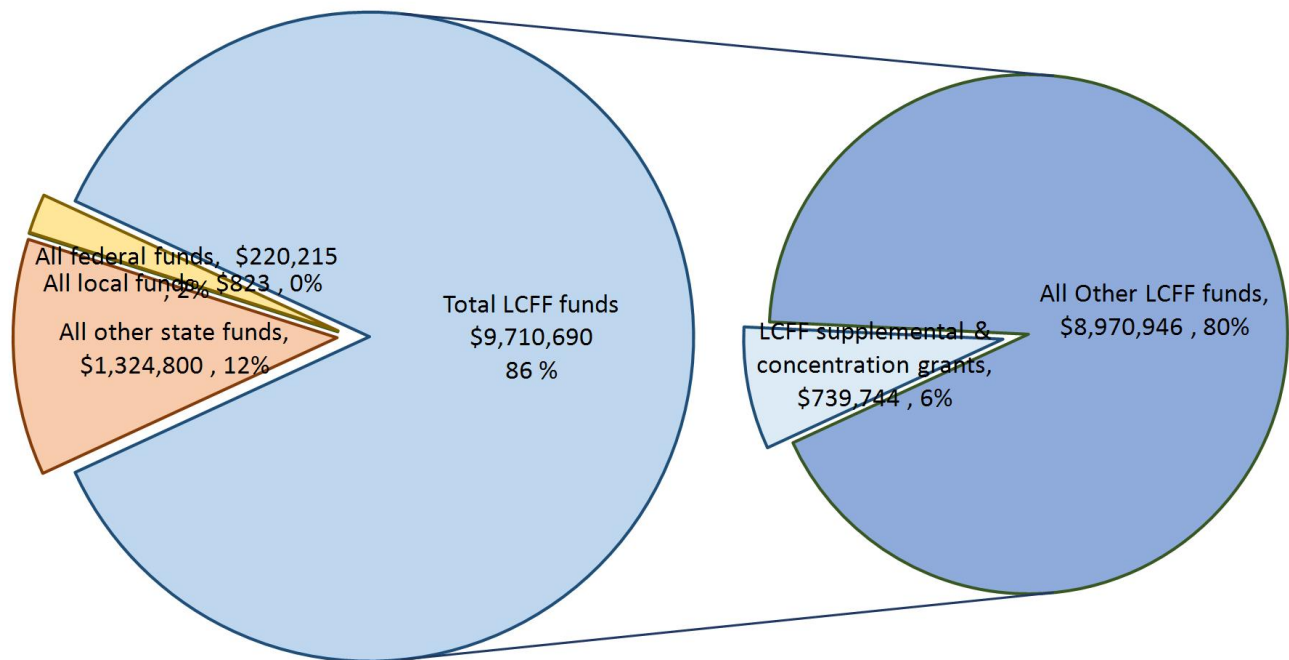
CEO

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 2022-23 School Year

Projected Revenue by Fund Source

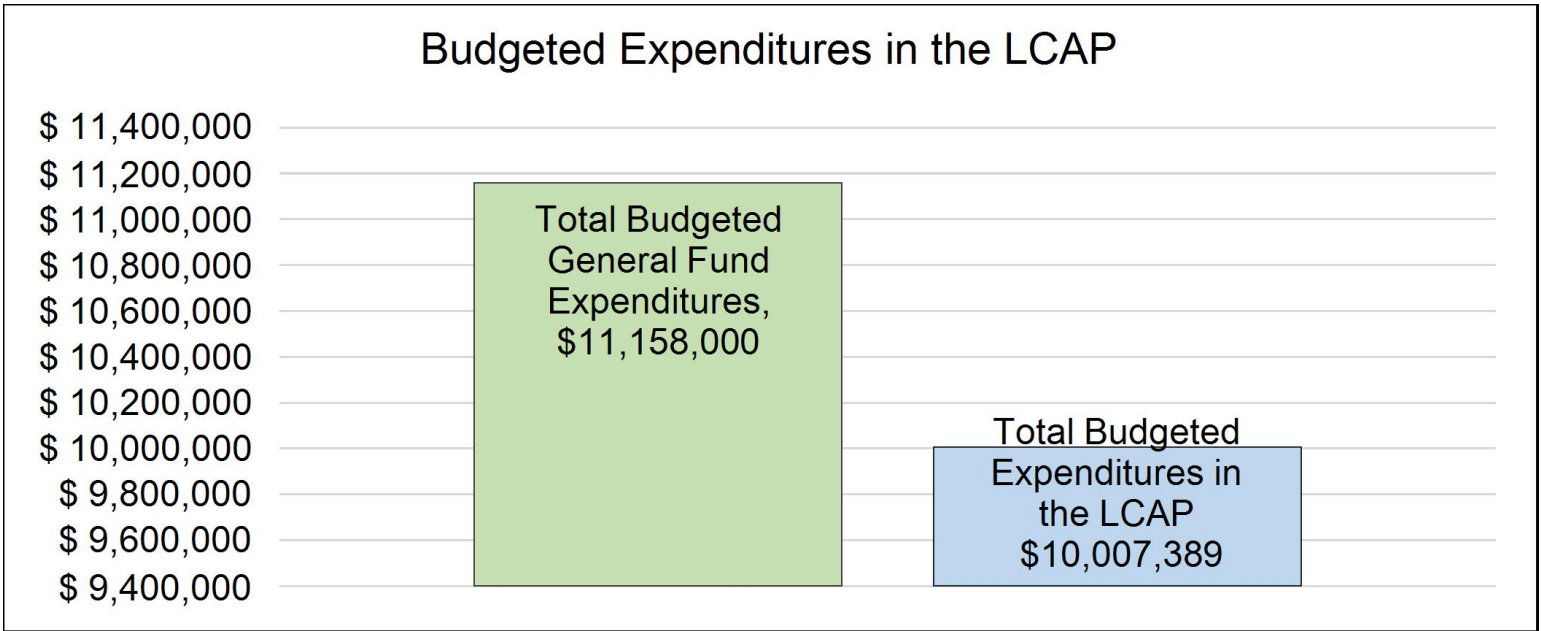


This chart shows the total general purpose revenue Elite Academic Academy-Mountain Empire expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elite Academic Academy-Mountain Empire is \$11,256,528, of which \$9,710,690 is Local Control Funding Formula (LCFF), \$1,324,800 is other state funds, \$823 is local funds, and \$220,215 is federal funds. Of the \$9,710,690 in LCFF Funds, \$739,744 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elite Academic Academy-Mountain Empire plans to spend \$11,158,000 for the 2022-23 school year. Of that amount, \$10,007,389 is tied to actions/services in the LCAP and \$1,150,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

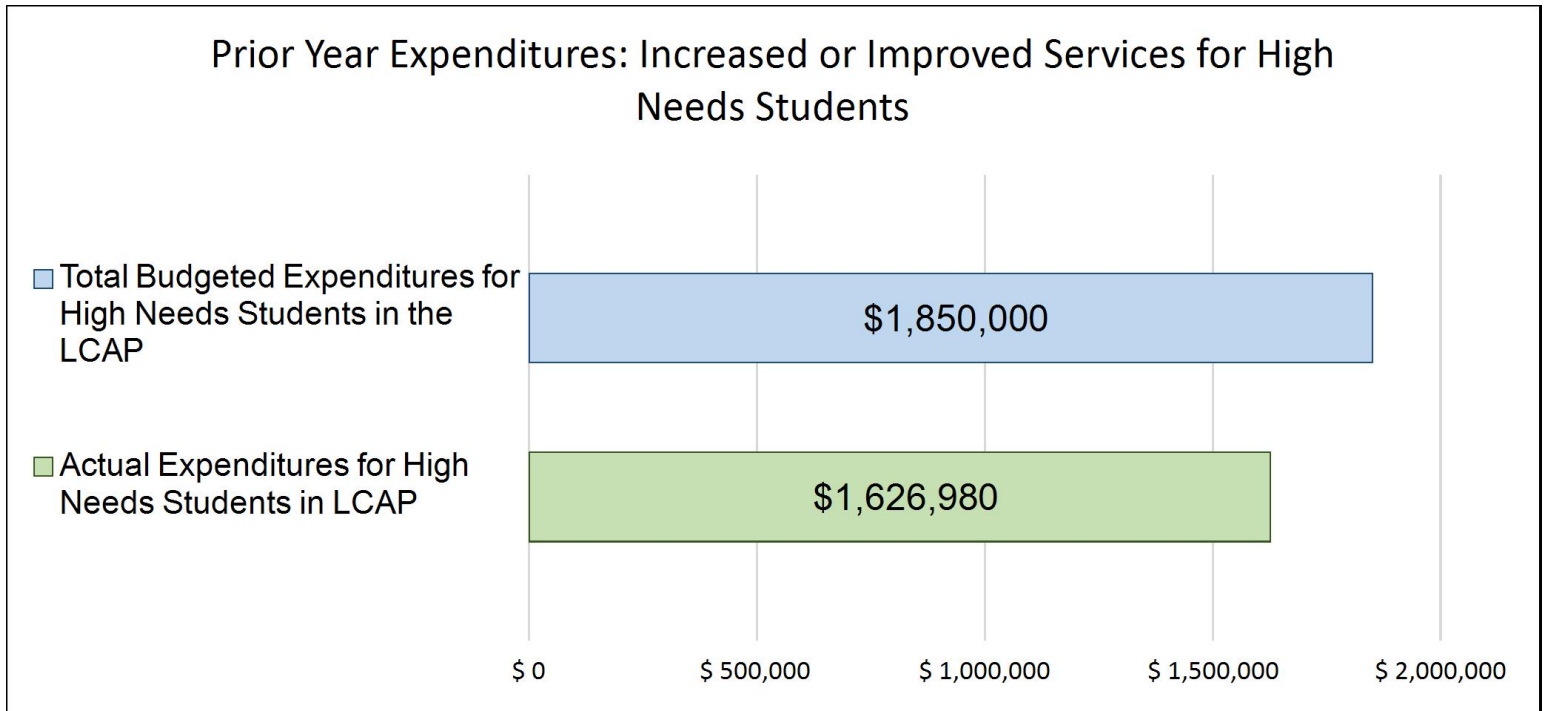
Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Elite Academic Academy-Mountain Empire is projecting it will receive \$739,744 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 \$2,025,400 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 2021-22



This chart compares what Elite Academic Academy-Mountain Empire budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Elite Academic Academy-Mountain Empire's LCAP budgeted \$1,850,000 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Mountain Empire actually spent \$1,626,980 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-223,020 had the following impact on Elite Academic Academy-Mountain Empire's ability to increase or improve services for high needs students:

We had a steep decline in enrollment when seat based school opened up which led to decreased revenue and expenditures.



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Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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 ext. 704

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

We are a non-classroom-based school with a large geographic area. Due to the fact we do not have a physical school site, we were creative with how to communicate with our stakeholders and use digital platforms that are successful for us as a school. We sent draft plans of both the ESSER III and Expanded Learning Opportunities (ELO) grant to all stakeholders (parents, staff, and students) via Parent Square to allow for input on specific needs faced by students and the school. Results were collected both through a Google survey and during Parent Empowerment Workshops conducted via Zoom. We also invited community members to our Parent Empowerment Session.

The plans were also posted on social media platforms to invite community members, including tribes and civil rights organizations, to have an opportunity for input as we do not have direct connections with those groups at this time. We also posted the Parent Empowerment flyer in hopes to increase engagement. We reached well over 2k stakeholders in multiple counties, and over 300 business and local partners, with these posts with direct engagement of about 30 stakeholders and about 5 who took the time to fill out the survey.

In order to receive additional input on the funds' potential impact on homeless and foster youth, we consulted via phone with a social worker familiar with the families we serve, as well as community partners via phone and survey (over 300 partners currently like our social media page) who work with Elite students, to ensure that our fund allocation would best mitigate the impact of COVID on this population. The data collected was accounted for in the creation of this plan.

The public was welcome to comment on each plan:

- ESSER III plan was presented at board meeting on October 2, 2021
- ELO plan was presented on April 19, 2021
- LCAP plan was presented on May 23, 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional concentration grant add-on funds were used to increase our Student Support Team. By expanding the services of the Student Support team, we were able to provide additional academic support to all struggling students, which includes low-income, English learners, and/or foster youth. Previous support was limited to course-specific tutoring or computer adaptive literacy programs like FastForWord.

Now with increased support, Academic Coaches, Content Teachers, TOSAs, and Instructional Aides can provide research-based targeted Tier 2 small group math and literacy intervention based on iReady benchmark assessments and CAASPP data. These interventions include weekly lessons focused on targeted learning gaps by our expanded team, and a tutoring hub that coordinates small group meetings and provides a communication hub for coaches-teachers-students-families so that all are working together to increase student achievement.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In partnership with our LCAP and ELO plans, we took the time to ensure meaningful participation. We are a non-classroom-based school with a large geographic area. Due to the fact we do not have a physical school site, we were creative with how to communicate with our stakeholders and use digital platforms that are successful for us as a school. We sent the draft plan to all stakeholders (parents, staff, and students) via Parent Square Oct 1st to allow for input on specific needs faced by students and the school. Results were collected both through a Google survey and during a Parent Empowerment Workshop on Oct 20 that was conducted via Zoom. We also invited community members to our Parent Empowerment Session. We had over 30 staff/parents/community members present to provide feedback and input.

The ESSER plan/survey feedback was also posted on social media platforms to invite community members, including tribes and civil rights organizations, to have an opportunity for input as we do not have direct connections with those groups at this time. We also posted the Parent Empowerment flyer in hopes to increase engagement. We reached well over 2k stakeholders in multiple counties, over 300 business and local partners, with these posts with direct engagement of about 30 stakeholders and about 5 who took the time to fill out the survey.

In order to receive additional input on the funds' potential impact on homeless and foster youth, we consulted via phone with a social worker familiar with the families we serve, as well as community partners via phone and survey (over 300 partners currently like our social media page) who work with Elite students, to ensure that our fund allocation would best mitigate the impact of COVID on this population. The data collected was accounted for in the creation of this plan.

The public was also welcome to comment on the draft plan at a board meeting on October 2, 2021, which was posted on our website, and any physical meetings spaces to allow the public to attend.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

1. Provide a 9-12 Year-round track to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth, and

students that need credit recovery. There will be CTE pathway discovery, SEL classes, reviewing of essential skills, enrichment, and the opportunity for students to get ahead.

Challenges: Student engagement was a challenge as many students had struggled during the traditional school year with online learning. We had a 35% drop rate from the beginning of the first learning period until the end. Students did not want to attend Live Sessions and tutoring services. Over 50% of the students in both Life A and Life B did not complete one of their courses.

Success: Orientation Meetings were well attended. Students who completed their courses earned credit for two high school courses. Students' grades were updated within 48 hours once assignments were completed. Instructional Assistants were added as a level of support. Students and teachers felt supported with all the support we had in place. 95% of students who attended study sessions completed both of their courses.

2. Provide a K-8 Targeted Acceleration program over the summer months for EL, Foster, Low Income and student performing low on local and state assessments. Credentialed teachers will work in small group, 1/1 and focus on accelerating targeting standards and working to close achievement gaps.

Challenges: Engagement was a challenge for students during their summer break. Less than 50% of students attended their clubs on a regular basis. 30% of the students identified as needing literacy support logged into their Fast ForWord program.

Success: The students who participated did show growth in literacy and math skills. Fast ForWord participation for students who did attend was at 85% and their completion rate was over 100%.

3. Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students). Previous support was limited to course-specific tutoring or computer adaptive literacy programs like FastForWord. Academic Coaches, Content Teachers, TOSAs, and Instructional Aides to provide research-based targeted Tier 2 small group math and literacy intervention based on iReady benchmark assessments and CAASPP data.

Challenges: Appropriate grouping of students across the academies is a struggle with so many data variables. With that, making sure we are using online programs and coaches appropriately requires training and oversight that takes a lot of time.

Success: The Director of Assessment, Director of At-Promise and Student Services Coordinator were able to collaborate and develop a system for not only identifying struggling students, but also identifying their specific Reading and Math skill gaps and devising targeted support. Progress monitoring via Progress Reports and MOY assessments has effectively measured effectiveness of support. The incorporation of growth mindset training and language has also been a success.

4. Elite Academic Academy is developing a proprietary tutoring learning management system. Using assessment data (both local and state) teachers, parents and students can request tutoring. The system allows for teachers of record to ensure that a student is tutored in an area of need. There is a workflow of communication, appointments and accountability to ensure that students' growth is monitored. A review process is built in that ensures that the one-on-one, or small group, tutoring is closing achievement gaps. The hiring of high-quality tutoring and matching them with students is built into this system. Our goal is to see individual student success as a result of this system.

Challenges: The system was initially designed for one-one tutoring. We had to revise the system to fit the needs of small group tutoring. We also needed to adjust the timing and length of sessions. Our first six-week session was too short, and we underestimated the time it takes to do the behind the scenes work to set up new data

Successes: The platform eliminates a lot of administrative work for the tutor/coach. It effectively housed student session notes and sent out appointment reminders, which increased attendance and communication between all involved parties.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Elite Academic Academy Mountain Empire’s state, local and federal funds for the 2021-22 school year totals \$8.7 million. This total includes \$249 thousand in federal relief funds from the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan, \$198 thousand for AB 86 Expanded Learning Opportunities Grant and \$161 thousand for the Career Technical Education Incentive Grant. Through December 2021, approximately 51.8% of the total funds allocated for this school year have been spent on specific actions related to the district goals of; 1.) student academic growth and proficiency, 2.) student and family engagement, and 3.) safe and exceptional learning environments. The Expanded Learning Opportunities Expenditure Plan (adopted May 2021) and the ESSER III Expenditure Plan (adopted October 2021), along with the Safe Return to In-Person Instruction and Continuity of Services Plan all serve to align and enhance the goals and actions of the adopted LCAP, and to provide standards of performance for all spending initiatives.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs

to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff*

who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



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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 [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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-Lucerne (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 provides high-quality and rigorous standards-based virtual and traditional curriculum options. Currently, EAA-Mountain Empire serves 659 students across its three programs (Virtual, Homeschool, and Flex). EAA-ME serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 60.10% followed by Hispanic/Latino 13.10%, and then African American or Black with 6.8%. .03% of students of our student population are English Language Learners, 36.50% of students are socio-economically disadvantaged, 10.60% are in Special Education and 96% of students are in permanent housing.

We also provide unique academies with emphasis on Elite Athletics and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college and careers. Elite Academic Academy defines success in the 21st Century for our students as an ability to responsibly and individually set goals and become self-motivated, as well as to be competent and prepared for the challenges ahead, and develop an appreciation for lifelong learning. EAA prepares 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.

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 Lucerne is NCAA Approved and WASC Accredited with a 6-year accreditation that was awarded upon WASC renewal in 2022. EAA 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 multiple complete Career Technical Education (CTE) pathways that are supported by Highly-Qualified CTE credentialed teachers, and 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, prom, in-person field trips, student leadership retreats, 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. Our school also applied for the MTSS grant and was awarded the grant to support the development of our MTSS program. We currently have students working in small groups with academic coaches who house student data and collaborate and communicate the data with the teachers and administrators. The support of our “At Promise” department has 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 continues to be the main goal moving forward. Although we are not able to assess our progress on CAASPP due to the pandemic, we know that our students have made gains in both Math and ELA due to our focused intervention programs and i-Ready results; however, our students still have great gains to make in order to reach proficiency. We are often challenged with students who come to our school severely skill and credit deficient; knowing this, we work quickly and swiftly to create academic plans to accelerate their learning. Students will get access to, and participate in, target intervention using our MTSS processes and small group tutoring sessions. Using our MTSS process, students who are performing a 1 or 2 on CAASPP, or are identified as below proficiency levels on district assessments, 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:

We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

Measuring Metrics:

CAASPP, LPAC, PFT data, SST Exit data, Dual Enrollment, A-G Completion, i-Ready data, Graduation Rates, Professional Development Staff Survey, LCFF Evaluation, Compliance Audits, Progress Reports, Report Cards

1.1

Academic Achievement through aggregate instructional practices.

1.2

Student Academic Performance Monitoring and establishing clear and measurable goals.

1.3

Students have equitable access to Common Core-aligned viable curriculum and materials.

1.4

Professional Development to support effective teaching

1.5

Management of Fiscal, operational, and technological resources to support students, staff, and the community.

Goal 2: Build Family and Community

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

Measuring Metrics:

Parent/Staff/Student Survey results Social Media Engagement average Average attendance at Virtual Workshops Suspension/Expulsion Data

2.1 School-Based Enrichment Activities

(All Students)

2.2

Meaningful and Transparent Communication (All Students)

2.3

Safe Learning Environment

(All Students)

2.4

English Language Family Support (EL)

2.5 Engaging the Community

Goal 3: MTSS

Support students with academic support and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Measuring Metrics:

Summative ELPAC results

EL Reclassification

iReady ELA and Math Growth Scores for MTSS students Attendance at MTSS Tutor Sessions

Chronic Absenteeism rate

ADA

3.1

MTSS System Monitoring

3.2 EL Proficiency Monitoring

(EL)

3.3

Provide Academic and Re-Engagement Support to Struggling Students (All)

3.4

Establish Social-Emotional and Physical Health Services for students and staff. 3.5

Provide MTSS Professional Development for all Staff (All)

3.6

Access to Technology (SpEd, EL, FY, etc)

3.7

Offer Year-Round Track for credit recovery, advancement, and enrichment

Goal 4:

We will prepare secondary students to graduate from school with opportunities and preparation for college and careers.

Measuring Metrics

CTE Course Enrollment

CTE Pathway Completion

A-G Completion

AP Course enrollment/completion/AP test scores FAFSA completion

CTE Industry Certifications

4.1

Career Technical Education Program Pathways

4.2

Assessment & Articulation for post-secondary preparation 4.3

College and Career Counseling

4.4

Professional Development for College and Career

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Involvement Process for LCAP and Annual Update

Family Entrance/Exit Survey - Upon Student Enrollment/Exit Family and Staff Satisfaction Survey sent yearly via Panorama

LCAP Annual Review Meetings were held. Parents, Staff, and community partners 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. This meeting was held on May 23, 2022.

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: March 11, 2022

Board of Directors: LCAP Draft Review and Input: 6/09/2022 Board of Directors: Public Hearing: 6/09/2022

Final Approval: 6/2022

A summary of the feedback provided by specific educational partners.

All leadership stakeholders completed a summary of work towards our overall goals and objectives. Community members and parents also discussed their ideas and concerns during the LCAP meeting on May 23, 2022. A student and parent survey also helped to gather information and feedback.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

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 predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. 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 students who need targeted intervention and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed to meet state and local 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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Math All Students: 38% Met or Exceeded ELA All Students: 58% Met or Exceeded	Math All Students: 46% Met or Exceeded ELA All Students: 67% Met or Exceeded			ELA: 80% Math: 60%
Staff Safe & Orderly School Survey Completion	100% Staff Survey completion	100% Staff Survey completion			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Assessment: Reading At/Above Grade Level	41%	21-22 is first year of assessment, so no outcome available			60%
iReady Assessment: Math At/Above Grade Level	32%	21-22 is first year of assessment, so no outcome available			50%
Compliance Reporting					
SST data	61	28			20

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement through aggregate instructional practices.	We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard aligned assessments in language arts and mathematics to promote student progress of all students, including 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.	\$640,000.00	No
1.2	Student Academic Performance Monitoring and establishing clear and measurable goals.	Evaluate the students' academic performance data based on local and state assessments in order to provide targeted interventions, acceleration and monitor the progress toward achievement goals for each individual student.	\$2,795,198.00	No
1.3	Students have equitable access to Common Core aligned viable	All students will have access and opportunity to learn critical content and common core standards of the curriculum through the use of online digital courses, offline courses/curriculum, supplemental	\$863,696.00	No

Action #	Title	Description	Total Funds	Contributing
	curriculum and materials.	materials, community partner educational opportunities, and A-G-approved courses.		
1.4	Professional Development to support in effective teaching	Job-embedded professional development, observations of peer-to-peer observations and discussions related to instructional growth goal and the use of rubrics and student achievement data to inform, guide, and improve instruction. Professional Development opportunities will also be provided to teachers by contracted services and in-house leadership to effectively guide credentialed teachers and highly qualified staff to enhance their pedagogical skills through personal reflection and professional growth plans.	\$23,101.00	No
1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	Operations and business services work in collaboration with contracted industry experts to manage its fiscal, operational, technological, and compliance to ensure high-quality reporting and alignment with Educational Code. Operations of the charter are maintained and controlled through the collaborative management team by the Business Department and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, and Chief Student Development officer.	\$1,575,000.00	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.

Elite Academic Academy continued its stride toward will improving the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This can be seen through the data of the i-Ready and CAASPP score improvements and student improvements on test scores. Staff also implemented the use of curriculum, digital courseware, and interventions/accelerations with fidelity. A-G courses were written within Elite Academic Academy and approved by the

UCOP. Professional Development was ongoing throughout the school year with the help of a curriculum coordinator and academic leadership team. All action items were followed through and progress made.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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.

Elite Academic Academy has been strategic and specific about the goals for the 21/22 school year. We kept up with curriculum changes, supplying students and staff with appropriate supplies, books, and materials, and provided targeted and meaningful instructional practices through continuous student academic monitoring and support.

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 Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

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
Parent/Staff Student Survey results	10%				40%
Chronic Absenteeism rate	11.5%	4.77%			1%
Suspension/Expulsion Rate	0%	0%			0%
ADA	677.22	675.8			
Social Media Interaction through Instagram Followers	884	1289			1500
Website Traffic Coming from a Direct Link	33%				40%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School-Based Enrichment Activities	Continue to support innovative projects that support student learning and growth, such as clubs, VAPA, fieldtrips, community events, guest speakers, and outreach.	\$1,018,000.00	No
2.2	Meaningful and Transparent Communication	Provide students, parents, staff, and the community with formal and informal ways to provide input regarding the school through social media, marketing, communication apps, CEO Council, Parent Empowerment workshops, and other outreach opportunities.	\$204,494.00	No
2.3	Safe Learning Environment	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.	\$160,000.00	No
2.4	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.	\$30,000.00	Yes
2.5	Engaging the Community	Through staff professional development and parent empowerment workshops, provide training on strategies to support the success of the whole school as well as individuals within the school.	\$10,000.00	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.

The continued building of student clubs and field trip activities, virtual and in-person, increased this year for all students. Our first high school prom was also held for student school-based activities and the support of innovative projects to increase student and parent engagement continued to be successful. Panorama Ed continued to be a great way to survey the climate of our school and gain community input. Our ParentSquare app continued to be a successful tool for parent, student, and staff communication, and our Parent Empowerment workshops gave parents a voice for their students' education and partnership with Elite. Staff was also given postcards to send to students, which was a great way to connect with students and make them feel included in a school that is a non-classroom-based school. Our Human Resources & Community Relations Department was diligent in following up with DOJ Fingerprinting and Safe School training to keep in compliance. The use and purchase of Securly to keep students safe through the use of their school-issued Chromebooks was also a success. The implementation of our CEO Think Tank Counsel also gave staff a voice and continued the path to reaching our goal of increased engagement and partnerships.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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.

EAA has been strategic and specific in its goals for the 2021/22 school year. Being able to come back to activities and participate in-person after COVID restrictions were lifted was a huge milestone to making progress toward the goals. Team building events such as the ropes course at the Pali Institute for students and also family activities such as Whale watching and club hikes helped to build a community and increase engagement/involvement. Our Parent Empowerment workshops were also a great tool placed for parents to learn strategies to support the success of their students, however, our goal is to increase parent involvement with this for next year, as it is sometimes difficult to have parents attend so many activities or workshops because of their busy lives.

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.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

An explanation of why the LEA has developed this goal.

We recognize that students need support in not only academics but also social-emotional support. Using a MTSS that supports students in the independent studies model is needed to help and support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	35.71%	Data Not Yet Available			
EL Reclassification	26%	9%			15%
Students Receiving MTSS Services that Meet Reading Typical Growth Goal as reported by iReady	40%	N/A - First Year of Data			48%
Students Receiving MTSS Services that	32%	N/A - First Year of Data			40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meet Math Typical Growth Goal as reported by iReady					
English Learners that Meet Reading Typical Growth Goal as reported by iReady	48%	N/A - First Year of Data			60%
English Learners that Improve Placement Classification	43%	N/A - First Year of Data			50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS System Monitoring	<p>Analyze, Interpret, and use data to determine the efficacy of actions and services so that all students have the opportunity to learn the critical content of the curriculum. Provide data for academy directors and teachers.</p> <p>Establish clear and measurable goals that are focused on critical needs regarding improving overall student achievement. 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 MTSS or IEP team or provide academic acceleration Work closely with the MTSS Director to ensure students are properly identified and referred for academic support. Administer local assessments three times a year to monitor student progress</p>	\$360,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.2	EL Proficiency Monitoring (EL)	ELPAC results will be analyzed, reviewed, and shared with parents. Curriculum and EL minutes verified. Also, re-designation completed for students who qualify	\$50,000.00	No Yes
3.3	Provide Academic and Re-Engagement Support to Struggling Students	Through the student referral system, student data and family requests, support the review of individual, small group and community needs to determine appropriate interventions and timelines for progress monitoring as defined by the MTSS program MTSS Instructional Coaches to provide targeted instruction on ELA and Math to students scoring two or grade levels below proficiency Host SST meetings and monitor progress towards goals Train staff on MTSS strategies and processes	\$412,500.00	No Yes
3.4	Establish Social-Emotional and Physical Health Services for students and staff.	School Guidance Counselor and Social Worker to offer small group sessions, 1:1 support, and teacher professional development on trauma informed practices. Offer CareSolace community partnership to families in need. Provide access to physical health and well-being services to support Social Emotional wellbeing.	\$150,000.00	No
3.5	Provide MTSS Professional Development for all Staff	Professional Development (PD) for all staff on the Multi-Tiered System of Support (MTSS) framework, tiers, and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	\$160,000.00	No Yes
3.6	Access to Technology	Increase Chromebook deployment to provide equitable access to technology resources, to include: CAASPP preparation for online testing environment	\$472,900.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Google Suite and other productivity tools.		
3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Provide a Year Round track of 200 days of school to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.	\$700,000.00	No 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.

Our MTSS process was a main focus this year. We knew that as a result of the pandemic, we had students enrolled who had gaps in learning, learning loss, and a high need for mental/social health services. EAA followed through with creating a MTSS process unique to the students and school that begins with Tiered Interventions, a referral request, and a MTSS Instructional coach platform that provides targeted instruction on ELA and Math students who perform below proficiency. Another goal that was carried out this year was the hiring of our own School Social Worker. Our Social Worker was instrumental in providing professional development to staff, mental health services to students, and resources to our families. Providing an extended school year for students with our Credit Recovery/Acceleration Year Round track was also a goal that was carried out with fidelity this year and allowed some of our at-risk youth an opportunity to recover credits toward high school completion.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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.

The action items that support our LCAP goal 3 all played a role in being strategic and specific to making progress toward that goal. Increasing the mental health support, intervention support, EL support with our in-house EL designated support, access to technology and professional development were all instrumental and worked together to ensure our Multi-Tiered System of Support (MTSS) program was effective in supporting the whole child.

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.

We are looking forward to implementing more metrics in terms of student academic growth through out MTSS system and our in-house student coaching program. Tracking the data on the program over the next few years will give us an opportunity to see growth and adjust our MTSS system, procedures and processes accordingly.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	We will prepare secondary students to graduate from school school with opportunities and preparation for college and career.

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
CTE Course Enrollment	58				90%
A-G Completion	92.78%				95%
FAFSA Completion	5%	20%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Career Technical Education Program Pathways	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.	\$257,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Assessment & Articulation for post-secondary preparation	Ensure all students have the opportunity for Advanced Placement, ACT, PSAT, & SAT exam preparation. Afford students fee waivers and fee support with the registration of Advanced Placement, ACT, PSAT, & SAT & Industry Certification exams, if applicable. Continue providing AP courses through accredited Curriculum providers and provide students with AP course textbook/materials.	\$15,000.00	No
4.3	College and Career Counseling	Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework. Support internship and job shadowing experiences for student career path interests Increase relationships with community college concurrently, dual enrollment or CTE courses. Support a comprehensive college application and College counseling for 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 interests (NCAA, CSU/UC, Career)	\$100,000.00	No
4.4	Professional Development for College and Career	Provide teachers and staff with continued opportunities for Professional Development to support students for post-secondary options. AP Certificated CTE Credentialing Embedded Professional Development	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing

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.

EAA continued to build Career Technical Education (CTE) pathways within the high school to support students for college and careers. The CTEIG Grant was once again awarded to the school to support the expansion of the pathways. Elite CTE teachers and HQT Single Subject credentialed teachers also continued to write their own A-G approved courses for students to have access to highly rigorous and relevant curriculum to prepare them for college and career. We also implemented a new World Language opportunity for students to meet their Foreign Language credits by taking American Sign Language. Our school counselor worked with students to complete the FAFSA and provided fee waiver options for qualifying students for AP exams, and SAT/PSATs. CTE students were also able to obtain industry certifications in their particular pathway such as Red Cross CPR Certifications, Marketing Canva, Twitter Certifications, and Drone Pilot licenses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The specific actions named under LCAP Goal 4 were very effective in making progress toward the goal. Our staff is continually receiving professional development to support our students with preparation for post-secondary options. Our CTE department is growing with CTE credentialed educators and curriculum options to support students with their interests. Our School counselor works with students to create 4-year plans and monitor their progress toward their 4-year plans to meet CSU/UC, CTE, NCAA or high school graduation requirements.

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.

Goal 4 will remain unchanged. We will be working toward bridging our high school CTE programs to our middle school students in years to come.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
739744	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.58%	0.00%	\$0.00	8.58%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

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

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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,354,538.00	\$427,500.00	\$50,000.00	\$175,351.00	\$10,007,389.00	\$5,302,698.00	\$4,704,691.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Achievement through aggregate instructional practices.	All	\$640,000.00				\$640,000.00
1	1.2	Student Academic Performance Monitoring and establishing clear and measurable goals.	All	\$2,795,198.00				\$2,795,198.00
1	1.3	Students have equitable access to Common Core aligned viable curriculum and materials.	All	\$863,696.00				\$863,696.00
1	1.4	Professional Development to support in effective teaching	All	\$7,750.00			\$15,351.00	\$23,101.00
1	1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	All	\$1,575,000.00				\$1,575,000.00
2	2.1	School-Based Enrichment Activities	All	\$1,018,000.00				\$1,018,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Meaningful and Transparent Communication	All	\$204,494.00				\$204,494.00
2	2.3	Safe Learning Environment	All				\$160,000.00	\$160,000.00
2	2.4	English Language Family Support	English Learners	\$30,000.00				\$30,000.00
2	2.5	Engaging the Community	All		\$10,000.00			\$10,000.00
3	3.1	MTSS System Monitoring	Students with Disabilities English Learners Foster Youth Low Income	\$360,000.00				\$360,000.00
3	3.2	EL Proficiency Monitoring (EL)	Students with Disabilities English Learners	\$50,000.00				\$50,000.00
3	3.3	Provide Academic and Re-Engagement Support to Struggling Students	Students with Disabilities English Learners Foster Youth Low Income	\$412,500.00				\$412,500.00
3	3.4	Establish Social-Emotional and Physical Health Services for students and staff.	All	\$100,000.00	\$50,000.00			\$150,000.00
3	3.5	Provide MTSS Professional Development for all Staff	Students with Disabilities English Learners Foster Youth Low Income		\$110,000.00	\$50,000.00		\$160,000.00
3	3.6	Access to Technology	Students with Disabilities English Learners Foster Youth Low Income	\$472,900.00				\$472,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Students with Disabilities English Learners Foster Youth Low Income	\$700,000.00				\$700,000.00
4	4.1	Career Technical Education Program Pathways	All	\$100,000.00	\$157,500.00			\$257,500.00
4	4.2	Assessment & Articulation for post-secondary preparation	All	\$15,000.00				\$15,000.00
4	4.3	College and Career Counseling	All		\$100,000.00			\$100,000.00
4	4.4	Professional Development for College and Career	All	\$10,000.00				\$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8622438	739744	8.58%	0.00%	8.58%	\$2,025,400.00	0.00%	23.49 %	Total:	\$2,025,400.00
								LEA-wide Total:	\$2,025,400.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	English Language Family Support	Yes	LEA-wide	English Learners		\$30,000.00	
3	3.1	MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$360,000.00	
3	3.2	EL Proficiency Monitoring (EL)	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	
3	3.3	Provide Academic and Re-Engagement Support to Struggling Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$412,500.00	
3	3.5	Provide MTSS Professional Development for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$472,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$700,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,655,225.00	\$5,838,878.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Academic Performance	No	\$237,500.00	\$450,647
			Yes		
1	1.2	Targeted Monitoring	Yes	\$198,738.00	\$95,129
1	1.3	Equal Access to Common Core Aligned Materials/Content	No	\$1,100,000.00	\$648,635
			Yes		
1	1.4	Professional Development	No	\$80,706.00	\$44,497
			Yes		
1	1.7	Expanded Student Support Team Services	Yes	\$100,000.00	\$70,669
2	2.1	MTSS/RTI/At-Promise	No	\$50,000.00	\$48,494
			Yes		
2	2.2	Highly Qualified Teaching Staff and Professional Development	No	\$3,300,000.00	\$1,784,471

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	School-Based Enrichment Activities	No	\$901,019.00	\$618,609
3	3.1	Meaningful and Transparent Communication	No	\$200,000.00	\$243,163
3	3.2	Mental and Physical Health	No	\$80,000.00	0
3	3.3	Safe Learning Environment	No	\$30,000.00	\$3,467
3	3.4	English Language Family Support	Yes	\$20,000.00	\$21,922
3	3.5	Leadership	No	\$716,273.00	\$435,464
3	3.6	Operations	No	\$802,989.00	\$803,656
3	3.7	Mental and Physical Health		\$75,000.00	\$13,050
4	4.1	CTE Program Creation	No	\$200,000.00	\$290,830
4	4.3	Assessment Preparation	Yes	\$100,000.00	\$72,523
4	4.4	Year Round Track	No Yes	\$200,000.00	\$174,464
4	4.5	Mentoring/Coaching	Yes	\$85,000.00	0
4	4.6	College and Career Counseling	No	\$178,000.00	\$19,188

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
533708	\$1,850,000.00	\$1,626,980.00	\$223,020.00	6.50%	8.32%	2.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Academic Performance	Yes	\$25,000.00	\$450,647	.09%	2.3%
1	1.2	Targeted Monitoring	Yes	\$150,000.00	\$95,129	.53%	.49%
1	1.3	Equal Access to Common Core Aligned Materials/Content	Yes	\$1,100,000.00	\$648,635	3.85%	3.32%
1	1.4	Professional Development	Yes	\$70,000.00	\$44,497	.25%	.23%
1	1.7	Expanded Student Support Team Services	Yes	\$100,000.00	\$70,669	.35%	.36%
2	2.1	MTSS/RTI/At-Promise	Yes	\$50,000.00	\$48,494	.18%	.25%
3	3.4	English Language Family Support	Yes	\$20,000.00	\$21,922	.07%	.11%
4	4.3	Assessment Preparation	Yes	\$100,000.00	\$72,523	.35%	.37%
4	4.4	Year Round Track	Yes	\$150,000.00	\$174,464	.53%	.89%
4	4.5	Mentoring/Coaching	Yes	\$85,000.00	0	.3%	0%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6412728	533708		8.32%	\$1,626,980.00	8.32%	33.69%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



FUNDING PROPOSAL

prepared for

Elite Academic Academy

06/2022

TERMS SHEET



FOR DISCUSSION PURPOSES ONLY PRELIMINARY SUMMARY OF TERMS FOR RECEIVABLES PURCHASE FACILITY

PURCHASER	Charter School Capital, Inc. (or an affiliate of Charter School Capital, Inc.)
SELLERS	Elite Academic Academy, a California nonprofit corporation that operates the following school(s): <ul style="list-style-type: none"> • Elite Academic - Mountain Empire • Elite Academic - Lucerne
RECEIVABLES PURCHASE FACILITY: ANTICIPATED USAGE	<p>Up to \$3,695,000 of expected receivables financing outstanding at any one time based on School Year 2022 P2 Attendance Reports for [Mountain Empire and Lucerne] of 1,396.78 Average Daily Attendance. Financing will be applied to each school in the following schedule:</p> <ul style="list-style-type: none"> • Mountain Empire \$1,875,000 • Lucerne \$1,820,000 <p>NOTE: The amount of expected receivables financing outstanding at any one time and the amount of receivables purchased under such Receivables Purchase Facilities will generally vary proportionately with future P1 and P2 counts for each School, any changes to funding levels and/or formulas with regards to funding related to, or based on attendance at, each School and any deferments, delays, accelerations and rescheduling of such funding payments.</p>
EFFECTIVE FINANCING RATE:	<p>The Effective Rate for each of the Receivables Purchases will be as follows for all of FY 23:</p> <ul style="list-style-type: none"> • While 3-month Libor is below 300 bps, the effective rate will be 3-month LIBOR + 625 bps. • If 3-month Libor should increase above 300bps, the new effective rate will be 3-month LIBOR + 675 bps. • If 3-month Libor should increase above 400bps, then the new effective rate will be 3-month Libor + 725 bps. <p>Effective financing rates shall cease to apply under the Receivables Purchase Facility should Seller elect to obtain financing through other third party providers, but may continue after first providing thirty days prior written notice to Charter School Capital.</p>
PROGRAM FEE:	No Program Fee will be charged.
PAYMENT INTERCEPT:	Seller will maintain a Control Account in Seller's name into which each School's receivables shall be deposited, which deposit account shall be governed by an Account Control Agreement among Seller, Purchaser and the depository bank named therein. After collection of amounts owing to Purchaser under the receivables purchase facility, all remaining funds shall be distributed to Seller via electronic transfer.

*Actual financing is subject to completion of due diligence, the execution and delivery of a receivables purchase agreement and related documentation, and the satisfaction of all the conditions to closing specified in the receivables purchase agreement.

This Funding Proposal has been prepared for your school on a confidential basis, is the property of Charter School Capital, and shall not be distributed to any third party without the express prior written consent of Charter School Capital.

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Loans made or arranged pursuant to a California Finance Lenders Law license #603F028

Elite Academic Academy
 Charter School Capital - Borrowing Terms
 As of June 14, 2022

Borrowing Terms from Charter School Capital (CSC) are as follows:

Credit Limit = \$1,875,000

The Interest Rate depends on the 3 Month LIBOR rate at the time of borrowing as follows:

If 3 Month LIBOR < 3%, CSC effective rate = 3 Mo. LIBOR plus 6.25%

If 3 Month LIBOR between 3% and 4%, CSC effective rate = 3 Mo. LIBOR plus 6.75%

If 3 Month LIBOR > 4%, CSC effective rate = 3 Mo. LIBOR plus 7.25%

Notes:

1) The Current LIBOR rate is 1.69%

2) CSC has a different method of calculating the interest rate, so we translated their effective rates into real interest rates (Interest Costs / Principal)

3) There is a risk that the 3 Month LIBOR rate could increase from its current rate of 1.69% (**Example 1**), so we are presenting 2 more examples

	Example 1	Example 2	Example 3
3 Yr Libor	1.69%	3.50%	4.50%
3 Month LIBOR	1.69%	3.50%	4.50%
Plus Additional Factor (varies based on 3 Month LIBOR Rate)	6.25%	6.75%	7.25%
CSC Effective Rate	7.94%	10.25%	11.75%
Real Interest Rate	8.62%	11.42%	13.31%

Example 1: Borrow \$1,000,000 for 1 Year, 3 yr LIBOR = 1.69% (1.69% = rate as of June 14, 2022)

CSC Effective Rate = Interest Costs / (Principal + Interest Costs)

CSC Effective Rate = \$86,248 / \$1,086,248 = 7.94%

Real Interest Rate Formula = Interest Costs / Principal

Real Interest Rate = \$86,248 / \$1,000,000 = 8.62%

Example 2: Borrow \$1,000,000 for 1 Year, 3 yr LIBOR = 3.5%

CSC Effective Rate = Interest Costs / (Principal + Interest Costs)

CSC Effective Rate = \$114,206 / \$1,114,206 = 10.25%

Real Interest Rate Formula = Interest Costs / Principal

Real Interest Rate = \$114,206 / \$1,000,000 = 11.42%

Example 3: Borrow \$1,000,000 for 1 Year, 3 yr LIBOR = 4.5%

CSC Effective Rate = Interest Costs / (Principal + Interest Costs)

CSC Effective Rate = \$133,144 / \$1,133,144 = 11.75%

Real Interest Rate Formula = Interest Costs / Principal

Real Interest Rate = \$133,144 / \$1,000,000 = 13.31%



Elite Academic Academy
Independent Study Policy

Elite Academic Academy (Charter School) shall offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the California core curriculum system. Elite Academic Academy shall provide appropriate services and resources to enable pupils to complete their independent studies successfully.

A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies and has implemented those policies. The following written policies have been adopted by the Board for implementation at the Charter School:

1. For pupils in all grade levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be thirty-five (35) school days.
2. An evaluation will be conducted to determine whether it is in the best interest of the pupil to remain in Independent Study if the pupil misses three (3) assignments and/or in the event the pupil's educational performance falls below satisfactory levels as determined by whether or not:
 - a. The pupil's achievement and engagement in the independent study program fulfills the standards indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
 - b. The pupil is completing assignments, assessments, or other indicators that serve as evidence that the pupil is working on assignments.
 - c. The pupil is learning required concepts, as determined by the supervising teacher.
 - d. The pupil is progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the aforementioned findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School will provide content to pupils aligned to grade-level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school pupils, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

4. The Charter School will implement procedures for tiered re-engagement strategies for the following pupils:

- a. All pupils who are not generating attendance for more than three (3) school days, or 60 percent of the instructional days in a school week, or 10 percent of the required minimum instructional time over four continuous weeks of the Charter School’s approved instructional calendar.
- b. All pupils who are not participatory pursuant to Educational Code Section 51747.5 for more than the greater of three (3) school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or.
- c. All pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Tiered re-engagement procedures shall include, but are not necessarily limited to, all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
- c. Creation of a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- d. Scheduling of a pupil-parent-educator conference (a meeting involving all individuals who signed the pupil’s written independent study agreement) to review the pupil’s written agreement and reconsider the independent study program’s impact on the pupil’s achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

5. Based on each pupil’s grade level, the Charter School will offer synchronous instruction defined as classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5. Opportunities for synchronous instruction and/or daily live interaction will be offered at least as frequently as set forth below:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the school will offer pupils opportunities for daily synchronous instruction for all pupils throughout the school year.
- b. For pupils in grades 4 through 8, inclusive, the school will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
- c. For pupils in grades 9 through 12, inclusive, the school will provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

“Live interaction” means interaction between the pupil and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of internet or telephonic communication.

The Charter School will document each pupil’s participation in live interaction and synchronous instruction on each school day for which these are provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement.

6. In the event a family decides to return to in-person instruction, within five (5) instructional days, the school will provide the family with a transitional plan including, but not limited to, resources such as contact information for their school of residence, other classroom-based educational opportunities, and wellness support.

7. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements (see Master Agreement below).

Master Agreement Policy

1. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, will be made available to the pupil. The specific resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in an independent study program.
5. The duration of the independent study agreement, including the beginning and end dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, and individuals with exceptional needs in order to be consistent with the pupil's individualized education program (IEP) or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
8. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9.
 - a. Each independent study agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - b. Each signature required for an independent study agreement shall be dated as required by Title 5 California Code of Regulations Section 11702. An agreement is not in effect until it is complete as to all terms, signed and dated.

Upon the request of the parent or guardian of a pupil, before signing an independent study agreement, the Charter School shall conduct a phone, videoconference, or in-person pupil-parent-educator conference or other meetings during which the pupil, parent, or guardian may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or dis-enrollment.

Elite Academic Academy shall comply with the Education Code Sections 47612.5 and 51745 through 51749.3, Title 5 California Code of Regulations Sections 11700(b) through 11704, 16023 through 16026, and 11960(a) through 11963.7, and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Chief Executive Officer shall establish regulations to implement these policies in accordance with the law.