Elite Academic Academy - Mountain Empire

Please join my meeting from your computer, tablet or smartphone. Join Zoom Meeting ID: 91518028092 Passcode: aXIIiU4F6y (US) +1 253- 215-8782 Passcode: 9169620713

December 16, 2021 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

Elite Academic Academy - Mountain Empire Special Meeting- December 16, 2021

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=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID: 943 3932 2461 Passcode: 517181 One tap mobile +16699009128,,94339322461#,,,,*517181# US (San Jose)

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 December 16, 2021.

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 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:

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 Trustees, cards can be asked for by emailing mfreeman@eliteacademic.com completing and returning it, For non-agendizied 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.

9.0 General Functions

9.1 Consent Agenda

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

A. Meeting Minutes from the December 02, 2021 Board Meeting

EAA-ME 12.02.2021.pdf

10.0 Personnel Services

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-agendizied 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.

Time:

12.0 Business Services

12.1 Educator Effectiveness Grant Application
It is recommended that the board approve the Educator Effectiveness Grant Application for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

2021_Educator_Effectiveness_Block_Grant_Plan_(Tulare_COE)_Elite_Academic_Academy_-_Mountain_Empire_20211119.pdf

12.2 CTE Incentive Grant Application 21-22
It is recommended that the board approve the CTE Incentive Grant Application 21-22 for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

EliteAcademicAcademyMountainEmpire_37682130136978 (1).pdf

13.0 Educational Services/Policy Development

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 February 3, 2022 at 10:00 am.

16.0 Board Comments and Future Planning

Time:

17.0 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 eliteacemic.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 District's governing board, 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 - December 2, 2021

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=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID: 943 3932 2461
Passcode: 517181 One tap mobile
+16699009128,,94339322461#,,,,*517181# US (San Jose)

Time: 10:00 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 December 2, 2021.

Morgen Pat
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: 10:01 a.m.

6.0 Pledge Of Allegiance

Led By: Karen Makkai

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-agendizied 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

Nov 2021 CEO Report ME.pdf

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

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

A. Meeting Minutes from the November 4, 2021 Board Meeting

EAA-ME 11.04.2021.pdf

B. Warrant Register

WarrantRegisterME_Nov21.pdf

C. New Instructional Services Community Partners

Elite Academic Instructional Service Community Partner_Dec_2021.xlsx - VCI Community Partners.pdf

10.0 Personnel Services

10.1 Employee Contract Addendums
It is recommended that the Board ratify the following Employee Contract Addendums for Elite Academic Academy - Mountain Empire.

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

21220321.pdf

21220328.pdf

Open (Time): 10:17 a.m
Close (Time): 10:23 a.m.

11.0 Public Hearing

11.1 Educator Effectiveness Block Grant

2021_Educator_Effectiveness_Block_Grant_Plan_Elite_Academic_Academy_-_Mountain_Empire_20211119.pdf

Time: 10:24 a.m.

12.0 Business Services

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

12.1 First Interim
It is recommended that the board approve the First Interim for Elite Academic Academy - Mountain Empire.

EAA ME_2021-22 1st Interim Board Report_Dec 2021.pdf

EAA ME_2021-22 Cash Grapgh_1st Interim Board Report_Dec 2021.pdf

21.22 EAA Mountain Empire_Charter Financial Reporting_1stInterim-2.xlsx

12.2 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.

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

Resolution recognizing a state of emergency and authorizing teleconferenced meetings pursuant to AB 361 (2).pdf

13.0 Educational Services/Policy Development

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

Semester Academic Awards.pdf

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

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 February 3, 2022 at 10:00 am.

15.1 Special Board Meeting - Proposed Date December 16, 2021 @ 10 am
It is recommended that the board approve a Special Board meeting on December 16, 2021, at 10:00 am.

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

16.0 Board Comments and Future Planning

Time: 10:38 a.m.

17.0 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 eliteacemic.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.

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

Staff Present:
Meghan Freeman
Tracy Hasper
Gena Altamirano
Karen Makkai
Laura Spencer
Adam Woodard
Allison Watters
Catherine Heredia
Ashlea Kirkland-Haynes
Evan Jorgensen
Antonette Sims
Monique Waithe
Teresa Schaffer

Educator Effectiveness Block Grant 2021

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

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the "Planned Use of Funds" section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil

Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
183359.00

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.	Coaching and mentoring of staff through a variety of programs: • Induction for beginning teachers through SDCOE • Enrollment of Lead Teachers, to establish leadership skills, in the Teacher Leadership Academy through San Diego County Office of Education • Partnership with YouSchool for staff professional development series on Teacher Empowerment • Working with the Marzano Institute to earn the Highly Effective School Accreditation by aligning school improvement efforts to the PLC at Work process and identifying implementation gaps to develop growth area action plans • Starting a Buddy Teacher program to support new teachers by providing guidance and support on best practices	20000
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-	Improving literacy across subject areas remains a focal point for our school. Our approach will include: • Trainings for all content teachers in Universal Design for Learning (UDL) and engagement	30000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
social science, science, technology, engineering, mathematics, and computer science.	strategies improves teaching practices which lead to a rise in literacy. • The creation of new UC A-G aligned courses focused on standards-aligned instruction that utilizes the UDL practices so that all students learn. • A partnership with Unlimited Teaching CEO Marisa Thompson to focus on mentoring content teachers for improved teaching and learning. • Access to online intervention tools, such as iReady, ALEKS, and Freckle • Use of Monday.com to create an MTSS data dashboard that allows administrators and teachers access to all systems of supports being used for each student, as well as academic progress monitoring.	
3. Practices and strategies that reengage pupils and lead to accelerated learning.	Support students through a multi-tiered system of support for behavioral, emotional, and academic needs by providing: • Weekly small group sessions with Academic Acceleration Coaches • Small group and individual counseling sessions with our School Counselor or School Social Worker • Live and Synchronous learning sessions with outside partners focused on re-engagement strategies	43359
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.	To support the mental health of our students, we will provide: • Training for certificated and classified staff related to Social Emotional Learning (SEL); trauma-informed practices; and suicide prevention by our newly hired School Social Worker, as well as our School Counselor.	25000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	• In partnership with Ambassadors of Compassion, middle and high school students will learn self-care and leadership skills through an A-G approved course that focuses on improving student well-being. • Involvement with the MTSS Community of Practice program through San Diego County Office of Education	
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.	To create a positive school climate, we will: • Use PanoramaEd to provide research-backed surveys to collect and take action on issues important to staff, families, and students • Host twice-annual all-staff professional development to provide hands-on, interactive learning on topics such as restorative justice; multitiered systems of support; and inclusion.	10000
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.		
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated languagedevelopment within and across content areas and building and strengthening capacity to increase bilingual and biliterate proficiency.	Provide staff with supplemental resources, professional development, and targeted instructional materials to support all students, including our English Learners, such as: • Fast ForWord literacy program and professional development • Attendance at the Charter School Development Center annual conference • Attendance at ELRISE! Integrated and Designated ELD Strand for Secondary Teachers through San Diego County Office of	40000

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
	Education	
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.	We are investing time and funds to investigate the most appropriate approach of development and/or implementation of the ethnic studies course in order for students to fulfill the anticipated graduation requirement by the 2029-2030 academic year. Academic teacher teams will convene to either identify any pre-existing course options or to develop the course, in a manner that will best suit the needs of our diverse non-classroom-based student population as well as our community.	5000
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	To support instruction in early childhood education, we will develop a professional development series to help educators develop the skills needed to implement growth mindset practices.	10000
	Subtotal	**183,359.00**

Educator Effectiveness Block Grant Plan Instructions

Introduction
A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp.

Purpose and Requirements
As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness:
- To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:
  - Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
  - As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

(1) **Coaching** and **mentoring** of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

(2) Programs that lead to effective, **standards-aligned instruction** and improve **instruction in literacy** across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
(3) Practices and strategies that **reengage pupils** and lead to **accelerated learning**.

(4) Strategies to implement **social-emotional learning**, **trauma-informed practices**, **suicide prevention**, access to **mental health** services, and other approaches that improve pupil well-being.

(5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(6) Strategies to improve **inclusive practices**, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

(7) Instruction and education to support implementing **effective language acquisition** programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

(8) New **professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c).*
(9) Instruction, education, and strategies to incorporate **ethnic studies** curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

(10) Instruction, education, and strategies for certificated and classified educators in **early childhood education**, or **childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA
Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table
The table is in three parts, **Allowable Use of Funds, Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

    (1) Allowable Use of Funds
        The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column.
    (2) Planned Use of Funds (Actions)
        ● Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do <u>**both**</u> of the following:

- On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a <u>subsequent</u> public meeting**.
- On or before **September 30, 2026**, **report detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the <u>**annual audits**</u> required by Section 41020.

California DEPARTMENT OF
EDUCATION

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

CTEIG 2021-22 Application Part I

Submitted

The 2021-22 CTEIG grant requires a match of two dollars ($2.00) for every one dollar ($1.00) received from this program. For the 2021-22 application, matching funds may be based on local match expenditures starting July 1, 2021, to June 30, 2022.

Local educational agency (LEA) Information

Local educational agency (LEA) information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. Refer to the OPUS-CDS Application and Resources for more information.

Lead LEA Name:	Elite Academic Academy - Mountain Empire
CDSCode:	37682130136978
Address:	43414 Business Park Dr.
City:	Temecula
State:	CA
Postal Code:	92590-5526
Phone Number:	(866) 354-8302
Fax Number:	
Email:	mfreeman@eliteacademic.com
Administrator Name:	Meghan Freeman
Administrator Title:	CEO

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

First Name:	Ashlea
Last Name:	Kirkland
Phone:	(949)636-9117
Email:	akirkland@eliteacademic.com

2019-20 Reported P2 ADA

2019-20 Average Daily Attendance (ADA) Second Principal (P-2) as represented

Actual ADA Number Reported:	355.44
Remaining ADA Number:	355.44

Types of Applicants

There are two types of applications allowed in this grant. LEAs may apply for this grant as a single applicant or as the lead member of a consortium. However an LEA may submit only one application.

◉ Apply as a single LEA
○ Apply as a consortium

Industry Sector and Pathway

Select the industry sector(s) and pathway(s) that the LEA will be using their CTEIG allocation for. Select the yes button for each new pathway that is being started during this grant period and using CTEIG funds.

Industry Sector	Pathway	Pathway Status	Action
Industry Sector ⌄	Select an Industry Sector		
Arts, Media, and Entertainment	Performing Arts	◉ Yes ○ No	N/A
Health Science and Medical Technology	Patient Care	◉ Yes ○ No	N/A
Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	◉ Yes ○ No	N/A
Information and Communication Technologies	Software and Systems Development	◉ Yes ○ No	N/A
Marketing, Sales, and Services	Marketing	◉ Yes ○ No	N/A

Match

Enter the amount of dollars that the LEA has for Match based on the amount of funds expended for CTE programs

Match Amount: 179877 (Required)

Estimate Match Amount: $89,939 (This estimate is not a gurantee of being funded for this amount.)
Total Budget Amount: $269,816

Joint Powers Authority (JPA)

Do you offer an existing High Quality Regional-based CTE program as a JPA?

○ Yes
◉ No

Collaboration

Are you engaged in post-secondary educational institutions, Community College Strong Workforce program (SQP), K-12 Strong Workforce Program consortium, or other LEAs to align career pathway instruction with postsecondary program requirements?

○ No Collaboration

◉ Post-secondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements.

    ☐ Post-secondary educational institutions

    ▨ Community College Strong Workforce

    ☐ K-12 Community College Strong Workforce

    ☐ Dual Enrollment

    ☐ Concurrent Enrollment

    ☐ Other

Infrastructure/Equipment Investment

Enter your total investment in in CTE infrastructure, equipment and facilities(object code 6000/Capital Outlay) for this grant round $

0

Infrastructure/Equipment Investment Percentage: %0

Existing Structures, Requirements and Resources

Based on the lead LEA selected, the applicants does not use any existing structures, requirements, and resources

Contributions from Industry, labor and philanthropic sources.

Enter the source of contribution name and the contribution amount then select the Add Source and Contribution button. You can add multiple source of contributions.

Previous Grants Received

CTEIG Recipient Grant Year(s)

- ▪ FY 2020-21

- ▪ FY 2018-19

K-12 Strong Workforce Recipient Grant Year(s)

    ▨ FY 2020-21
    ▨ FY 2019-20
    ▨ FY 2018-19

Assurance Statement

▨ Checking this box will prevent you from making any changes to the application. Insure the application is complete before you check this box. By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2021-22 grant term, the LEA will be required to match the grant award two dollars ($2.00) for every $1.00 (one dollar) received for this grant period.

California Department of Education
1430 N Street
Sacramento, CA 95814

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

Elite Academic Academy-Mountain Empire

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

*All responses must specifically address CTE programs and services rather than general services offered to all students.

Total Score: 29
(TO BE COMPLETED BY THE LEA)
Total Score: _____
(TO BE COMPLETED BY THE CDE)

Minimum Eligibility Standard 1.A. Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
Emerging Practice (1 Point) ☐	• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
Quality Practice (2 points) ☐	• CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
Exemplary Practice (3 points) ☑	• CTE curricula and instruction is fully is aligned to the CTE Model Curriculum Standards for all pathways offered. • Integration of CTE and academic standards is clearly demonstrated in all pathways. • Books, supplies, materials, and equipment fully align to curriculum and industry standards.
Potential Tools/ Examples of Evidence	• Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
Evidence on File at LEA *(max. 1100 characters)*	• Specify Industry Sectors and Pathways: -Aligned CTE course outlines and syllabi for each course housed in Google Drive and Student Information System -Recordings of Asycnronous and Syncronous lessons from CTE courses -Work Samples of student work aligning to CTE standards filed in Student Information System and WASC reports -Books for the Marketing Pathway and Recreation Pathway stored within the LEA and sent to students who are enrolled in courses. -Canvas houses all of CTE courses and students, teacher, admin, and parents have access to syllabai and curriculum -Performing Arts Pathway has submitted CTE A-G approved courses to UC/CSU system in Choir, Acting, and Musical Theatre -Recreation Pathway has submitted and been approved of CTE A-G courses to the UC/CSU system -Lesson Plans
LEA Comments *(max. 1100 characters)*	• Specify upgrade requests:

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.
Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

All of the CTE courses and course outlines for our pathways are aligned to CTE Model Curriculum Standards and state academic standards. Elite has three credentialed CTE teachers in the areas of Marketing, Arts, Media, & Entertainment, and Hospitality and Recreation. This is Elite's thrid year of opening it's doors to students and we are very proud of the pathways we have created in the past year to ensure our students have the opportunities of earning industry badges and certificates, experiences, and are college and career ready. This year, our teachers worked digilgently to create new curriculum and courses working toward completing their pathways of study. Aside from completing and delivering course, teachers also submitted and had their courses A-G approved in the elective catagory of integrated CTE standards within the UC/CSU system. Our Performing Arts pathway also had three courses in the beginning stages of their pathway (Introduction and Concentrator courses). The Digital Marketing pathway also finished writing the completer course in which students learned to create a digital yearbook, advertise and market to various audiences, and were also able to complete the Canva online traning. Elite was also able to adopt several courses from various online curriculum vendors to ensure there were plenty of options for students to take a course(s) of their interests.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

As we look to expand curriculum options and pathways, Elite would like to focus on bringing some middle school CTE options to students in order to bridge middle school students into our high school CTE programs. The CTEIG will help to create a Career Exploration course for middle school students, to explore and discover their interests and skills. The CTE Counselor will help to write the Career Exploration course and will create mini workshops for student engagement throughout the year with Guest Speakers from all different CTE industries. We would like to adopt a coding/drone curriculum to students in the 7 & 8th grade levels to bridge with a Drone FAA certification course. All courses and curriculum will be board approved and CTEIG will also be used to purchase industry related instructional supplies. Some currently supplies needed for the current and developing pathways would be keyboards for the Performing Arts Pathway, software for the Performing Arts pathway, more headsets and microphones for the Marketing Pathway, Adobe software for the Marketing pathway, books for the Performing Arts pathway, Drone curriculum access and drone equipment, and materials for the Recreation pathway that are essential to projects within the courses. As states in the budget narrative worksheet, extra service hours will be used for CTE teachers to collaborate and develop new courses for pathways, as well as externship opportunities.

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• No clear sequential progression of pathway courses. • No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. • No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point) ☐	• Offers CTE programs where some pathways show a clear sequential progression of courses. • Some courses are reported in CALPADS as CTE.
Quality Practice (2 points) ☑	• Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. • Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points) ☐	• Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. • All courses are reported in CALPADS as CTE. • Provides a catalog of programs and courses required at each grade for each CTE pathway.
Potential Tools/ Examples of Evidence	• Provides list and description of pathway courses, identifying the planned sequence of courses. • Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA *(max. 1100 characters)*	-Pathway sequencing in SIS -Pathways aligned to CBEDS codes -Future Planning Sheets for pathways -Survey of student interests
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters).* Specify CTE Courses as reported in CALPADS for all Sectors and Pathways.

New CTE courses were developed for the Performance Arts pathway (Choir, Musical Theatre, & Acting), the Marketing Pathway (Digital Marketing and Digital Publishing & Marketing: Yearbook) and the Recreation Pathway (Mechanics of Surfing and Coastal Preparedness). (All courses were also submitted to the UC/CSU A-G portal and were approved as elective A-G courses with integrated CTE standards. The Recreation Pathway, also known as the Adventure Academy is one of our strongest sectors in terms of curriculum and instruction. The sector has two introduction courses for students to choose from: Introduction to Surfing and Introduction to Sailing; a concentrator course, Mechanics of Surfing; and a completer course, Coastal Preparedness, where students also earn a First Aid and CPR Certificate from the American Red Cross. Our Marketing Pathway also has students taking the Facebook and Canva Badge courses where students earn and learn different digital marketing skills that are relevant to 21st century learning.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

CTEIG will help to support CTE TOSA's and CTE teachers to write and complete the remaining courses to ensure all students have the opportunity of completing a pathway. All courses will be given correct CALPADS codes and will be reported in CALPADS, ensuring it is aligned to the elements of a High Quality CTE program. All courses for high school students will be developed to align with industry standards and also post-secondary sequences. In order to ensure the courses are aligned with community college and career, an advisory meeting will be held with community partners in the industry and community colleges to review and refine the course outlines to ensure rigor and relevance is within the course outlines before submitting to the A-G portal and adding to Elite course lists.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no formalized career exploration and guidance program offered by LEA.
Emerging Practice (1 Point) ☐	• Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
Quality Practice (2 points) ☑	• Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
Exemplary Practice (3 points) ☐	• All CTE pathway students participate in a formalized career exploration program. • All CTE students have an individualized four-year plan on file. • CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
Potential Tools/ Examples of Evidence	• California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
Evidence on File at LEA *(max. 1100 characters)*	• Clearly identify formalized program and how students participate. -4 Year plan with CTE integration on file with parents, students, teachers, and Cumulative Files -Career Gudiance meetings with students held by CTE Director and CTE counselor -Meeting agenda and calendar of meeting with students and CTE counselor -Career Exploration course in Canvas system for students
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

At the beginning of the school year, a survey was sent out with options for our middle school students to take elective courses. It was indicated through the survey results, students wanted elective options that were more relevant to learning various skills, rather than just exploring traditional courses like study skills and art. The survey results indicated that our middle school students need options to explore various careers. This was very successful in that it validated our need for middle school CTE options and opportunities. Another success this year was our Industry Round-table Webinar. This was a two-part series where 8 various industry professionals (Producer, Actor, Police Chief, Comic book writer, Welder, Disney Stage Director, etc.) were available for our 2 series webinar where students asked each professional a question and answers were given in a round-table fashion. At the end of the webinar, it was open for more unique student questions. All students in our school were invited for the webinar to peak interest and allow students to explore the various career options and CTE pathways available for them. We also used CA Career Zone this year as a resource in our Career Exploration high school course that was placed in Canvas. This allowed our high school freshman to take the course and explore various strengths and skills they possess, and also explore career and college options.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

Elite Academic Academy has a need to create a career exploration course for middle school students which finds students interests and strengths to prepare them to bridge into CTE high school pathways. The Career Exploration course will need to be written by CTE teachers in collaboration with the CTE Director and Counselor and added by our IT team to our Canvas system for student access. The CTEIG will help to support the writing of the course and purchasing of curriculum, resources, and supplies for the course. The CTEIG will also help to place the written courses into the online Canvas system for our students. Since Elite is an independent study school, we rely heavily on the ability to take students on field trips for collaboration and hands-on experiences; ensuring to bring the real-world applications they are learning in their classes to their finger-tips. The CTEIG will help to support students obtaining that experience and peaking interest into the CTE programs.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point) ☐	• Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points) ☑	• Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points) ☐	• All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e. Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
Potential Tools/ Examples of Evidence	• List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • Description of counseling services provided.
Evidence on File at LEA *(max. 1100 characters)*	-CTE Counseling meetings with CTE Director and CTE Counsleor, 4-year plans -Student Skills and Interest Surveys and CA Career Zone Survey results -Data collected after students graduate track Career and College interests -SST and IEP Meetings with CTE Director to create transition plans
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

Elite Academic Academy has a school counselor dedicated to CTE pathways and informing all student populations about opportunities within the CTE pathways. Career Exploration webinars, beginning of school webinars, and community partners are available for students to be informed about the CTE opportunities at Elite. Students in the 9th grade course are able to take the CA Career Zone course in our Canvas system to determine their unique skill sets and interests. Students who are also in our " At Promise" (at-risk) students with SSTs, 504, or Special Education Students with an IEP are also served by the CTE Director and CTE counselor in meetings to ensure opportunities are available for all students.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

With the CTEIG it will allow for Elite to hire more CTE staff and teachers. For example, Elite could use another CTE school counselor to help create 4 year plans with high school students, attend consortiums, and help to bridge Elite Academic with Community Colleges to bridge students into post-secondary industry certifications. CTE educators will also need to be hired to maintain a program with highly-qualified CTE teachers with new pathways that can be implemented in the ICT, Sports Medicine, and Public Service courses. Students who struggle academically will also be supported by a tutoring system funded by the CTEIG to ensure all students have access and opportunity for learning.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) ☐	• There is no evidence that CTE pathway student leadership development is addressed.
Emerging Practice (1 Point) ☑	• Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy. • CTE pathway students have the opportunity to participate in a CTSO.
Quality Practice (2 points) ☐	• Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs. • Some CTE pathway students actively participate in a CTSO.
Exemplary Practice (3 points) ☐	• Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs. • All CTE pathway students actively participate in a CTSO.
Potential Tools/ Examples of Evidence	• Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
Evidence on File at LEA *(max. 1100 characters)*	-Be Elite Podcast Youtube episoides -Core Us Performing Arts pathway meeting minutes and recordings -Art Seen Club meeting minutes -Adventure Academy Webinar recordings and meetings with Recreation pathway
LEA Comments *(max. 1100 characters)*	Students are given opportunities to join various clubs within the school to show leadership qualities and practice skills such as singing, performing, interviewing, marketing, and recreational organization.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters).* Specify Sectors and Pathways.

CTE leadership qualities and units of study are built into the pathway curriculum and course outlines. For example, in the Coastal Preparedness course, students are able to earn a CPR and First Aid Certificate from American Red Cross. Our other recreation courses have leadership throughout each unit outlining safety measures and the responsibility of the ocean waters and hospitality within a recreational setting. Aside from leadership qualities embedded in each course, the students are also give plenty of leadership opportunities with our CTE student clubs. Currently the Marketing pathway has a Podcast that is ran by student leaders, the Performance Art CTE pathway has two clubs where students are able to collaborate and showcase their singing and art within the club and throughout the school.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

CTEIG give CTE teachers extra service hours to write and create leadership development and CTSO opportunities for our students. It will help to create a SKILLS USA for our Marketing Pathway students to join and compete. This will allow for students to take on leadership roles and showcase their leadership skills. CTEIG will help to cover the cost of CTSO fees, competitions, and informational meetings.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points) ☐	• Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
Emerging Practice (1 Point) ☑	• K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
Quality Practice (2 points) ☐	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
Exemplary Practice (3 points) ☐	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways. • K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. • Articulation/dual credit agreements apply to all participating educational institutions. • Formal agreements define participants, roles, activities, products, and timeline. • Programs of Study are accurate and complete for all pathways.
Potential Tools/ Examples of Evidence	• Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
Evidence on File at LEA *(max. 1100 characters)*	K-14 Consortium emails Virtual Meeting minutes
LEA Comments *(max. 1100 characters)*	Now that Elite has started writing our own CTE courses, we are excited at the opportunities to collaborate with Community Colleges and articulate courses.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters).* Specify Sectors and Pathways.

Elite Academic Academy has established a partnership with College of the Desert and Elite's CTE Counselor attends the Consortium meetings with College of the Desert to ensure the pathways Elite Academic is building aligns with College of the Desert CTE programs.
K-14 SWP Committee Member

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

Since Elite Academic Academy serves students in eight various counties, the CTEIG funding will be critical in hiring more highly-qualified CTE teachers to create more pathway opportunities for students depending on the job needs within their county in Southern California. This will also allow for teachers to better communicate and collaborate with colleges for articulated courses and also allow for the CTE Director to create agreements with community colleges to offer concurrent enrollment, articulated courses, and MOU opportunities for students to attend college CTE courses/pipeline courses with Elite and Community Colleges to have a streamlined pathway from secondary to post-secondary

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points) ☐	• There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
Emerging Practice (1 Point) ☐	• Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
Quality Practice (2 points) ☑	• Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
Exemplary Practice (3 points) ☐	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
Potential Tools/ Examples of Evidence	• MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
Evidence on File at LEA *(max. 1100 characters)*	Verbal agreements with community/ industry partners. List of Advisory members and contacts listed by business name, industry and contact informatio
LEA Comments *(max. 1100 characters)*	We are working on collaborating with other LEA's in our served counties to collaborate for Advisory meetings with industry professionals and community college partnerships.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways

Currently our school has verbal agreements with industry partnerships within the Hospitality & Tourism pathway and the Visual and Performing Arts pathways. Our students are able to attend job shadowing experiences with our community partnerships with Crystal Cove State Beach Parks and Recreation, Desert Theatre Works, Freedom Surf, Life Sail, and Sports Academy. Students have been able to attend various workshops and hands-on activities with these partners to gain industry experience.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

The CTE TOSA paid for by the CTEIG will allow for formal industry partnerships to be recruited and formally set in stone with a written agreement. Since Elite Academic Academy services a population of students in eight different counties, it is imparative that our CTE TOSA and CTE Director work together to vet and find the best Work Based Learning and Industry partners to serve on our advisory board and provide students with a hands-on learning experience. The CTE TOSA and CTE Director will draft documents, obtain signatures and present the proposed partnerships to Stakeholders and the School Board for approval. The CTEIG will also help to provide extra funding for extra service hours for the CTE TOSA to draft and create a uniform policies and procedures for job shadowing and internship opportunities.
Instructional supplies will also be purchased for students as needed to complete job shadowing and internships. These supplies can range from First Aid kits to curriculum packets. The CTEIG will also allow for extra service hours for CTE TOSA and Teachers to participate on Advisory committees to collaborate and ensure our students are up to date with the latest labor trends and skills needed to complete a pathway certificate.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Emerging Practice (1 Point) ☐	• Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. • There is little evidence of a link between CTE course assignments opportunities and experiences provided.
Quality Practice (2 points) ☑	• Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. • There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
Exemplary Practice (3 points) ☐	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. • There is a documented training plan and assignments are related to WBL in all pathways. • Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.
Potential Tools/ Examples of Evidence	• List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. • Student logs of WBL activities. • Schedule of WBL for each grade level. • Training plan for WBL at each grade level. • Student WBL portfolios. • Program and student assessments from WBL supervisors. • Specify WBL Offered.
Evidence on File at LEA *(max. 1100 characters)*	List of industry partners that provide WBL opportunities for Elite students.
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters).* Specify Sectors and Pathways

Currently 100% of CTE students participate in industry expert guest speakers sessions and series create by CTE counselor and CTE teachers. Students also participate in field trips to ensure they are given a real-world experience and application to their units of CTE study. The guest speaker series has been ongoing with various industry partnerships for each student pathway. For example, the Sports Academy-Patient Care academy has had several speakers from nutritionists to athletic coaches to Sports Medicine assistants. The Hospitality, Tourism, and Recreation pathway has had several opportunities for students to connect with recreational industry professionals such as park rangers.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

Since Elite Academic Academy is an independent study/virtual/homeschool, which serves 8 different counties, Elite would like to use CTEIG funding to improve the opportunity for access to Work Based Learning, internships, and pre-apprenticeships-especially since COVID has restricted many in-person opportunities, we would like to use funds to purchase NEPRIS. This would allow virtual opportunities for mentoring, certifications and would give students an equitable opportunity for certification and WBL opportunities no matter what county they reside in. The CTE coordinator will assist in the implementation of NEPRIS by planning a professional development for teachers. The CTEIG would also allow for the CTE TOSA to create more opportunities with industry professionals for WBL, internships and pre-apprenticeships with industry professionals. Eventually, Elite would like to create a Welding pathway for students and the CTEIG would help to purchase proper equipment as well as establishing pre-apprenticeships with certified Welders.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Not Yet in Practice (0 points) ☐	• After school, extended day, and out-of-school activities and competitions are not provided.
Emerging Practice (1 Point) ☐	• After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. • These activities may be developed or supervised by the CTE pathway faculty.
Quality Practice (2 points) ☑	• After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. • These activities are developed and supervised by the CTE pathway faculty.
Exemplary Practice (3 points) ☐	• After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. • These activities are developed, supervised, and evaluated by the CTE pathway faculty. • Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.
Potential Tools/ Examples of Evidence	• List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
Evidence on File at LEA *(max. 1100 characters)*	Flyers for after-school clubs and activities Marketing Student podcast Flyers Parent Square App Calendar of events Sign in Sheets Webinar events Virtual Field trips
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

CTE virtual field trips and CTE project opportunities have been presented by CTE teachers for students to participate. Currently, students are able to attend extended school day activities (online because of COVID-19 & pre COVID-19) for Performing Arts and Marketing. Students are able to meet with their CTE teachers and classmates to review and practice performing arts scenes, songs, and designing sets. Students in the Marketing Pathway are able to meet with their CTE Marketing Educator to write, practice, prepare, and produce their Marketing Podcast for the school.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

Using data from a school-wide survey, the CTE Counselor, TOSA, and Director will work together to create a published list of extended day learning activities for all CTE pathway students to participate in, as well as recruitment activities to support the enrollment of CTE pathways within Elite Academic Academy. Since activities will be held after school hours by CTE teachers, the CTEIG funds will be used to pay teachers for extra service hours for all CTE pathways within Elite Academic Academy. We currently have a need to recruit students for the Sports Medicine-Patient Care pathway and the Marketing Pathway since they are both the newest CTE pathways in the school; therefore, holding after school events in person (when allowed) and online helps to recruit and retain students in the CTE programs. We need to recruit and starts a SKILLS USA club for our Marketing Students. CTEIG will help for the students and teacher to purchase the resources needed to become a member of the SKILLS USA and also to help with competition costs.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points) ☐	• There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
Emerging Practice (1 Point) ☐	• There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
Quality Practice (2 points) ☑	• There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
Exemplary Practice (3 points) ☐	• There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.
Potential Tools/ Examples of Evidence	• K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
Evidence on File at LEA *(max. 1100 characters)*	Regional labor market reports.
LEA Comments *(max. 1100 characters)*	We have established a partnership with the K-14 SWP Inland Empire/Desert Region to drive and support our CTE programs.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

Since Elite Academic Academy serves students in various counties, the CTE pathways offered are in alignment with the various regional labor market. Healthcare is currently one of the highest labor market growing occupations; therefore, Elite would like to continue planning and creating a Sports Medicine pathway in Patient Care, as well as contuining to build pathways in Marketing, Performing Arts, and Recreation, and ICT. All of Elite's pathways are continuously observed and refined according to labor market trends, projections, and the ever changing skills these occupations require.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

The CTE Director will work with workforce development in various counties and post-secondary partners to review employement needs and labor market needs in each region. CTE Director, CTE Counselor will continuously evaluate labor market trends and needs and adjust or implement new CTE pathways according to the job market needs. Data will also be collected on students who complete the CTE pathways with Elite and collect information on students who meet the minimum industry qualifications for high-skill and high-pay jobs-and those students who finished high school to continue with employeement within the CTE pathway.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points) ☐	• The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
Emerging Practice (1 Point) ☑	• The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
Quality Practice (2 points) ☐	• The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. • The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.
Exemplary Practice (3 points) ☐	• The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. • The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. • Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.
Potential Tools/ Examples of Evidence	• Document identifying members of local SWP consortium members. • Local SWP plan. • CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. • The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
Evidence on File at LEA *(max. 1100 characters)*	-The CTE Pathway plan is aligned to SWP goals -CTE Director is part of SWP Consortium
LEA Comments *(max. 1100 characters)*	Since last year, Elite school counselor and CTE Director have become part of SWP consortium meetings.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

Elite Academic Academy is part of the consortium with the community College of the Desert and Inland Empire/Desert Region consortium. The CTE Director and CTE Counselor attends the consortium meetings monthly to keep informed of local and regional plans.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

Elite CTE TOSA and Director will need to work together to ensure Elite is able to apply for SWP funding and also attend the various regions Consortium meetings in order to be involved in the SWP. This will allow for the gathering of data and resources to further align CTE pathways to the SWP plan in various regions that Elite serves. This will be in order to support all current pathways in Marketing, Perfoming Arts, Recreation, and the building of ICT and Sports Medicine.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points) ☐	• The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
Emerging Practice (1 Point) ☐	• Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
Quality Practice (2 points) ☑	• Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
Exemplary Practice (3 points) ☐	• All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
Potential Tools/ Examples of Evidence	• List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
Evidence on File at LEA *(max. 1100 characters)*	Student surveys for postsecondary training or employement/ education plans Each Pathway is aligned and built with industry certifications embedded and aligned to the concentrator and capstone course.
LEA Comments *(max. 1100 characters)*	See below for Industry Certifications and Badges

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters).* Specify Sectors and Pathways.

As a school in it's third year of opening, we have been very proud of starting to integrate industry certificates and badges in our courses. For example, our Recreation pathway, students earn a First Aid and CPR Certficate from American Red Cross. Our students in Marketing pathway recieve badges from Facebook training and Canva training, and our Performing Arts pathway students create portfolios. All courses have been or are being developed to contain industry certification options for post-secondary, internship opportunities, or college/career options.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

The CTE Performing Arts teacher is currently working on writing their capstone courses for CTE pathway completion. All courses have a list of industry certification opportunities for students to earn. The CTE Director and Counselor will ensure that CTE students have access to complete the certifications and will also document the student completion results. In the near furture, when students graduate, data will continue to be collected on CTE students to determine if the student used their Industry certificate for employment or if the student enrolled in a post-secondary program to continue certifications in the specific industry. All data collected will be reported to CALPADS and yearly reporting. Below is a list of current certifications and certificates that our program pathways would like to implement:
Marketing Pathway Certifications: Hootsuite Social Marketing Certification, Twitter Flight School
Recreation pathway: WFA - Wilderness First Aid, WFR - Wilderness First Responder, Basic Keelboat - US Sailing or ASA, Level 1 Instructor - US Sailing or ASA
 (Performing Arts pathwayPerforming Arts Portfolio
Sports Medicine-Patient Care pathway: CPR/AED - Red Cross, First Aid-Red Cross
ICT: Drone FAA certificates, badges

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) ☐	• One or more CTE program(s) do not have CTE credentialed teachers.
Emerging Practice (1 Point) ☐	• Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. • Some CTE teachers participate in CTE professional development relevant to their pathway.
Quality Practice (2 points) ☑	• All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
Exemplary Practice (3 points) ☐	• All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. • All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
Potential Tools/ Examples of Evidence	• List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
Evidence on File at LEA *(max. 1100 characters)*	List of CTE teachers and faculty including their industry experience, credential copies, and professional development history. Teacher Credentialing Documents and assignments signed off by CTE Director Meeting Minutes from CTE Weekly Meetings Meeting Minutes from Professional Development in Curriculum Writing Registration for Virtual Professional Development
LEA Comments *(max. 1100 characters)*	All CTE Teachers hold a Preliminary or Clear CTE Certificate

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

100% of CTE teachers hold a valid CTE credential with documented Industry Experience in the performing arts industry, recreation industry, marketing industry. CTE Teachers are in school to finish and clear their CTE credential. CTE teachers are given opportiunities for Professional Development and Curriculum writing.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. *Specify Sectors and Pathways.

Two of our CTE credentialed teachers hold a Preliminary Credential and will need to complete the education/continuing courses to clear their CTE credential. CTE Teachers will be required to possess the CTE Designated Subject Credential to continue employement. The CTE Director will develop Professional Development education for CTE teachers and will also ensure to document CTE Teachers industry experience. In the summer, there will be opportunity for CTE teachers to continue their industry growth by attending externships with industry professionals as to stay up-to-date with the ever changing industry. The CTEIG will help to pay for teachers to stay up-to-date with industry growth by paying teachers extra service hours to use for externships over the summer break. CTE teachers will need to be hired for our ICT and Sports Medicine pathways, as well as opportunities for Educating for Careers conferences and other professional development opportunities.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points) ☐	• Resources are rarely provided for professional development of CTE pathway teachers. • Few CTE teachers attend specific CTE conferences and workshops annually. • Externships are rarely pursued or supported. • Few CTE teachers participate in teacher externships. • Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Emerging Practice (1 Point) ☐	• Some resources are provided for professional development of CTE teachers. • Some CTE teachers attend specific CTE conferences and workshops annually. • Externships are pursued and supported upon request. • Some CTE teachers participate in teacher externships. • Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Quality Practice (2 points) ☑	• Many resources are provided for professional development of CTE teachers. • Most CTE teachers attend specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually; externships are pursued and supported. • Most CTE teachers participate in teacher externships. • Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Exemplary Practice (3 points) ☐	• All necessary resources are provided for professional development of CTE teachers. • All CTE teachers attend sector-specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. • All CTE teachers participate in teacher externships. • All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Potential Tools/ Examples of Evidence	• Professional development needs assessment for CTE teachers. • List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. • List of curricular or instructional products or changes. • that resulted from CTE professional development. • List of teacher externships and outcomes.
Evidence on File at LEA *(max. 1100 characters)*	-List of classes, conferences, and Professional Development CTE teachers have attended. -Minutes from Curriculum Meetings/PD
LEA Comments *(max. 1100 characters)*	All CTE teachers have at least two professional development opportunities a year and also conference opportunities/ externships.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for
CTE teachers, including educator externships with industry.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional
Learning.
Areas of Strength *(max. 1500 characters)*. Specify Sectors and Pathways.

CTE Professional Development was held in August 2020 and January 2021 for CTE teachers and
all staff members within Elite Academic Academy. This professional development was used to
inform staff members about the options Elite has for students with CTE and recruitment of students
into CTE courses. Another Professional Development was held in August of 2020 with CTE teachers
and Elite Administration. During the summer of 2020 our Marketing CTE teacher was able to hold an
externship working side-by-side with our Marketing Coordinator and the marketing team FlipSwitch
marketing. Our Recreation CTE teacher was able to hold an externship with LifeSail and FreeeDom
Surf Community partners.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet
(Attachment II)** *(max. 1500 characters)*. *Specify Sectors and Pathways.

CTEIG will be used to help support teacher education and growth of pathways and curriculum. CTE
teachers will be given a stipend to attend CTE externships with high-quality industry experts. CTE
teachers will also attend many workshops and CTE conferences such as Educating for Careers and
the national ACTE conference. CTE Director will ensure to collect data of teacher externships and
CTE conference outcomes and use the data to drive needs within the staff for professional
development. These professional development opportunities will be used to share best practices
and curriculum development, and WBL opportunities within the CTE staff.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Not Yet in Practice (0 points) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
Emerging Practice (1 Point) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
Quality Practice (2 points) ☐	• The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
Exemplary Practice (3 points) ☑	• The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways
Potential Tools/ Examples of Evidence	• School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
Evidence on File at LEA *(max. 1100 characters)*	Modifications and accommodations for students within the special population and working with our " At-Promise" department to support students Materials and flyers published through our Parent Square app for staff, students, and parents Webinars for families to promote CTE pathways Industry Round table Webinars for students Course listing and sequencing available for all teachers, parents, students. School Handbook listing opportunities for students.
LEA Comments *(max. 1100 characters)*	All students with exceptional needs are served or given the opportunity in Elite CTE programs and have found CTE programs engage students more and allow all students equitable access to A-G and CTE completion.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Areas of Strength *(max. 1500 characters).* Specify Sectors and Pathways.

CTE program and recruitment is open to all student populations within Elite Academic Academy. Elite Academic Academy serves students from all various backgrounds and needs. The recruitment process for CTE is fair and equitable as any student who desires to attend CTE courses is placed in the pathway sequence and supported by teachers and our " At-Promise" department to ensure student success and support.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* *Specify Sectors and Pathways.

10% of students in Elite Academic Academy are under the special population and needs category. The CTE Director and CTE counselor will work together with CTE Teachers to ensure that the process of CTE recruitment is fair and equitable for all students within the school. CTE teachers attend IEP and 504 meetings or provide feedback to case carrier teachers for the Special population. CTE teachers have the support of core Single Subject credentialed teachers as well as SPED credentialed teachers to modify assignments within the CTE courses according to students 504, EL, or IEP documents. The CTE Director ensures all students are given support by their CTE teachers to ensure retainment within the CTE pathways.

11. Unique Conditions: Describe any unique conditions that may apply to your CTE program. (max. 1500 characters)

Elite Academic Academy serves students in8 different counties in Southern California. We serve students in a flexible learning environment via online platforms, in-person in an independent study concept and homeschool. We serve students of diverse populations and provide students an individualized education plan for college and career. There are many opportunities for students to have hands-on learning and WBL/internships with Elite Academic because of the amazing community partnerships that Elite Academic Academy already has in each county. Elite Academic Academy's focus is to implement multiple pathways to serve each student's unique interests and strengths and develop more opportunities for students to meet with our wonderful community partners for hands-on experiences and training.

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021
Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 1000 (Certificated Salaries)

Detailed Expenditure Description	Minimum Eligibility Standard (s) #	Match Source	Match Amount	CTEIG Amount (Fiscal Year [FY] 2021–22)
CTE Teacher AME	All	LCFF	$76,500.00	$38,250.00
CTE Director	All	LCFF	$65,000.00	$32,500.00
CTE Teacher Marketing	All	LCFF	$30,000.00	$15,000.00
CTE Teacher Recreation	All	LCFF	$30,000.00	$15,000.00
Extra Service Hours for Curriculum Development & Professional Development	1a,1b,3a,3b,5a,5b,8,9b,10	LCFF	$5,000.00	$2,500.00
CTE counsleor 50% contract	2, 3a, 3b, 10	LCFF	$30,000.00	$15,000.00
Object Code1000 Totals			$236,500.00	$118,250.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 2000 (Classified Salaries)

Detailed Expenditure Description	Minimum Eligibility Standard (s) #	Match Source	Match Amount	CTEIG Amount (FY 2021-22)
Administrative Assistant CTE Pathway Salary	All	LCFF	$30,000.00	$15,000.00
Object Code 2000Totals			$30,000.00	$15,000.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 3000 (Employee Benefits)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount (FY 2021-22)
Benefits for CTE Administrative Assistant	All	LCFF	$500.00	$250.00
Benefits for CTE Teachers	All	LCFF	$35,000.00	$17,500.00
Benefits for part-time Counselor	2, 3a, 3b, 10	LCFF	$3,000.00	$1,500.00
Benefits CTE Director	ALL	LCFF	$3,000.00	$1,500.00
Object Code 3000 Totals			$41,500.00	$20,750.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 4000 (Books and Supplies)

Detailed Expenditure Description	Minimum Eligibility Standard (s) #	Match Source	Match Amount ($2)	CTEIG Amount (FY 2021-22)
Instructional Supplies for all CTE pathways (ICT, Sports med, Performing Arts, Recreation, Marketing)	1a, 1b, 3b, 6, 7a, 8	LCFF	$3,000.00	$1,500.00
Technology Upgrades for Marketing Pathway	3b, 1a, 1b, 6, 10	LCFF	$7,500.00	$3,750.00
Mimeo printing/shipping for curriculum	3b, 1a, 1b, 6, 10	LCFF	$10,000.00	$5,000.00
Instructional Supplies for FAA Drone Certificates	3b, 1a, 1b, 6, 10	LCFF	$5,000.00	$2,500.00
Object Code 4000 Totals			$25,500.00	$12,750.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)					
Detailed Expenditure Description	Minimum Eligibility Standard (s) #	Match Source	Match Amount ($2)	CTEIG Amount (FY 2021-22)
Student Transportation (bus passes, job shadowing, field trips	3b, 5a, 5b, 6	LCFF	$3,000.00	$1,500.00
CTSO Memberships and Travel Expenses for Competitions/Seminars	3a		$3,000.00	$1,500.00
Internships with Community Partners	3b, 5a, 5b, 6	LCFF	$5,000.00	$2,500.00
CTE Conferences (Educating for Careers, Regional Conferences, ACTE)	3b, 5a, 5b, 6	LCFF	$3,000.00	$1,500.00
Object Code 5000 Totals			$14,000.00	$7,000.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 6000 (Capital Outlay)

Detailed Expenditure Description	Minimum Eligibility Standard (s) #	Match Source	Match Amount ($2)	CTEIG Amount (FY 2021-22)
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 6000 Totals			$0.00	$0.00

Attachment II: Career Technical Education Incentive Grant FY 21-22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 7000 (Indirect Cost)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount (FY 2021-22)
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 7000 Totals			**$0.00**	**$0.00**

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021-22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code	Match Amount Total	CTEIG Amount (FY 2021-22)
Object Code 1000 (Certificated Salaries)	$0.00	$0.00
Object Code 2000 (Classified Salaries)	$0.00	$0.00
Object Code 3000 (Employee Benefits)	$0.00	$0.00
Object Code 4000 (Books and Supplies)	$0.00	$0.00
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	$0.00	$0.00
Object Code 6000 (Capital Outlay)	$0.00	$0.00
Object Code 7000 (Indirect Cost)	$0.00	$0.00
Budget Totals	$0.00	$0.00

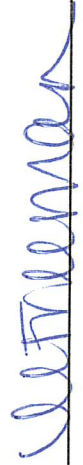Signature of Lead Superintendent or Designee

Attachment III: 2021–22 Career Technical Education Incentive Grant Three-Year Budget

Enter the amount of funding that was spent on Career Technical Education (CTE) programs, excluding CTE Incentive Grant (CTEIG) funds, in FY 2019–20: $ 173,750

*Do not include past or present CTEIG funds. Align with Local Control Accountability Plan (LCAP) and specify source of match of all matching funds included and not included in LCAP.

Object Code and Description of Line Item	2021–22 Budget	2022–23 Budget	2023–24 Budget	Sources of Matching funds
1000 – Certificated Salaries	3,129,090	3,785,642	4,590,465	LCFF as outlined in LCAP
2000 – Classified Salaries	367,527	421,213	484,875	LCFF as outlined in LCAP
3000 – Employee Benefits	871,680	1,050,274	1,268,806	LCFF as outlined in LCAP
4000 – Books and Supplies	931,769	1,147,010	1,412,668	LCFF as outlined in LCAP
5000 – Services and Other Operating Expenditures	4,388,475	5,278,016	6,469,522	LCFF as outlined in LCAP
6000 – Capital Outlay	0	0	0	n/a
7000 – Indirect Costs	152,499	164,928	178,369	LCFF as outlined in LCAP
Total Amount Budgeted	9,841,040	11,847,083	14,404,705	

Per California *Education Code* Section 53071(b), I am submitting a three-year plan for continued financial and administrative support of CTE programs that demonstrates a financial commitment of no less than the amount expended on those programs in the previous fiscal year. The plan, at a minimum, shall include the identification of available funding within an applicant's current or projected budget to continue to support CTE programs and a written commitment to do so.

Signature of Lead Superintendent or Designee

Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

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

LEA Name	**Elite Academic Academy** Mountain Empire
Contact Name and Title	Dr. Brent Woodard, CEO
Email and Phone	bwoodard@eliteacademic.com 866-354-8302

2019-22 Plan Summary

THE STORY

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

Elite Academic Academy-Mountain Empire

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

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

About Elite Academic Academy

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

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

Elite Academic Academy defines success in the 21st Century, for our students, as an ability to responsibly and individually set goals and become self-motivated; as well as to be competent and prepared for the challenges ahead, and to develop an appreciation for lifelong learning. We prepare students to be individual and motivated thinkers, and to ask for help when needed; but also to be prepared and confident when stepping out on their own. We assess, for the fulfillment of these signs of success, through a variety of measures, such as: State Standardized testing; Teacher observations and Teacher created tasks; Scranton Testing; NWEA; Parent/Teacher/Student Learning Period meetings; report cards; portfolios; learning journals; presentations; labs; quizzes; and final exams.

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

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

Accomplishments
Elite Academic Academy Mountain Empire became WASC accredited earlier this year and offers an extensive A-G course catalog. We are NAIA certified and pending NCAA. We have completed proprietary Elite Courses in the areas of Digital Marketing, Career and College Development, Leadership, Economics, Personal Finance, and Intro to Drawing, to support students in elective offerings that are current and relevant to 21st century citizens.
We have started partnering with local community colleges to offer our students robust A-G and CTE pathways.

REVIEW OF PERFORMANCE

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

<table>
<tr><td>GREATEST PROGRESS</td><td>Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-ME) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2019 release.</td></tr>
</table>

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

<table>
<tr><td>☐ New</td><td>☒ Modified</td><td>☐ Unchanged</td></tr>
</table>

<table>
<tr><td>Goal 4</td><td>We will ensure that secondary students are on-track to graduate from high school, are college and career ready, and have career technical education opportunities.</td></tr>
</table>

State and/or Local Priorities Addressed by this goal:

STATE	X1 X2 ☐3 X4 X5 X6 X7 X8
COE	☐9 ☐10
LOCAL	

Annual Measurable Outcomes

Expected	Actual
Increase graduation rates by 2% each year. Increase college/career preparation by 2% each year.	2018/2019 Graduation Rates: TBD College and Career Participation Rates: TDB

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths, and interests, to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	1. Created an Elite proprietary College and Career Readiness Elective to determine student College and Career Goals. 2. Hired CTE curriculum administrator to support in the creation of Elite CTE Pathways. 3. Partnered with local community colleges to take advantage of duel enrollment and access to their robust CTE pathways. 4. Joined local consortiums to become stakeholders in the CTE community. 5. Created a CTE committee to plan for the 19/20 school year Pathway offerings.	$2000	$45,936

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Improve instructional practice through recruiting and retaining multiple subject and single subject, highly qualified teachers and highly qualified classified staff. (All Students)	• We recruit highly qualified teachers and highly qualified staff through Ed Join and Indeed hiring platforms. • We created a hiring handbook to ensure proper protocol for all hiring procedures, and to ensure recruitment of the most qualified candidates.	$2000	$1000

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students)	• We have adopted high quality A-G Curriculum. • We have developed and Elite Academic Academy Course Rubric to support in clear expectations for teacher created courses at Elite. • Our counselor works with all students to create a 4 year plan and prepare a child for their future. • College and Career Fairs are attended by students/staff. • Remote teacher comprehensive workshops were created to set clear expectations for teaching staff. • We worked with community colleges to provide duel enrollment and offer comprehensive CTE pathways. • We were WASC accredited this year.	$20,000	$35,312

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4.6

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

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Graduation Rate: TDB College Prepared: TBD We were WASC accredited this year to support in College UC/CSU acceptance. We have also applied for NCAA. We have developed partnerships with local Community Colleges and working with CTE consortiums to ensure that our students take advantage of career pathways available to them. We continue to meet as a curriculum counsel to develop new Pathways and ensure success for our students after high school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As a startup school, we have no actuals to base our budget projections. As we developed the school program and have a history of expenditures we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as we ultimately spent additional funds in areas where we did not project correctly.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as	Based on Annual Input, 4.3 and 4.5 were redundant and covered and combined with 1.3 and 2.2

applicable. Identify where those changes can be found in the LCAP.

☐ New	☒ Modified	☐ Unchanged

Goal 4	We will ensure that secondary students are on-track to graduate from high school, are college and career ready, and have career technical education opportunities.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 ☐ 3 X 4 X5 X6 X 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	202-20
☒ New ☐ Modified x☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$49665	Amount	$64,565	Amount	$83,934
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	1200	Budget Reference	1200	Budget Reference	1200

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☒ All schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2018-19	2019-20	2019-20
☐ New ☐ Modified x☐ Unchanged	☐ New ☐ Modified x☐ Unchanged	☐ New ☐ Modified x☐ Unchanged
4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)	4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)	4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)

BUDGETED EXPENDITURES

2018-19

Amount	$1000
Source	Title 2
Budget Reference	5800

2019-20

Amount	$1000
Source	Title 2
Budget Reference	5800

2019-20

Amount	$1000
Source	Title 2
Budget Reference	5800