Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

California School Dashboard: 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	Contact Name and Title	Email and Phone
ELITE Public Schools	Dr. Ramona Bishop/President CEO	info@elitepublicschools.org 707.235.4603

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them. The educational experience for students in ELITE Public Schools is designed to ensure that students meet rigorous academic standards while being exposed to curricular and extracurricular offerings that prepare them to enter prestigious 4-year colleges and universities and become global leaders. ELITE Public Schools stands for Equipping Leaders through Innovation, Technology and Engineering.

Mission and Vision

Vision: Students will graduate trilingual (proficient in English, Spanish and Coding), with the confidence and competence to matriculate into four-year universities and become global entrepreneurs and leaders.

Mission: Our mission is to ensure all students reach their fullest potential through access to learning spaces that honor and celebrate students' rich cultural heritage and challenge them with rigorous and relevant learning experiences designed to make them active participants in their own success.

Values

Entrepreneurial Skills: Students develop personal characteristics including interpersonal, critical thinking and creative skills, as well as, practical knowledge through engagement in quality learning, social-development activities, and extracurricular experiences that cultivate leadership skills.

Language: Classrooms are language-enriched environments where students develop trilingualism/tri-literacy. Student's languages and cultures are respected, honored, and celebrated, through culturally responsive literature. Students demonstrate organizational skills and mastery of content knowledge through writing assignments and oral presentations. Speaking, reading and writing are equally important literacy skills.

Innovation: ELITE students are encouraged to imagine, create, and share for the purpose of inventing, shifting from consumption to production, promoting collaboration over independence and engagement over isolation. Students will be competitive and have the confidence to win, not only in academic pursuits, but also in sports and other advanced activities. Students understand the connections between and among all cultures and races, and learn to appreciate their own heritage and language, as well as those of other students and adults. ELITE students graduate with a high school diploma, and a specialized certificate, or an Associates of Arts (AA) degree.

Technology: ELITE students develop digital literacy and civic responsibility in an environment where students have access to high-quality technology and instructional materials.

Engineering: ELITE students study engineering, in various forms. They utilize their enhanced understanding of math, science and technology to solve complex problems in a fun and challenging way, while demonstrating advanced reading and writing fluency, computational and problem-solving skills.

ELITE is a school designed to eliminate the achievement gap by eliminating the opportunity gap. "Closing the opportunity gap is the only way we will make progress toward closing academic achievement gaps that separate most Black and Hispanic student from their White and Asian peers" (Schott Foundation, 2018). African-American students are performing below the average achievement levels of White and Asian Students and below district average for all students.

ELITE will take efforts to reflect the demographics of the district in its student population. In 2016-17, VCUSD had the following enrollment percentages by student population.

	Total	African American	American Indian	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More
VCUSD	14,544	28%	0.4%	2.7%	14.7%	40.2%	2.1%	7.5%	2.3%

Source: DataQuest, 2018

As shown above, over two-thirds of students enrolled in VCUSD are African American or Latino. In 2016-17 the District had an unduplicated pupil count of Free/Reduced-Price Meals, English Learners and Foster Youth of 9,603 or 66%. Educational systems and communities have typically not done well at ensuring that patterns of generational poverty are addressed, which means that students living in poverty often (but certainly not always) perform below their peers from middle class families (Rothstein, 2013, Economic Policy Institute, www.epi.org). The California School Board Association reports that 80% of Latino students and 74% of African-American students in California are considered economically disadvantaged compared to 28% of White students (California School Board Association, 2016). This data is particularly important to note since various studies document the correlation between economic background and school success (Noguera, 2008; Poe-Yamagata & Jones, 2000; Shea, Zetlin, & Weinberg, 2010). As such, it is critical to consider and explore how California's K-12 education systems are preparing African American and Latino students to reach their fullest potential through access to learning spaces that honor and celebrate their rich culture while challenging them with rigorous and relevant learning experiences designed to make them active participants in their own success.

ELITE is designed to educate the whole child, addressing issues that affect student learning as well as provide educational and extracurricular opportunities to which students may otherwise not be exposed. Our belief is that when all students have this exposure and are in daily contact with caring and competent ELITE staff members, they will thrive academically and socially, and be truly prepared for college and/or career.

LCAP Highlights

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

Goals:

1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduate with A-G requirements met and some college credit
4. Involved parents and community partners
5. Students of all backgrounds thriving academically

Educational Philosophy

ELITE is comprised of four design elements that form the foundation of our success. These elements allow us to provide students with the opportunity to invent, discover, and develop themselves to achieve the necessary skills to be successful as they move forward in their lives and careers.

ELITE differs from other programs in that it includes:

- Full-day Transitional Kindergarten (TK) and Kindergarten (K)
- Sports Program
- Cognitive Development Activities
- Warriors for Social Justice program
- Access to and effective utilization of technology
- Engineering pathway

The Design Elements include entrepreneurial skill development, language development, a dual immersion pathway and the African American and Latino Cultural Heritage Program. Each element is described in more detail below.

Entrepreneurial Skill Development
- Personal Characteristics: optimism, vision, initiative, motivated to lead, drive and persistence, risk tolerance, resilience
- Interpersonal Characteristics: leadership and motivation, communication skills, listening, emotional intelligence, negotiation, ethics, excellent sportsmanship
- Critical and Creative Thinking Skills: creative thinking, problem solving, recognizing opportunities
- Practical Skills: goal setting, planning and organizing, decision making, knowledge

Language Development

- All students will participate in Spanish instruction and African-American and Latino Cultural Heritage program TK-12th grades.
- Students will have the option of participating in an Immersion Spanish Pathway, which will take place in one class in each grade level from TK – 5th or a Foreign Language Elementary/Secondary Pathway.
- Dual language pathway uses two languages for literacy and content instruction for all students, English and Spanish. The dual language program provides the same academic content and address the same standards as set out by the California Department of Education.

Dual Immersion Pathway
- ELITE students have the option of enrolling in a Dual-Immersion pathway. Though all students will learn Spanish, the dual-immersion pathway provides accelerated acquisition of Spanish and English.

African American and Latino Cultural Heritage Program
- Students learn World and American History from an African-American and Latino perspective. This allows all students to have an understanding of the history and culture of the aforementioned so that students will develop strong self-esteem and understanding of contributions made by all groups toward building our nation and world.

The LCAP plan and expenditures are aligned with ensuring that the program is implemented as designed, and that all staff members have the support they need as they work toward making our mission and vision a reality for all ELITE students.

Review of Performance

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

Greatest Progress

n/a – will be establishing student baselines

Greatest Needs

n/a – this is a baseline year

Performance Gaps

n/a this is a baseline year

Comprehensive Support and Improvement

n/a.

Schools Identified

n/a

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

n/a

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

n/a

Annual Update

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

Goal 1

n/a – baseline year

State and/or Local Priorities addressed by this goal:

n/a – baseline year

Annual Measurable Outcomes

 n/a – baseline yet

Actions / Services

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

n/a – will be establishing student baselines

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

n/a – will be establishing student baselines

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

n/a – will be establishing student baselines

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

n/a – will be establishing student baselines

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

n/a – will be establishing student baselines

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

As a part of our development of the petition for ELITE, we held multiple parent meetings and engagements in Vallejo and in other parts of Solano County. The plan was presented, and then parents had an opportunity to give us their feedback. Parents and students shared thoughts on how to make the instructional program stronger and more attractive to Vallejo parents. Many of the parents consulted during the engagement process were educators and potential ELITE staff members.

The ELITE petition was first presented to the Solano County Office of Education as a proposed Countywide Benefit charter. The public hearings and feedback received during that process was used to strengthen the petition and the LCAP elements for resubmission as a charter focused on Vallejo.

Impact on LCAP and Annual Update

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

This is a baseline year, however, parent engagement continues to grow, so there is early indication that the school model created in concert with the community is one that resonates with the community we intend to serve.

Goals, Actions, & Services

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

All students performing at/above grade level

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities:
1. [Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment

Local Priorities:
1. All students performing at/or above grade level
2. Affirming, safe and supportive school environments
3. All students graduated with A-G requirements met and some college credit
4. Involved parents and strong community partnerships
5. Students of al backgrounds thriving academically

Identified Need:

As described in Element A, there is a need for increased grade level proficiency in English Language Arts and Mathematics to prepare for college and career as evidenced by past performance on State Assessments and stakeholder input.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• **Once the baseline is established in 2019-20, ELITE will increase the percentage of students who meet or exceed the standards on the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts and Mathematics by 3 to 5 percentage points each year.**	n/a	n/a	n/a	Baseline year
• **Once the baseline is established in 2019-20, ELITE will increase percentage of students who meet or exceed the standards on the English/Language Arts and Mathematics Cumulative Assessments (in English and Spanish) by 3 to 5 percentage points each year.**	n/a	n/a	n/a	Baseline year
• **Once the baseline is established in 2019-20, ELITE will increase the percentage of English Learners making progress toward English Proficiency on the ELPAC assessment by 3 to 5 percentage points per year.**	n/a	n/a	n/a	Baseline year
• **All teachers will attend all professional development workshops and participate in**				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
all books studies, planning sessions, etc. designed to enhance their ability to address the needs of all students.				
• All teachers will utilize designated curriculum materials and planning and pacing guides to ensure that all students are accessing standards-based, rigorous instructional materials and lessons aligned to ensure their success on local summative and cumulative, and state assessments.	n/a	n/a	n/a	Baseline year

Planned Actions / Services

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

Action   1

Common Core Adopted Curriculum:
- **English Language Arts TK-12**
- **Mathematics TK-12**
- **Science TK-12**

Rigorous and relevant culturally responsive pedagogical strategies will be utilized on a daily basis using carefully selected culturallyresponsive materials, completely inclusive of the history and perspectives of African American and Latino students. There will be an emphasis on reading and writing across the curriculum in English and Spanish

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Provide standards aligned materials for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	150,000
Source	n/a	n/a	4100/4325
Budget Reference	N/a	n/a	Curriculum Materials

Action   2

Full-Day Transitional Kindergarten and Kindergarten program with a comprehensive after-school program for all students, (including TK and K students) focused on sports integration.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Students to be Served	Location(s)
All	TK and Kindergarten

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	See above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	164,000
Source	n/a	n/a	1100
Budget Reference	n/a	n/a	Staffing TK and Kindergarten teachers

Action 3

After school program for all students focused on individual and team sports integration (with an emphasis on sports in which our target population is underrepresented) and cognitive development activities. This will be facilitated by the After-school parent liaisons.

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	See above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	215,775
Source	n/a	n/a	2200
Budget Reference	n/a	n/a	Afterschool coordinators

Action 4

Entrepreneurial and Soft Skill Integration. Students participate in Junior Achievement program with a culminating showcase event open to the community

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	See above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	400
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student Activities

Action   5

Engineering (STEM) Students participate in various STEM programs and activities in partnership with local colleges and universities

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	See above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	400
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student Activities

Action 6

Ethnic Studies (English Language Arts and History/Social Science): Critical and interdisciplinary Ethnic Studies with an intentional focus on African American & Latino History – understanding the history and perspectives of people of color.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	See above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	80,000
Source	n/a	n/a	4100/4325
Budget Reference	n/a	n/a	Curriculum Materials

Action 7

Physical Education - Promoting consciously active and healthy physical development through healthy food choices and competitive and early-integration of individual and team athletic programs and activities – this will be implemented through the use of designated afterschool staff and athletic coaches.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same of above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	34000
Source	n/a	n/a	1111
Budget Reference	n/a	n/a	Athletic Director Coaching Stipends

Action 8

Technology:
Students utilize technology to enhance their learning on a daily basis. They become progressively fluent in coding and computer science through participation in the Project-Based Learning, Student Tech Squad, Teacher Tech Assistant, and Elite Production team activities

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	190,000
Source	n/a	n/a	4420,5887
Budget Reference	n/a	n/a	Technology hardware and software

Action 9

data analysis, collaboration, core curriculum components, integrated core curriculum unit development, technology integration, strategies for enhancing literacy skills for Standard English Learners, culturally responsive pedagogy, and use of assessments to enhance student performance.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	30,000
Source	n/a	n/a	4100/4325
Budget Reference	n/a	n/a	Professional Development

Action   **10**

> **Classroom Teachers:**
> **Teachers receive classroom material bonuses when they meet goals outlined in their Professional Learning Community plans. They also receive bonuses for serving as lead staff trainers.**

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	35,000

Year	2017-18	2018-19	2019-20
Source	n/a	n/a	4100/4325
Budget Reference	n/a	n/a	Teacher stipends – curriculum materials

Action 11

The inter-disciplinary core curriculum will be aligned with the common core state standards and grounded in African American and Latino literature, as accessed through e-books and class sets of novels.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	35,000
Source	n/a	n/a	4100,4325
Budget Reference	n/a	n/a	Curriculum Materials

Action   11

The inter-disciplinary core curriculum will be aligned with the common core state standards and grounded in African American and Latino literature, as accessed through e-books and class sets of novels.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	30,000
Source	n/a	n/a	4100,4325
Budget Reference	n/a	n/a	Curriculum Materials

Action   12

Teachers will be trained and supported as they implement Guided Language Acquisition and Design strategies to enhance the English language skills of English Learners, Standard English Learners and Academic English speakers.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action   13

Students will have access to quality computer hardware and software designed to assist them as they master the common core state standards and demonstrate mastery on computer-based assessments. Designated staff members will serve as technology support specialists, assisting the staff and serving as staff liaisons to the tech squads.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	25,000
Source	n/a	n/a	4420,5887
Budget Reference	n/a	n/a	Technology hardware and software Teacher stipends

New Goal

Goal 2

Affirming, Safe, and Supportive School Environments

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities:

8. [Quality Teachers, Curriculum, and Facilities (Basic Services)
9. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
10. Parental Involvement
11. Student Achievement
12. Student Engagement
13. School Climate
14. Course Access and Enrollment

Local Priorities:

6. All students performing at/or above grade level
7. Affirming, safe and supportive school environments
8. All students graduated with A-G requirements met and some college credit
9. Involved parents and strong community partnerships

10. Students of al backgrounds thriving academically

Identified Need:

As described in Element A, there is a need to eliminate the use of exclusionary discipline practices and build a peaceful and productive ELITE school campus where all students belong and are respected members of the school community. The affirming ELITE school community will be trauma-sensitive, intentionally inclusive and restorative. Students who are having difficulty academically and socially within the community will be supported by ELITE staff members, who have agreed to embrace all students, strategic partnerships with Community-Based organizations, volunteers, and the Full-Service Community School staff.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
● Once the baseline is established during the 2019/20 school year, the percentage of students suspended will decrease by 3 to 5 percentage points each year	n/a	n/a	n/a	Baseline year
● Once the baseline is established during the 2018/19 school year, the percentage of student expulsions will decrease by 3 to 5 percentage points each year	n/a	n/a	n/a	Baseline year
● Maintain Average Daily Attendance at 94% or higher during each reporting period. If it drops below, implement strategies to raise the percentage during the next reporting cycle	n/a	n/a	n/a	Baseline year
● The percentage, by ethnicity, of students suspended and	n/a	n/a	n/a	Baseline year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
expelled will be proportionate to enrollment by ethnicity				

Action 1

Full Service Community Schools liaison coordinates services for students who are in need of additional support to meet the ELITE Standards of Excellence

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	27.400

Year	2017-18	2018-19	2019-20
Source	n/a	n/a	2000
Budget Reference	n/a	n/a	Classified Staff – Full Service Coordinator

Action   2

Home Visits:
ELITE administrators and teachers visits students' homes and communities. We believe that visiting our student's homes fosters good home-school connections by recognizing the skills and strengths that families bring to the school and by seeing them as valuable resources.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	44,000
Source	n/a	n/a	All salaries
Budget Reference	n/a	n/a	ELITE staff salaries

Action 3

Staff will be trained in and expected to fully implement Positive
Behavior Intervention and Support, Restorative Justice, and Trauma Sensitive practices. Implementation will be monitored by the School Leadership Team and facilitated by the Full Service Community Schools Liaison and the Justice Liaison Student and parent leaders will participate in the training so that they can provide input as staff works toward proper implementation and continuous improvement.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	27,400
Source	n/a	n/a	2,000
Budget Reference	n/a	n/a	Classified Salary – Full Service Coordinator Leadership stipend

Action 4

The school will develop an alternative ELITE Warriors of Social Justice program designed to address students who have been pushed out of comprehensive schools. Staff will receive professional development on how to receive and organize social justice programs and curriculum.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	0
Source	n/a	n/a	n/a
Budget Reference	n/a	n/a	Begins year twp

Action 5

Students will receive technological and soft skill training in the areas of entrepreneurship, internships, project-based learning, and social justice.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	400

Year	2017-18	2018-19	2019-20
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student activities

Action   6

Students and staff members will participate in weekly team-building and cultural affirmations, designed to support and affirm their efforts toward meeting ELITE Standards of Excellence

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000

Year	2017-18	2018-19	2019-20
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action 7

Staff member, parent and student leaders will participate in School Safety Plan development workshops to support them as they develop the School Safety Plan, for approval by the ELITE Board of Directors in October of the opening year

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

New Goal

Goal 3

Affirming, Safe, and Supportive School Environments

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities:

15. [Quality Teachers, Curriculum, and Facilities (Basic Services)
16. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
17. Parental Involvement
18. Student Achievement
19. Student Engagement
20. School Climate
21. Course Access and Enrollment

Local Priorities:

11. All students performing at/or above grade level
12. Affirming, safe and supportive school environments
13. All students graduated with A-G requirements met and some college credit
14. Involved parents and strong community partnerships
15. Students of al backgrounds thriving academically

Identified Need:

According to the CA State Dashboard, only 25% of African American and 28.1% of Latino students in VCUSD are prepared for college and career. (Source: www.caschoolsdashboard.org)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• **Annual 3 to 5% increases in graduation rates for all student groups**	n/a	n/a	n/a	Baseline established with first graduating class
• **Annual 3 to 5% increase in A-G completion rates**	n/a	n/a	n/a	Baseline established with first graduating class
• **100% of students enrolled in a broad course of study as evidenced by 4 Year Graduation Plan In pre-high school grades:**	n/a	n/a	n/a	Baseline established with first graduating class
• **100% of unduplicated pupils will have access to a rigorous college preparatory instructional program with an emphasis on building their proficiency in STEM coursework with an emphasis on Engineering and Technology**	n/a	n/a	n/a	baseline
• **100% of students will participate in college awareness trips and activities**	n/a	n/a	n/a	baseline

Action   1

ELITE will partner with college outreach coordinators UC, CSU, Latino-serving and Historically Black colleges and universities to make arrangements for student participation in outreach programming for students and parents, as well as learning trips for all students to at least one college per academic year.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	400
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student activities

Action 2

Staff training on A-G requirements and outreach programming to ensure that they have the tools necessary to coordinate student participation in the programs.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action 3

Parent participation in workshops designed to enhance their understanding of available resources to assist students as they complete their 4-year high school plan and look toward college enrollment

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action 4

Students and parents receive updates each semester as to their progress toward completing grade level requirements, and 4-year plan goals, where applicable. Students not meeting grade level expectations will have a mandatory SST where a plan for their success will be developed. The teacher of record will ensure that the SST plan is implemented and that the student is completing all actions in a timely manner.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	5,000
Source	n/a	n/a	1100
Budget Reference	n/a	n/a	ELITE staff members

Action   5

EL student progress will be monitored on a quarterly basis to ensure that they are accessing core curriculum and receiving relevant statemandated support on a daily basis.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)   --

English Learners	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development and Planning time

Action 6

Foster youth and ELITE warriors for justice will be monitored on a quarterly basis to ensure that they are accessing the core curriculum and that they are feeling connected to the school community and making the necessary academic and socio-emotional progress, and are adhering to ELITE Standards of Excellence.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Fpster Youth (if applicable) and other identified students

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3000
Source	n/a	n/a	5863

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	Professional Development and Planning/Parent Conference time

New Goal

Goal 4

Strong Parent Involvement and Community Partnerships

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities:

22. [Quality Teachers, Curriculum, and Facilities (Basic Services)
23. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
24. Parental Involvement
25. Student Achievement
26. Student Engagement
27. School Climate
28. Course Access and Enrollment

Local Priorities:

16. All students performing at/or above grade level
17. Affirming, safe and supportive school environments
18. All students graduated with A-G requirements met and some college credit
19. Involved parents and strong community partnerships
20. Students of al backgrounds thriving academically

Identified Need:

There is a need to ensure systems and structures are in place that allow for parents and community members to be engaged partners

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
● **70-100 % parent attendance at School Site Council and English Learner Advisory Committee with representation of unduplicated and Special Education pupils**	n/a	n/a	n/a	Baseline
● **70-100 % Parent and 100 % Teacher Usage of Student Progress System**	n/a	n/a	n/a	Baseline
● **Well-attended parent workshops**	n/a	n/a	n/a	Baseline
● **All teachers complete home-visits to 50% of students**	n/a	n/a	n/a	baseline
● **Parent leaders are present and actively participate on all school task forces and teams**	n/a	n/a	n/a	baseline

Action   1

Full Service Community Schools and Afterschool/Parent Liaison Support Staff:
Support staff to provide comprehensive academic, social, mental and physical education services to meet student, family and community needs and create clear pathways from Preschool to College/Career.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	125,000
Source	n/a	n/a	2200
Budget Reference	n/a	n/a	Bilingual Liaison, Full Service Coordinator, After School Coordinators

Action 2

School to Home Communication:
We will promote positive home-school connections by ensuring that all communications with parents, oral, verbal and in writing are in both languages of instruction.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	400
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student activities

Action 3

Parent Family Gatherings:

ELITE family gatherings are designed to provide a supportive network of community members in which families support one another as they support the success of their Elite students. They will have a forum in which they can share successful parenting strategies and learn from one another. ELITE will sponsor family gatherings to support parents as they learn about topics such as program design,

language acquisition, helping with homework, bi-literacy development and assessment practices.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000

Year	2017-18	2018-19	2019-20
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action 4

Parent Guided Tours of the School:
Parents can serve as ELITE Parent Ambassadors and guide school site visits and highlight noteworthy features of the school.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	300
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student activities

Action 5

ELITE's Parent Internet Café:
A designated Parent Internet Cafe for parents to be on campus with their children. This will be the hub for parent leadership activities.
Parents can choose to use WI-FI for their personal or business purposes or they can access Full Service Community School resources.
Parents without home computers are able to use the school's computer lab.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	10,000
Source	n/a	n/a	4420,5887
Budget Reference	n/a	n/a	Technology – hardware and software

Action   6

Conferences:
Conferences provide opportunities for parents to network with teachers, administrators and other parents.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	20,000
Source	n/a	n/a	All salaries
Budget Reference	n/a	n/a	staff

Action 7

Student Progress System:
School staff members will be trained in and fully utilize a student progress system. Access to student assignments and messages from staff will be provided through this system, which will allow for parents to be true partners in efforts to ensure that students meet and exceed grade-level standards.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Technology software and Professional Development

Action   8

Parents who need their technology skills enhanced will participate in workshops to assist them as they learn to properly use the Student Progress System which can be accessed by computer or by cell phone.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3,000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

New Goal

Goal 5

Students of All Backgrounds Thriving Academically

State and/or Local Priorities addressed by this goal:

State and/or Local Priorities addressed by this goal:

State Priorities:

29. [Quality Teachers, Curriculum, and Facilities (Basic Services)
30. Alignment to and implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
31. Parental Involvement
32. Student Achievement
33. Student Engagement
34. School Climate
35. Course Access and Enrollment

Local Priorities:

21. All students performing at/or above grade level
22. Affirming, safe and supportive school environments
23. All students graduated with A-G requirements met and some college credit
24. Involved parents and strong community partnerships
25. Students of al backgrounds thriving academically

Identified Need:

As described in Element A, there is a need to close the opportunity gap by ensuring that all students have a highly-qualified teacher proficient in culturally responsive strategies, utilizing culturally responsive materials (emphasis on STEM and Reading and Writing across the curriculum) who believes in the potential of all students. The highly-qualified administrative and support staff assist the teacher of record as the teacher works toward meeting the needs of all students by providing rigorous relevant and differentiated learning experiences for all students. There is also a need to develop an extended learning program that provides immediate intervention when a student is not meeting the standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• **100% of students will be provided enhanced technology experiences to enhance learning as evidenced by high rubric scores on performance tasks.**	n/a	n/a	n/a	Baseline
• **Disproportionate student outcomes addressed strategically through the implementation of an inquiry cycle.**	n/a	n/a	n/a	Baseline
Reduction of the achievement gap as measured by disaggregated student scores on CAASPP, graduation and dropout data, A-G completion rates, student suspension and expulsion.	n/a	n/a	n/a	Baseline
• **100% highly qualified teachers, administrators and support staff members actively participating in all required professional development sessions.**	n/a	n/a	n/a	baseline

Action   1

STEM Education Support specialists:
STEM education is a critical element of the ELITE school model. Students will create projects designed to advance their understanding of STEM concepts and give them exciting real-world hands-on experiences.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	25.000
Source	n/a	n/a	4100,4325,5877
Budget Reference	n/a	n/a	Curriculum Materials Student activities

Action 2

> Technology Integration:
> Students utilize technology to enhance their learning on a daily basis. They become progressively fluent in coding and computer science through participation in the Project-Based Learning, Student Tech
> Squad, Teacher Tech Assistant, and ELITE Production team activities

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| All |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	15,000
Source	n/a	n/a	4420,5887

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	Teacher stipend Technology hardware and software

Action 3

Professional Learning Community:
Teachers provided release days for peer observations with Lesson Study focus with a focus on implementation of Culturally responsive strategies using Culturally Responsive materials and ELITE Standards of Excellence.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	3000
Source	n/a	n/a	5863
Budget Reference	n/a	n/a	Professional Development

Action 4

Summer Bridge Programming:
Students needing intervention, particularly EL students, or desiring summer enrichment will participate in differentiated learning activities designed to meet their needs. Activities could consist of coding camps, language camps, math camps, with enrichment activities such as cooking, art, etc.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	0
Source	n/a	n/a	n/a
Budget Reference	n/a	n/a	Program implementation is dependent upon funds being available

Action   5

Instruction and Learning Support:
See the Future trips are offsite trips for all students will be targeted learning opportunities. Students will visit engineering firms, science labs, colleges, museums, and other relevant locations.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	300
Source	n/a	n/a	5877
Budget Reference	n/a	n/a	Student Activities

Action 6

Before and After School Programming and Core Content Intervention: Before and After-School programming will be specifically designed using student-performance on diagnostic assessments, and feedback from teachers. Student Success Team meetings are the vehicle by which students access extended learning opportunities. All students, including TK and Kindergarten students will participate in the after school program as outlined in Goal 1.

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
n/a	n/a	new

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
n/a	n/a	Same as above

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	
Source	n/a	n/a	

Year	2017-18	2018-19	2019-20
Budget Reference	n/a	n/a	Athletic Director and After School Coordinators – Before School Care contingent upon funds being available

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,020,481	24.36 %

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

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

Services for unduplicated are enhanced and improved on a daily basis. Though all students have access to afterschool coordinators and other staff members who will be providing small group and one on one support, unduplicated students who are not meeting the grade-level standards will have additional access based on their needs. Additionally, we will be implementing a learning center model, where students take a standards-aligned pre-assessment, and/or a diagnostic assessment, which is used to determine which students are meeting the grade level standards, and which students, particularly unduplicated students, who will receive additional support during the instructional day. Lastly, unduplicated students who are not meeting the grade level standards will participate in extended day intervention activities, and receive homework help during the daily afterschool program. This support is differentiated based on need, so it is likely that unduplicated students will receive more time, particularly those with a primary language other than Englixh.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;

B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;

B. Programs and services developed and provided to unduplicated pupils; and

C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and

D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

  (a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

      (A) enrolled less than 31 days

      (B) enrolled at least 31 days but did not attend at least one day

      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

        (i) are enrolled in a Non-Public School

        (ii) receive instruction through a home or hospital instructional setting

        (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

  (b) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

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

  (c) "High school graduation rate" shall be calculated as follows:

    (1) For a 4-Year Cohort Graduation Rate:

      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

      (B) The total number of students in the cohort.

      (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

      (A) The number of students who either graduated as grade 11 students or who earned any of the following:

        (i) a regular high school diploma

        (ii) a High School Equivalency Certificate

        (iii) an adult education diploma

        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

      (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(e) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	ELITE Public School
CDS code:	48-10488-0139030
LEA contact information:	Ramona Bishop President/CEO (916) 284-0909 drramonabishop@elitepublicschools.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF funds	$ 5,209,390
LCFF supplemental & concentration grants	$ 1,020,481
All other state funds	$ 395,880
All local funds	$ 16,269
All federal funds	$ 427,346
Total Projected Revenue	$ 6,048,885

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	$ 6,046,219
Total Budgeted Expenditures in LCAP	$ 1,358,574
Total Budgeted Expenditures for High Needs Students in LCAP	$ 1,020,481
Expenditures not in the LCAP	$ 4,687,645

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,020,481
Estimated Actual Expenditures for High Needs Students in LCAP	$ 1,358,574

Not for Inclusion with the Template

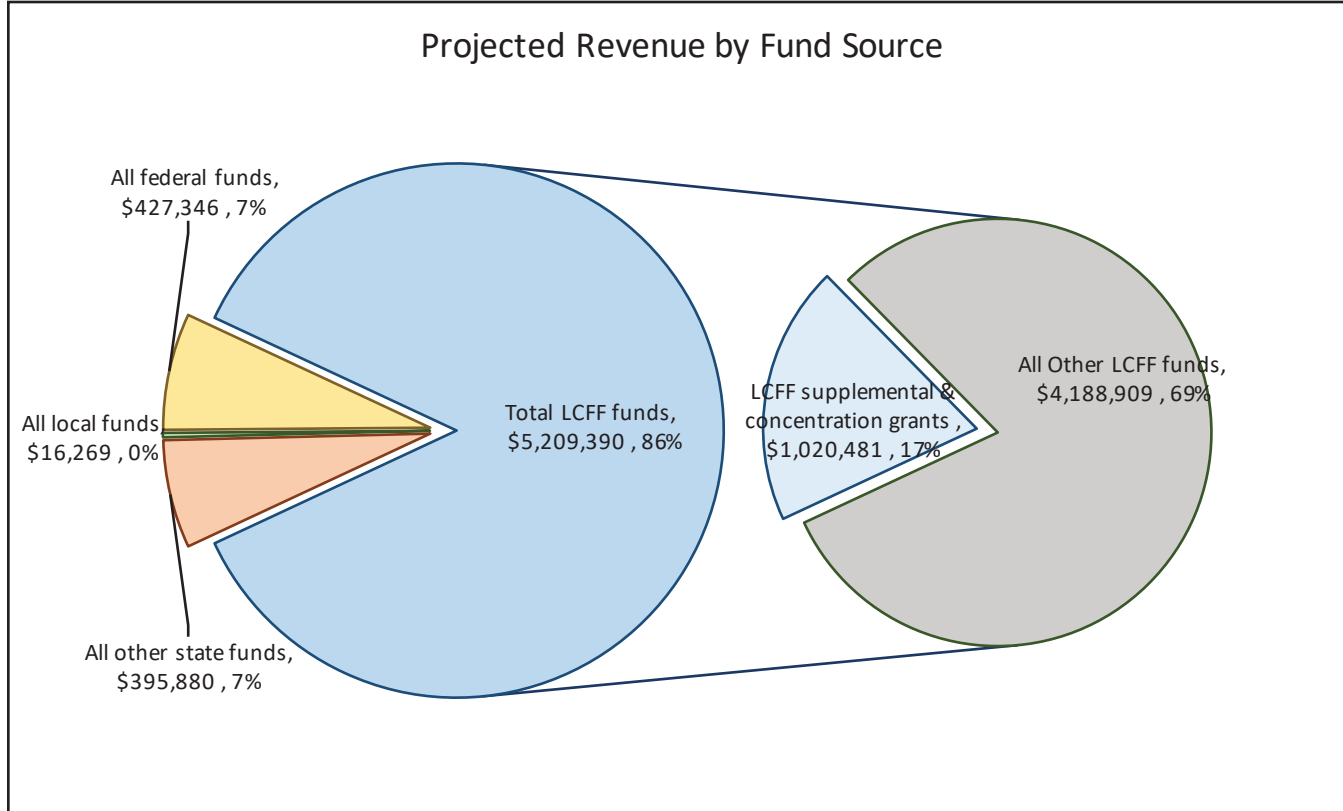**LCFF Budget Overview for Parents:** Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	
A prompt may display based on information provided in the Data Input tab.	The General Fund Budget Expenditures not mentioned in the LCAP include all salaries and benefits for administrative, certified, classified staff members, for time spent that is not associated with certain specialized activities but more for the students as a whole. Additionally, there are expenses related to our Proposition 39 facillities rental of Widenmann Elementary that were not included.
A prompt may display based on information provided in the Data Input tab.	n/a - no prompt displayed

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ELITE Public School

CDS Code: 48-10488-0139030

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ramona Bishop President/CEO (916) 284-0909 drramonabishop@elitepublicschools.

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $427,346 , 7%

All local funds, $16,269 , 0%

All other state funds, $395,880 , 7%

Total LCFF funds, $5,209,390 , 86%

LCFF supplemental & concentration grants , $1,020,481 , 17%

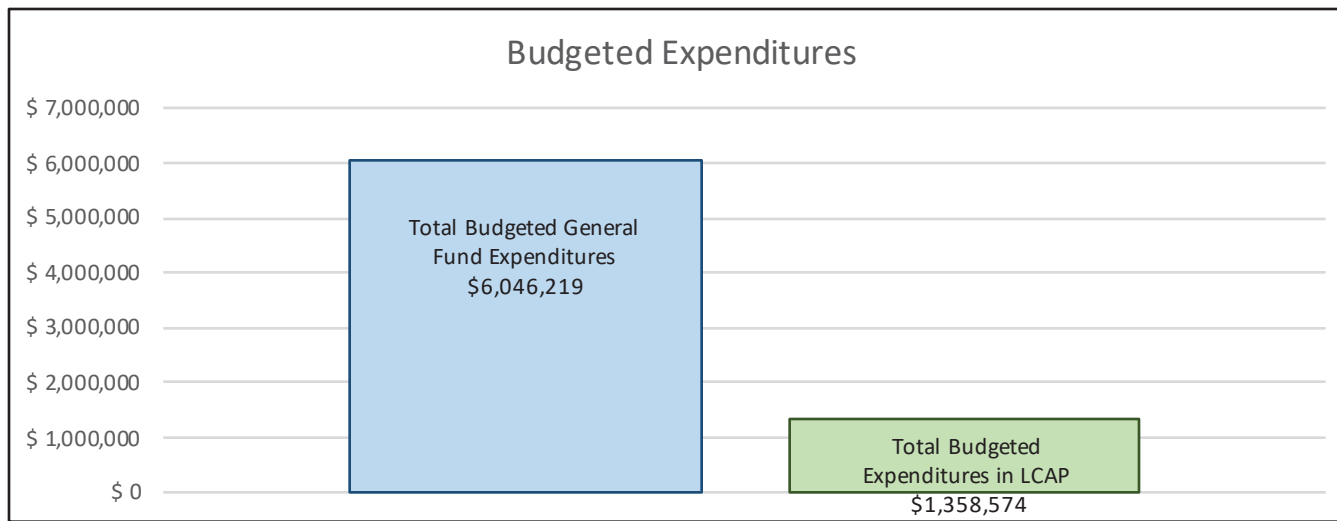All Other LCFF funds, $4,188,909 , 69%

LCFF Budget Overview for Parents

This chart shows the total general purpose revenue ELITE Public School expects to receive in the coming year from all sources.

The total revenue projected for ELITE Public School is $6,048,885.00, of which $5,209,390.00 is Local Control Funding Formula (LCFF), $395,880.00 is other state funds, $16,269.00 is local funds, and $427,346.00 is federal funds. Of the $5,209,390.00 in LCFF Funds, $1,020,481.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures

Total Budgeted General Fund Expenditures $6,046,219	Total Budgeted Expenditures in LCAP $1,358,574

This chart provides a quick summary of how much ELITE Public School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

ELITE Public School plans to spend $6,046,219.00 for the 2019-20 school year. Of that amount, $1,358,574.00 is tied to actions/services in the LCAP and $4,687,645.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
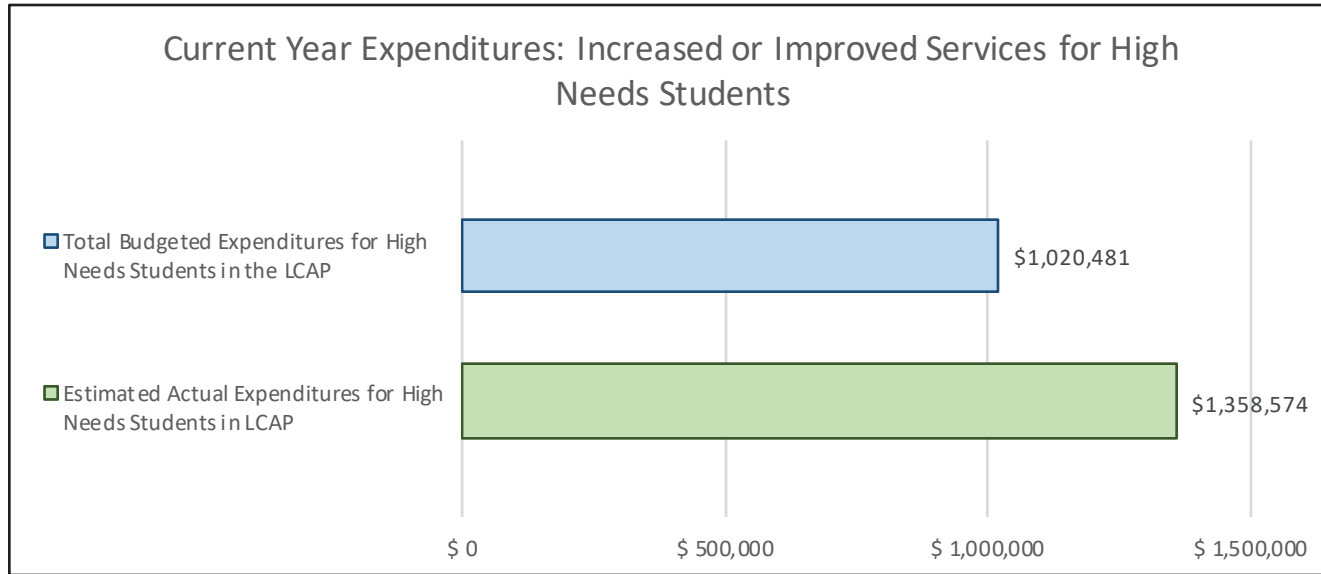
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, ELITE Public School is projecting it will receive $1,020,481.00 based on the enrollment of foster youth, English learner, and low-income students. ELITE Public School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, ELITE Public School plans to spend $1,020,481.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,020,481

☐ Estimated Actual Expenditures for High Needs Students in LCAP — $1,358,574

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

This chart compares what ELITE Public School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ELITE Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, ELITE Public School's LCAP budgeted $1,020,481.00 for planned actions to increase or improve services for high needs students. ELITE Public School estimates that it will actually spend $1,358,574.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

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

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

• **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.

• **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

• **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code* (*EC*) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).

• **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations, Title 5* (*5 CCR*) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.

• **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.

• **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.

• **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming LCAP Year

• **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (http://www.cde.ca.gov/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
• **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

• **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.

• **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified to contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

• **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budget Expenditures for the LCAP year that are not included in the LCAP.

• **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.

• **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.