

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	ELITE Public Schools
<b>CDS Code:</b>	48104880139030
<b>LEA Contact Information:</b>	Name: Dr. Ramona E. Bishop Position: President/CEO Email: drramonabishop@elitepublicschools.org Phone: 707-652-3142
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$5778287
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$1011235
<b>All Other State Funds</b>	\$919018
<b>All Local Funds</b>	\$36558
<b>All federal funds</b>	\$850469
<b>Total Projected Revenue</b>	\$7,584,332

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$7,002,298
<b>Total Budgeted Expenditures in the LCAP</b>	\$1,352,000
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$727,000
<b>Expenditures not in the LCAP</b>	\$5,650,298

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$789,025
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$789,025

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	-\$284,235
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$0

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	None
<b>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF</b>	1) All students, take pre-assessments in the areas of English Language Arts, English Language Development, and Mathematics, prior to content being taught.

**supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.**

2) Students are provided with 2 30 minute tutoring sessions a week (Tuesdays & Wednesdays) after the school day ends. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.

3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday. The teacher has a separate Zoom Session for EL. EL also are given a pre-assessment at the beginning of the school year.

4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

5) Parent engagement: Americorp workers are developing a plan for recruitment and retention of volunteers

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: ELITE Public Schools

CDS Code: 48104880139030

School Year: 2021-22

LEA contact information:

Dr. Ramona E. Bishop

President/CEO

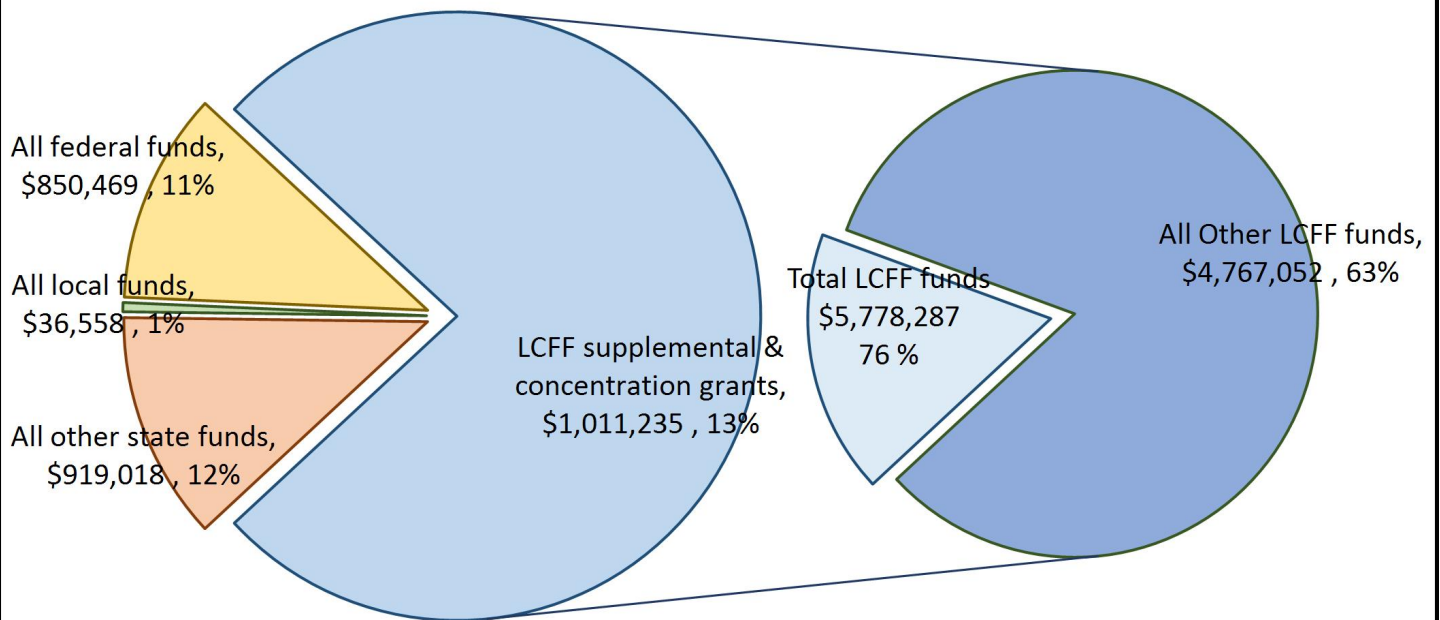
[dramonabishop@elitepublicschools.org](mailto:dramonabishop@elitepublicschools.org)

707-652-3142

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



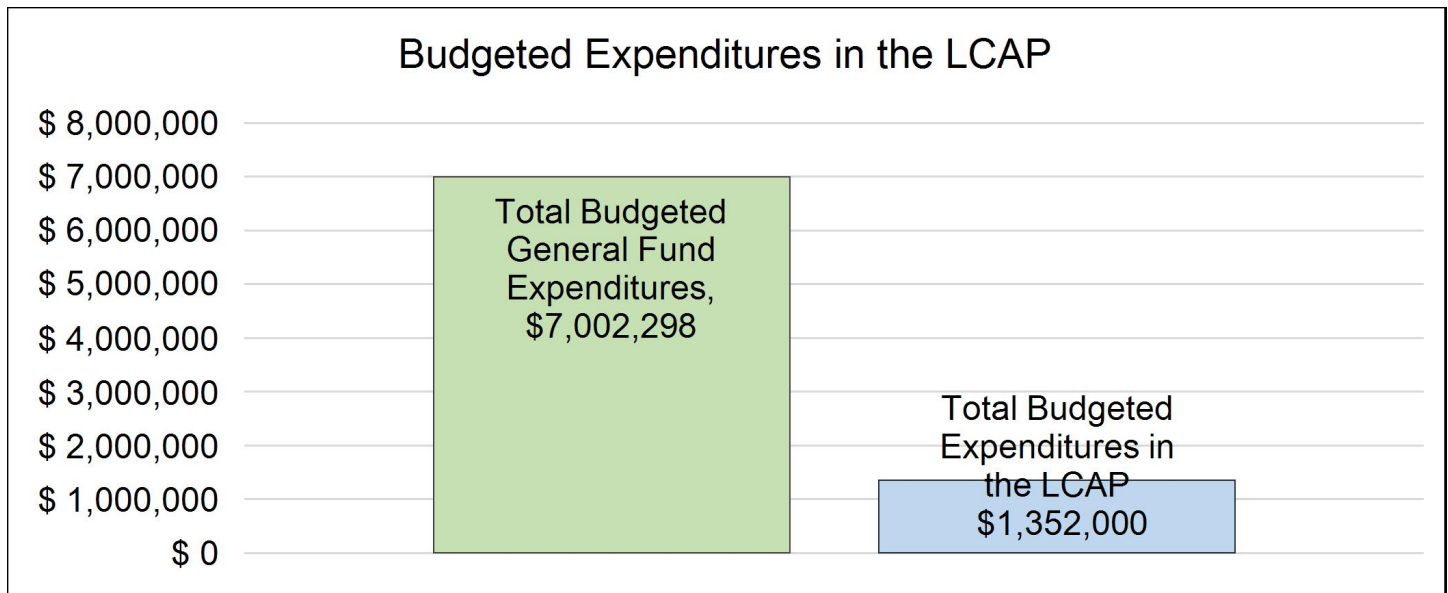
This chart shows the total general purpose revenue ELITE Public Schools expects to receive in the coming year from all sources.

The total revenue projected for ELITE Public Schools is \$7,584,332, of which \$5778287 is Local Control Funding Formula (LCFF), \$919018 is other state funds, \$36558 is local funds, and \$850469 is federal

funds. Of the \$5778287 in LCFF Funds, \$1011235 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much ELITE Public Schools plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

ELITE Public Schools plans to spend \$7,002,298 for the 2021-22 school year. Of that amount, \$1,352,000 is tied to actions/services in the LCAP and \$5,650,298 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None

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

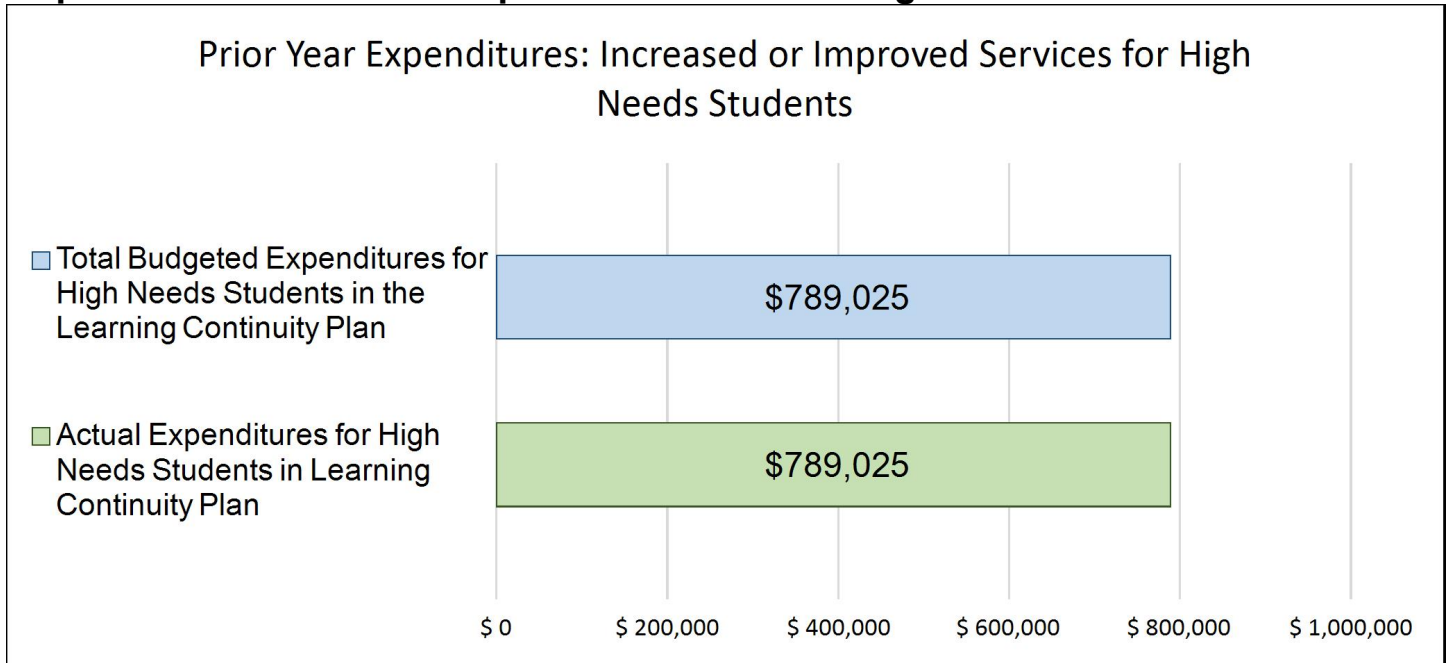
In 2021-22, ELITE Public Schools is projecting it will receive \$1011235 based on the enrollment of foster youth, English learner, and low-income students. ELITE Public Schools must describe how it intends to increase or improve services for high needs students in the LCAP. ELITE Public Schools plans to spend \$727,000 towards meeting this requirement, as described in the LCAP.

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development, and Mathematics, prior to content being taught.
- 2) Students are provided with 2 30 minute tutoring sessions a week (Tuesdays & Wednesdays) after the school day ends. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday. The teacher has a separate Zoom Session for EL. EL also are given a pre-assessment at the beginning of the school year.

- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.
- 5) Parent engagement: Americorp workers are developing a plan for recruitment and retention of volunteers

# LCFF Budget Overview for Parents

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



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

In 2020-21, ELITE Public Schools's Learning Continuity Plan budgeted \$789,025 for planned actions to increase or improve services for high needs students. ELITE Public Schools actually spent \$789,025 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
ELITE Public Schools	Dr. Ramona E. Bishop President/CEO	info@elitepublicschools.org 707-652-3142

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



# Goal 1

All students performing at/above grade level

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
- Local Priorities:
- 1. All students performing at/or above grade level

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> Baseline year</p> <p><b>Baseline</b> n/a</p>	<p>Due to the COVID-19 Pandemic, the California Assessment of Student Performance and Progress (CAASPP) in both English Language Arts and Mathematics was not given.</p>
<p><b>Metric/Indicator</b> 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.</p>	<p>Due to the COVID-19 Pandemic, Cumulative Assessments of English/Spanish Language Arts and Mathematics were not given.</p>

Expected	Actual
<p><b>19-20</b> Baseline year</p> <p><b>Baseline</b> n/a</p>	
<p><b>Metric/Indicator</b> 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</p> <p><b>19-20</b> Baseline year</p> <p><b>Baseline</b> n/a</p>	<p>Due to the Pandemic, the ELPAC was not administered.</p>
<p><b>Metric/Indicator</b> All teachers will attend all professional development workshops and participate in all books studies, planning sessions, etc. designed to enhance their ability to address the needs of all students.</p>	<p>ELITE Teachers participated in the following professional developments: English Language Development Differentiation Content specific training Positive Behavior Interventions and Supports</p>
<p><b>Metric/Indicator</b> 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.</p> <p><b>19-20</b> Baseline year</p> <p><b>Baseline</b> n/a</p>	<p>During the 2019-20 school year, Professional Learning Communities (PLCs) were formed, one at the Elementary Level TK-5th grade, and Secondary Level 6th-8th grade.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide standards aligned materials for all students	Curriculum Materials 4000-4999: Books And Supplies 150,000	Curriculum Materials 4000-4999: Books And Supplies 134,788
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	Staffing TK and Kindergarten teachers 1000-1999: Certificated Personnel Salaries 164,000	Staffing TK and Kindergarten teachers 1000-1999: Certificated Personnel Salaries 164,000
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.	Afterschool coordinators 2000-2999: Classified Personnel Salaries 215,775	Afterschool coordinators 2000-2999: Classified Personnel Salaries 183,503
Entrepreneurial and Soft Skill Integration. Students participate in Junior Achievement program with a culminating showcase event open to the community	Student Activities 5800: Professional/Consulting Services And Operating Expenditures 400	Student Activities 5800: Professional/Consulting Services And Operating Expenditures 0
Engineering (STEM) Students participate in various STEM programs and activities in partnership with local colleges and universities	Student Activities 5800: Professional/Consulting Services And Operating Expenditures 400	Student Activities 5800: Professional/Consulting Services And Operating Expenditures 400
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.	Curriculum Materials 4000-4999: Books And Supplies 80,000	Curriculum Materials 4000-4999: Books And Supplies 91,021
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.	Athletic Director Coaching Stipends 1000-1999: Certificated Personnel Salaries 34000	Athletic Director Coaching Stipends 1000-1999: Certificated Personnel Salaries 34,000
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	Technology hardware and software 4000-4999: Books And Supplies 190,000	Technology hardware and software 4000-4999: Books And Supplies 70,998

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Professional Development 4000-4999: Books And Supplies 30,000	Professional Development 4000-4999: Books And Supplies 18,019
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.	Teacher stipends – curriculum materials 4000-4999: Books And Supplies 35,000	Teacher stipends – curriculum materials 4000-4999: Books And Supplies 22,698
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.	Curriculum Materials 4000-4999: Books And Supplies 35,000 Curriculum Materials 4000-4999: Books And Supplies 30,000	Curriculum Materials 4000-4999: Books And Supplies 59,290 Curriculum Materials 4000-4999: Books And Supplies 0
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.	Professional Development 5000-5999: Services And Other Operating Expenditures 3,000	Professional Development 5000-5999: Services And Other Operating Expenditures 3,000
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.	Technology hardware and software Teacher stipends 4000-4999: Books And Supplies 25,000	Technology hardware and software Teacher stipends 4000-4999: Books And Supplies 18,285

## Goal Analysis

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

The actions and services mentioned above were funded and services were provided.

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

Success include:

Early preparation of students learning about the ELITE Scholar's Graduate Outcomes, and Goals.

The adopted curriculum is a strength to the educational program.

There is clear alignment with Common Core Standards and the adopted curriculum.

There are formative and summative assessments for all grade levels.

Training of all faculty and staff in the adopted curriculum.

ELITE's curriculum is very easy to use and the support we receive from the authors is superior.

The online curriculum tools are engaging to students.

ELITE administration, faculty, and staff maintain high learning expectations for students and works with teachers to achieve them.

The curriculum is rigorous and standards-based.

Curriculum is tied to Common Core Standards.

Regular use of the standardized tests and assessments in all grade levels both in ELA and Mathematics

The Assessments are a great help for teachers in properly assessing the student's strength and weaknesses

The assessment process is preset based on the standards. The students understand expectations and execution.

Using the data to inform instructors of content that students are struggling with.

This year the school has done a better job of collecting and monitoring data.

Benchmarks, progress checks, and daily monitoring of individual student progress is part of the expectation set for teachers

Always good to have collaboration with other teachers.

Weekly updated and guided regarding standardized tests and students needed assessments

Weekly PLC is a great way to collaborate and share and learn from each other.

The culture has been cultivated and grown to allow for transparency and trust.

Most people work together given the circumstances.

Areas of Growth include:

The pacing guide is difficult to maintain.

Teachers needing to be trained in using more engagement strategies in the classroom.

Students need a program to help them with keyboarding.

Teachers needing focused training in the integration of the Science and Social Studies standards.

Students having technology challenges.

Drill down in Professional Development of CCSS, learning objectives, action steps in the lesson, and assessment for mastery.

More time to collaborate on student performance on assessments

Continue to provide professional development

More Grade Level collaboration

Teachers mentoring teachers in the areas of best practice

Additional time to discuss students who need additional support in all of classes



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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teachers	\$1,337,404	\$1,309,961	Yes
Classified Instructional Aide Staff	\$10,000	\$10,000	Yes

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

For the 2021-22 school year students were given an option of attending school 100%. School is open Monday - Friday from 7:50 am - 3:30 Mondays, Tuesdays, Thursdays, and Fridays for grades TK-8th Grade. Grades 9 - 11 grade school day ends at 2:30 pm Mondays, Tuesdays, Thursdays, Fridays. Wednesdays are minimum days where school ends at 12:45 pm.

### Analysis of In-Person Instructional Offerings

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

Successes in implementing in-person instruction:  
 Having most of the student body back on campus  
 Having resources to test students for COVID-19

Challenges in implementing in-person instruction:  
 Zooming with Distance Learners at the same time as teaching In-Person  
 Ensuring students and adults wear facial masks while on campus

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of chrome books	\$114,413	\$128,000	No
Purchase of tablets	\$38,138	\$40,000	No

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

## Analysis of the Distance Learning Program

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

For the 2021-22 school year, ELITE families were provided the option of Distance Learning, in addition to In-Person Learning. Families who chose distance learning as an option are provided a device so the students can access classroom instruction via Zoom. Distance Learning school day mirrors the In-Person school day. Teachers participate in weekly professional development through our Professional Learning Community. Professional Development consist of focusing on topics that supports differentiation in the classroom, English Learners, and Special Education.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development	\$5,000	\$5,000	No
Curriculum	\$10,000	\$10,000	Yes
Classified Instructional Aide Staff	\$10,000	\$10,000	Yes

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

## Analysis of Pupil Learning Loss

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

To address pupil learning loss:

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development.
- 2) Students are provided with differentiated instruction throughout the school day. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

The following assessments are administered:

- 1) Benchmark Advance/Adelante Oral Reading Record, Smarter Balanced Interim Assessments for Language Arts grades 3rd - 11th.

2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners, Smarter Balanced Interim Assessment for Mathematics grades 3rd-11th

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

ELITE is a Full Service Community School. We believe that to perform academically students must have their basic needs, including their socio-emotional needs met.

As such, we have a dedicated Vice Principal who coordinates our Full Service Community Schools program. His role is to coordinate and provide support for our tier two and tier three students. Support is provided for students who need mental health counseling, tutoring, basic supplies and materials, extracurricular activities, etc..., through partnerships with community agencies.

We currently have partnerships with Samuel Merritt College Nursing Program, Solano County Office of Education, Napa County Office of Education, and the Junior Jaguars Sports program, to provide additional resources and support for our students.

Student Wellness Centers: Through the generous support of the Solano County Office of Education, we have secured furniture and materials for elementary and secondary wellness centers. The wellness centers are restorative student-centered spaces where students are seen when additional support is needed. Solano County interns provide counseling and support for students and families, as well as in-class Socio Emotional Learning lessons.

Americorp Program: This year we have a new partnership with Napa County Office of Education through which we will receive two Americorp workers to coordinate volunteers on our campus. This will help us as we strengthen students supports so that all students will graduate with A-G requirements met.

We look forward to continuing to strengthen our Full Service Community Schools program by establishing additional partnerships this school year. Even though we were on Distance Learning Plus for the past year and a half, we were able to add partners in support of our students.

## **Analysis of Pupil and Family Engagement and Outreach**

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

The following actions are taken to support pupil and family engagement and outreach:

- 1) Check in with parents and students with emails, calls, and text messages. We also make home visits when a family couldn't be reached by the previously mentioned methods.
- 2) Provided consistent communication and providing students and families with the appropriate accommodations to meet their needs.

- 3) Connected with parents and provided different alternatives.
- 4) Connected with parents and offered resources that would help support them.
- 5) When we called and/or Zoom with families families, we carefully listened to families in order to support them the way they needed.
- 6) Checked in with families and made sure they had resources in order to be part of in-person and distance learning

## **Analysis of School Nutrition**

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

The student Nutrition Program at ELITE has been active since our first day, August 5th, 2021. For the 2021-2022 school year, we have renewed our contract with Better 4 You Meals who has serviced ELITE since year one. We are currently providing breakfast and lunch for 200 elementary school and middle school scholars in addition to servicing 100 high school students. At the end of August, we will be evaluating the number of students actually taking advantage of our Nutrition program and adjust our order for meals accordingly. Delivery of meals has been timely every day since the beginning of the school year. Lastly, we will be taking steps to have a new food service employee as Ms. Gonzalez will be taking a leave of absence to deal with an unfortunate family circumstance.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

## Overall Analysis

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

A lesson learned from implementing in-person and distance learning programs is the fact that there is no time to waste. Students attention spans are short and require teachers to know and facilitate the learning of major standards in a way that engages learners both in-person and distance. This requires teachers to be savvy with using technology, and masters of the curriculum.

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

To address pupil learning loss:

- 1) All students, take pre-assessments in the areas of English Language Arts, English Language Development.
- 2) Students are provided with differentiated instruction throughout the school day. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teacher determine student placement into groups by using the pre-assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated ELD. The Designated ELD is offered for 30 minutes everyday, Monday-Friday.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

The following assessments are administered:

- 1) Benchmark Advance/Adelante Oral Reading Record, Smarter Balanced Interim Assessments for Language Arts grades 3rd - 11th.
- 2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners, Smarter Balanced Interim Assessment for Mathematics grades 3rd-11th

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

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

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

Our 21-22 through 23-24 goals and objectives remain the same as 2019-20 being that students did not take the CAASPP due to school closing because of the Pandemic.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,347,404.00	\$1,319,961.00
Distance Learning Program	\$152,551.00	\$168,000.00
Pupil Learning Loss	\$25,000.00	\$25,000.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,524,955.00</b>	<b>\$1,512,961.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$152,551.00	\$168,000.00
Pupil Learning Loss	\$5,000.00	\$5,000.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$157,551.00</b>	<b>\$173,000.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,347,404.00	\$1,319,961.00
Distance Learning Program		
Pupil Learning Loss	\$20,000.00	\$20,000.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,367,404.00</b>	<b>\$1,339,961.00</b>

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ELITE Public Schools	Dr. Ramona E. Bishop President/CEO	info@elitepublicschools.org 707-652-3142

## Plan Summary [2021-22]

### General Information

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

The educational experience for students at 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 is also an acronym that 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. ELITE students are 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). 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.

## Reflections: Successes

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

N/A – data for 2020-21 CAASSP Assessment has not been released.

## Reflections: Identified Need

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

N/A – data for 2020-2021 CAASSP Assessment has not been released.

## LCAP Highlights

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

ELITE 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

#### ELITE 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) program
- Sports Program
- Cognitive Development Activities
- Access to and effective utilization of technology
- Engineering program

ELITE's Design Elements include entrepreneurial skill development, language development, a dual immersion pathway and the African American and Latino Cultural Heritage Program. Below each element is described in more detail:

#### 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 participate in Spanish instruction and African-American and Latino Cultural Heritage program TK-12th grades.
- Students have the option of participating in an Immersion Spanish Pathway, which will take place in one class at each grade level from TK – 5th (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 offered in grades TK-5th. 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.



# Comprehensive Support and Improvement

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

## Schools Identified

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

ELITE Public Schools

## Support for Identified Schools

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

ELITE's design elements are rooted in our vision, mission and values. Together these elements promote conditions under which learning best occurs:

Diverse learners, learning for many purposes: We hold our students to high expectations and expose them to rigorous and relevant learning. Our model is designed for flexibility toward the end goal of having all students meet or exceed grade level standards. We allow student needs to dictate how their instructional program is designed. Learning as part of a community. Family partnerships and a professional learning community are essential to enhancing student outcomes.

Competency-based learning: Competency-based learning allows students to move through instructional content in a personalized way. Our model allows for students to work in small groups with teachers and other highly skilled educators. Other students may work with computer-based learning programs, while others may be tutored by students who have mastered a particular concept. All ELITE students must demonstrate mastery to move forward. Students who are not making progress receive increased support and intervention in small groups and/or during afterschool to get students the support they need.

Self-directed learning: Self-directed learning allows students to spend time each day working on projects related to their interests. With support from adults, students follow a learning process that asks them to articulate a question or problem they want to solve, and then make a plan to work, document their learning, and reflect and share their learning and products with relevant community members. This allows students to engage in opportunities to pursue passions. Teachers connect students to rigorous content and real world applications and help students work towards school deadlines and celebrations of learning.

ELITE focuses on ensuring that students receive instruction on the history and accomplishments of mainstream America, while also receiving cross-cultural instruction on the history and accomplishments of African-Americans and Latino as a way of building self-esteem, self-worth, and self-efficacy in students who have been historically-underserved. This instruction will benefit all students as they strive toward being entrepreneurs and leaders in our pluralistic society.

Powerful, applicable and relevant learning for all students is ELITE's goal. A rigorous and relevant curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means.

ELITE seeks to balance more culturally responsive teaching strategies, linked to meaningful student engagement and motivation which will enhance student readiness, making them better equipped for success in higher education. ELITE's curriculum is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics, and the California Preschool Learning

Foundations (Foundations) curriculum (hereinafter, collectively the State Standards). Ultimately, ELITE's instructional approaches will not only lead to students' academic success as lifelong learners, but also help build their self-esteem, self-worth, and self efficacy.

### Pedagogy and Evidence-Based Instructional Practices

All of ELITE's instructional models and instructional techniques have been chosen because they are evidence-based and have proven to be best practices for English Learners and students of color. Teachers will successfully address students' needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. ELITE's instructional content includes language, English Language Arts, mathematics, science and social studies, technology, and physical education and athletics. Each area is discussed in detail below.

### Language:

The foundation for instruction in Spanish Language Arts is the CA Common Core Standards for Spanish Language Arts. The San Diego County Office of Education has developed a version of the Common Core State Standards in Spanish that we use to help facilitate articulation across the grade levels in order to ensure college and career readiness in Spanish and English. Students study informational and fictional texts, in addition to authentic literature in Spanish and will receive academic vocabulary instruction. Students connect established skills in Spanish to developing literacy skills in English. ELITE instruction is designed to meet the linguistic and academic needs of both native English speakers, native Spanish speakers, and native speakers of other languages.

ELITE's language program consist of two pathways:

- 1) Dual Immersion Pathway for grades TK through 5th
- 2) Foreign Language Elementary/Secondary Pathway for grades TK through 12th

### Dual Immersion Pathway:

ELITE meets the needs of all students including English Learners by implementing a Dual Immersion Pathway. ELITE's Dual Immersion Pathway allows students to maintain a high level of achievement and reach even higher levels through the end of K-12 schooling. Research findings demonstrate that a quality dual language pathway must include all of the following instructional components to reach these results:  
A socio-culturally supportive school environment.

An incorporation of multiculturalism into instruction and materials, including student's values and ways of learning.

Students working collaboratively and learning together.

An additive bilingual environment.

Ensure that all students maintain their home language while acquiring a second.

Support of all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels.

A celebration of diversity in all its forms.

Dual immersion is about learning both languages from two sources: students learn academic language from the teacher and conversational competencies from native speakers of the language of instruction. Students are able to learn core content and a second language in two-way immersion programs because the knowledge they learn in one language facilitates the acquisition of knowledge in the second language. In other words, when students understand content in one language, they can transfer that content to the second language. In addition, students in two-way immersion programs benefit from the intrinsic cognitive advantages of being bilingual and biliterate (Bialystok, 2007; Lindholm-Leary & Genesee, 2008).

ELITE school leadership and staff work collaboratively to ensure that the educational program adheres to the Guiding Principles for Dual Language Education, as well as the state and federal guidelines.

A general principle of language teaching today is to provide students with language input they can understand and opportunities to use and practice that language. This principle implies that teachers must provide comprehensible input and provide authentic communicative tasks. Strategies for providing comprehensible input include modifying teacher language; using visuals, realia, and graphic organizers to provide nonverbal support; and building on students' background knowledge and experiences. Strategies for encouraging communication include cooperative learning structures to increase peer interaction and extending student responses by asking clarification or expansion questions. In addition, teachers identify language development objectives as an integral part of their content teaching. These goals may differ for native speakers and second language learners within a thematic unit or a particular level. Without such objectives, it is unlikely that students will acquire all aspects of social and academic language proficiency. Below is a list of additional language development teaching strategies used:

Identify the vocabulary that students will need to comprehend a lesson and pre-teach this vocabulary before the lesson.

Identify both content and language objectives for all lessons.

Slow down speech when necessary.

Generate questions that promote higher order thinking but use varying levels of linguistic complexity depending upon the proficiency level of each student.

Provide an environment that is rich in print. This includes word walls, labels for everyday items, and vocabulary lists that are tied to the content being studied in class.

Provide plenty of high-interest and authentic reading materials (fiction and nonfiction) at various reading levels.

Make sure the students have free time in which they can use the language of instruction to talk about their own interests.

Have students work in cooperative learning groups. Regroup when necessary.

Assign individual work with clear guidelines and expectation.

Plan activities that involve Total Physical Response.

Include role-playing activities not only during the language arts period, but also in the content areas.

Use drama and dance in class.

Literacy Instruction.

Assessment.

Using State Standards, teachers at ELITE utilize standards-based, state-adopted curricula for core instruction and supplemental materials to ensure students develop academic habits of mind and acquire life skills that are enduring, essential, and transferable. These high-quality curricula promote and encourage the development of bilingual, biliterate, and cross-cultural consciousness for all students. In addition, staff develop an enhancement of high quality curricula specifically designed for the two-way Spanish immersion program. This structured process includes both vertical and horizontal teacher articulation within and across grade levels and programs. During articulation, staff members clearly delineate learning expectations and curricular alignment. Moreover, teachers integrate their knowledge of subject matter standards, including English Language Development Standards, with core curricula and document their work in yearly backwards mapping.

Based on dual immersion and second language acquisition research, it takes approximately five to seven years to develop cognitive academic language proficiency (CALP). With biliteracy in about seven years as an end goal, ELITE monitors student achievement at critical grade spans. Biliteracy grade span progression is divided into three stages:

Emerging

Expanding

Bridging

## Lifelong language learners

ELITE uses multiple measures to assess students' oral proficiency, literacy, and academic progress toward California State Standards in both English and Spanish. In addition to administering the state standardized assessments, teachers will also use curriculum-embedded assessments to monitor student progress toward the linguistic, academic, and multicultural goals of the program. Data are analyzed on a regular basis by the staff, as well as outside evaluators, to measure student progress toward benchmarks and to guide core and supplemental instruction and intervention, professional development, and program design. Data is shared on a regular basis.

The goals of the Dual Language Immersion Pathway are as follows:

Students will develop high levels of proficiency in their first language

All students will develop high levels of literacy in a second language

Academic performance for both Native and English Speakers will be at or above grade level

All students will demonstrate positive cross-cultural attitudes and behaviors.

The curriculum used for ELITE Literacy is Benchmark Advance/Adelante and StudySync ELA. Benchmark Advance is an integrated reading, writing, speaking, and listening program designed to address the instructional shifts in tandem with CA ELA/ELD instructional framework.

Benchmark Advance meets the five instructional themes:

Building Content Knowledge

Meaning Making

Effective Expression

Foundational Skills

Language Development

StudySync ELA is an integrated print and digital English language arts program for grades 7–12 that is used in multiple implementation models both online and off. StudySync ELA supports student exploration in the classroom and beyond.

ELITE has a balanced literacy program of instruction and assessment organized around State Standards. It is the aim of the ELITE literacy program that all students will be literate readers and writers in their primary language by third grade. ELITE students will also demonstrate a love of reading and writing for pleasure, proficient use of reading and writing for academic learning, and proficient reading, writing and speaking in two languages (English and Spanish) by eighth grade.

The elements of literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of reading aloud although the children are actually listening, commenting, and joining in on familiar parts. In independent reading, the child is in full control of the process, with little or no teacher support. The same applies to the different contexts for writing. Students read from a variety of reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, digital material, newspapers, and text books. Reading instruction will emphasize expository and nonfiction text.

ELITE students learn how to acquire information on one's own, to test ideas against one another, and to decide for one's self what notions have merit and which should be rejected or abandoned. ELITE faculty and staff believe that use of lecture and explanation as our primary way of sharing information in the classroom, implies that someone else knows, and all students have to do is listen. This approach, however, disenfranchises students and leaves them vulnerable. ELITE teachers will use strategies that empower our students as learners and

contributors to classroom discussions. For our student's own protection, and for the protection of our democratic society, our students need to learn how to learn. They need to learn to resist, intelligently, efforts to tell them what they need to know. ELITE students will develop intellectual standards that open them up to new possibilities and challenging ideas and that give them the courage and resilience to change their minds when they see persuasive reasons to do so.

ELITE teachers use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, ELITE teachers will modify and acquire new instructional strategies to ensure the most effective instruction for students. Teachers also research and recommend other curricula to support and supplement the program. The writing curriculum emphasizes expository writing.

The five areas of reading instruction are:

**Phonemic Awareness:** The understanding that sounds of spoken language work together to make words. Phonemic awareness instruction helps children learn to read and improves their reading comprehension because they must be able to read words rapidly and accurately. It also helps children learn to spell because they are able to relate the sounds to letters as they spell words.

**Phonics:** The relationship between the letters of written language and the individual sounds of spoken language. Systematic and explicit phonics instruction significantly improves word recognition and spelling, as well as improves reading comprehension.

**Fluency:** The ability to read a text accurately and quickly with expression and meaningful phrasing. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

**Vocabulary:** Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.

**Text comprehension:** Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

## Mathematics

The curriculum used for ELITE Mathematics is as follows: Bridges in Mathematics (TK-5th), Carnegie Learning: Middle School Math Courses 1, 2, and 3 (6th-8th), and Geometry (10th), and UC Davis's Algebra 1 with Computing and Robotics.

### Mathematics in Lower Grades (TK-5th)

A balanced approach to math will include opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. Mathematical understanding and reasoning will always be prioritized before introducing algorithms or steps for solving a problem. The mathematics program at ELITE will be one of assessment and instruction organized around State Standards. The goals of this program will be to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students will then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created formative assessments, school-wide interim and state assessments. Math

instruction will be characterized by teaching the students to: Understand and apply knowledge of numbers; Solve problems; use skills; and apply math to real-world situations.

#### Math in Upper Grades (6th to 12th)

Math in the upper-grades is approached as a tool and perspective with which students can use to understand, analyze, and deconstruct the world around them. In addition to embracing and implementing the Common Core State Standards for Mathematical Practice, ELITE's mathematics is integrated with computing and robotics. Teachers set high expectations for students to understand the concept behind the topic, not simply teaching students how to answer certain types of problems. Students are encouraged to see the importance of perseverance and persistence in mathematics as it is usually through the struggle when true learning occurs. Furthermore, in addition to a "concept-first" approach, teachers and students will spend significant and deliberate time focusing on the processes in mathematics and truly understanding the "why" behind every action. Students will be expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

ELITE also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers will utilize SIOP, GLAD, and other language learner strategies in every lesson and every math lesson contains a language objective. Our math teachers will be expected to be knowledgeable of student language development and using Integrated ELD to make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills. Lastly, ELITE strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but also make explicit connections between math and social justice. Upper grade math teachers at ELITE will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to "go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse." (Shor, Empowering Education) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

#### Science and Social Studies in Lower Grades (TK-5th)

Besides being integrated into the core curriculum through an emphasis on expository reading and writing, science and social studies are presented to the students in thematic units of instruction. ELITE increases the complexity and depth of these units by using the curriculum design process Understanding by Design® for both science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding.

#### Science and Social Studies in Upper Grades (6th to 12th)

The ELITE approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching stories and themes. The big idea acts as a focused reference point throughout the unit for which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but they also allow students to more closely analyze current social and global issues. Throughout the thematic units, teachers will systematically introduce new material so that students are constantly using 5 Power Mindsets: Explain – Students will be able to express and summarize understanding of a topic.

Analyze – Students will be able to make connections and formulate opinions with regards to a topic or theme.

Evaluate - Students will be able to make assertions about validity, relevance, and/or quality of a work, idea, or topic.

Justify - Students will be able to defend assertions by providing textual evidence, life experience, or statistical data.

Create – Students will be able to demonstrate understanding through presentations, skits, essays, engineer design, or any other rigorous performance task.

### Technology

The technology is used throughout the instructional day. ELITE scholars use technology as a means to showcase what they have mastered within their learning. Some of the technology enhanced goals we wish our students to master while attending ELITE are to demonstrate proficiency in the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

There are significant ways that technology assist ELITE in sustaining its vision for student achievement and deliver on its mission's promise. Students have regular access to computers through stationary and mobile computer labs. Community members at ELITE are drawn by the Charter School's college-bound culture and by the prospect of having their children grow up knowing three languages (English, Spanish, and Coding) rather than one. ELITE understands that by graduating with strong coding skills, students will have pathways to opportunity when navigating the world in their futures.

As the world becomes increasingly connected by technology, the “third language” that is integral to the fabric of our school is the language of technology. There is huge potential at the intersection of technology and this community's commitment to language, and we capitalize on this. Students at ELITE not only demonstrate fluency in Spanish and English, but also fluency in technological skill, in order to possess the knowledge, skills, and confidence needed to successfully navigate their educational journeys. ELITE provides that “third language” instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of our school. We create meaningful opportunities for our students to engage with technology in a way that's going to allow them to find their own voices while pushing their critical thinking.

### Engineering and Computer Science Curriculum TK-12

ELITE instructional program supports students in becoming engineers, scientist and other math based professionals. ELITE is a part of the UC Davis C-STEM program. This program provides a unique combination of enrichment activities, hands on learning, academic support, industry involvement and supportive community involvement. Students focus on general engineering principles with an emphasis on Engineering, Robotics, and Coding.

### Physical Education and Athletic Program

ELITE students are expected to excel academically and in activities that help them become wellrounded adults. We see athletics as a core component of the ELITE program. During the school day, all students participate in a variety of athletic activities so that they get an opportunity to explore and determine which ones they like and may wish to spend more time learning. ELITE staff members expose students to the traditional sports, but also share sports in which students of color are underrepresented. The after-school sports allows for students to hone their skills in their sport of choice and work to become competitive. The activity hour is focused on activities that strengthen students' cognitive abilities, which will assist them with their academic and athletic pursuits. All ELITE scholar athletes are expected to demonstrate strong sportsmanship skills and respect for their team members and coaches. Moreover, ELITE is committed to ensuring that all students

graduate having experienced physical education instruction that best aligns with the ELITE's unique educational program in addition to meeting the physical education state of California content standards summarize.

### Instructional Strategies and Models to Support Student Learning

ELITE employs a variety of instructional strategies and models including: culturally responsive teaching, understanding by design, sheltered instruction observation protocol, Socratic seminars, time on task, differentiated instruction, cooperative learning, and direct instruction. Each strategy is discussed below.

#### Culturally Responsive Teaching

Culturally responsive teaching is one of the key pedagogical strategies employed at ELITE. Because one of the stated goals of the school is to eliminate the opportunity gap, instructors will use novels exposing students to the mainstream history and culture, with a particular emphasis on the history and culture of African-American and Latino students. Students will also be exposed to instructional strategies designed to enhance engagement and increase academic achievement by making lessons relevant to student experiences and interests. Culturally responsive pedagogy draws on the unique cultural knowledge, experiences, frames of reference, and learning styles of diverse students to make learning experiences more effective for them. It validates and affirms the student experience, enhancing their ability to perform at high levels (Gay, 2004). All staff members are trained in these instructional practices and use materials that enhance the self-concept, self-esteem, and self efficacy of all ELITE students.

#### Understanding by Design (UbD®)

ELITE believes that to truly learn and retain more, there must be opportunity to reflect, internalize, and apply the content being taught. Understanding is the ability to transfer learning to new, different and unique experiences. UbD® allows the school to avoid the “inch deep, mile wide curriculum.” UbD® is a framework for project-based learning. The primary goal of UbD® is student understanding, the ability to make meaning of big ideas and transfer their learning. Teachers guide students to these understandings and set a purpose for learning by using Essential Question such as:

From whose viewpoint are we seeing or reading or hearing this? From what angle or perspective? How do we know when we know? What's the evidence, and how reliable is it? How are things, events or people connected to each other? What is the cause and what is the effect? How do we fit together? What's new and what's old? Have we run across this idea before? So what? Why does it matter? What does it all mean?

Teachers develop science and social studies units and projects based on State Standards using the UbD® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (e.g., math, language arts, art, speaking, performing) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation, and skill proficiency. Every unit has technology components that assist students in learning and in expressing their understandings.

#### Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model (Echevaria, Vogt & Short) was developed to provide teachers with a well articulated, practical model of sheltered/SDAIE instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. However, as a dual immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (SLs). The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high



quality instruction for language learners are embedded within the SIOP Model. The eight interrelated components of the SIOP Model include: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, review & assessment

### Socratic Seminars

Socratic Seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. Instead, discussions are a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner. Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

### Time on Task

We wish to ensure that all ELITE students are on task 100% of the time, making maximum use of each instructional minute by the daily reflection of the allocation of the time and resources necessary for each student to meet or exceed grade level standards. ELITE teachers prioritize and align instructional time with goals. Teachers will adjust, add, or eliminate, as determined by student performance on assigned tasks. Culturally responsive strategies are used to ensure that students remain attentive throughout the day. Aligning instructional time based on the needs of our students keeps teachers from allotting time based on personal preferences, ideologies or curricula. The learning center model also allows for students to get extra support in small groups when working on concepts that are difficult for them. We ensure time is used in the most effective way and schedule check-ins during data meetings and whole-school interim data analysis (Results Oriented Cycle of Inquiry- ROCI) to ensure acceleration toward goals.

### Differentiated Instruction

Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional need within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and one on-one instruction as well as ample small group learning time. These groups are a key component of the ELITE Learning Center model, which is designed to address the unique learning needs of Special Education Students, English Learners, Standard English Learners, and tier 2 and 3 students. Differentiated instruction also benefits students who are performing at or above grade level as they have a chance to complete project or receive instruction designed to accelerate their progress. Differentiated instruction is implemented during the regular school day, in all instructional blocks, throughout all content. Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Academic Support Assistance). These highly qualified individuals also work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention.

### Cooperative Learning

Cooperative learning is a teaching/learning technique where ELITE students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (ELs, SELs, and SLs) to interact linguistically with native speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically. A main goal is cooperation versus competition or individualism. Cooperative learning has also been shown to be an excellent instructional strategy for students of color.

### Direct Instruction

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning into long term memory. Direct instruction is characterized by five phases at ELITE: Orientation, Presentation (I do), Highly Structured Practice (we do), Guided Practice (we do), and Independent Practice (you do).

## Monitoring and Evaluating Effectiveness

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

Monitoring and Evaluation of ELITE Scholars begins with our multitiered response: Tier I, II, and III.

### Tier I High Achieving Students

Students whose diagnostic assessment scores show that they are above grade level in English Language Arts and/or Mathematics will receive Tier I instruction and participate in academic enrichment activities. Parents will be notified through a parent conference and/or at a Student Success Team meeting. Students will have opportunities to complete advanced projects in Reading and Language Arts, Mathematics, Social Studies, Science or Technology. They will complete these activities in lieu of, or in addition to their Tier 1 activities for the day. If students have mastered the standards for the day, they will complete projects in lieu. These projects will be done either in small groups or on an individual basis. They will be completed during the academic day and/or during the afterschool homework/extended day period.

### Tier II Low Achieving Students – Targeted Support

Students whose diagnostic assessment scores show that they are below grade level in English Language Arts and/or Mathematics will receive Tier II targeted intervention and support and will each have a plan, developed by their teacher, that allows for their day to be structured so that they receive the support they need to meet grade level standards. Typically, students who need Tier II intervention will be referred to the Full-Service Community Schools Coordinator, where school staff, particularly the classroom teacher, and their parent meet to develop a plan for success. If a student needs intervention prior to the SST being developed, parents will be notified via a phone, or in-person parent conference. The student success plan, as facilitated by the classroom teacher, could include reading and writing groups, math lab, after-school skill builders and homework help, etc. Students will be regularly re-assessed on the beginning of the year diagnostics to determine if they are making progress toward shoring up gaps in their knowledge. Teachers will also give formative and summative

assessments on a regular and coordinated basis to monitor student performance school-wide and make adjustments to the instructional program where necessary.

#### Tier III Students (TK-8) – Intensive Intervention

Students who are not successfully supported using Tier I and Tier II strategies alone will receive more intensive services, in addition to what is already provided in Tiers I and II. The Student Success Team will identify a plan to address the student's needs, which could consist of more intensive wraparound services, a referral for Special Education services, more intensive tutoring or mentoring services, etc. The Full-Service Community Schools Coordinator will facilitate and monitor Student Success Plans developed for Tier III students. If a student is identified for Special Education, case management becomes the responsibility of the Special Education staff.

#### Tier III Students (9-12) – Intensive Intervention

ELITE's Warriors for Social Justice (WFSJ) program, administered by the Justice Liaison, is for students who need intensive support to successfully complete grades 9-12. Students are fully integrated into the ELITE high school program schedule but receive additional supports during the school day and after-school. The Warriors for Social Justice program is designed to keep students in school, therefore increasing graduation rates and reducing dropout rates. The purpose of this structural design is to address the individual academic needs of all students enrolled. Each element will practice a blended instructional practice mixed with project-based learning, e-Learning, and traditional learning techniques to engage and encourage the student to be an active participant in their own academic process.

In the area of English/Spanish Language Arts and Mathematics, students are assessed throughout the school year. Weekly assessments are given in the area of English/Spanish Language Arts. In the area of Mathematics, assessments are given approximately every 20 days. For each content area, teachers are provided with pacing guides to ensure assessments are given on a regular basis.

#### Monitoring and Evaluating ELITE English Learner Scholars

ELITE classifies students as Initial Fluent English Proficient (IFEP) based on state guidelines for ELPAC scores in all categories of listening, speaking, reading, and writing. For students in Kindergarten, reading and writing scores are not criteria considered for IFEP classification. ELITE may change a student's status to Reclassified Fluent English Proficient based on state guidelines. Once students are proficient, they are Re-designated Fluent English Proficient (RFEP). After a student is RFEP'd, they no longer take the ELPAC; however, their progress continues to be monitored for two years.

For a student to be reclassified, the Principal/HRO and classroom teacher meet to review each student's progress toward English proficiency and make the final determination whether the student should be Reclassified Fluent English. The parent is invited to attend this meeting. A student is determined to be proficient based on the following criteria:

- \* Teacher recommendation based on progress towards grade-level standards
- \* Report card grades, ongoing assessments (benchmarks, formative and summative), writing samples and overall academic performance
- \* Student performance on state standardized assessments
- \* Student performance on ELPAC test
- \* Parent/guardian input in response to written notification of possibility of reclassification

ELITE monitors the progress of RFEP students for two (2) academic years to ensure they are continuing to excel academically. Students not making adequate progress receive additional support. ELITE evaluates the effectiveness of its education program for EL's by:

- \* Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- \* Monitoring student identification and placement.

\* Monitoring availability of adequate resources.

\* Monitoring distance from met data year-over-year on the CAASPP for 3rd through 8th and 11th grade ELs.

#### Monitoring and Evaluating ELITE Students with Disabilities

Students with disabilities receive instruction in the least restrictive environment. Using the Individual Education Plan (IEP) as a roadmap, ELITE staff provide a coordinated instructional day for students with disabilities. The ELITE Resource class, allows for Special Education students to be fully integrated into the general education program, with specialized pull-out and push-in support to help students meet their Individual Education Plan goals. Special Education staff members team-teach and facilitate small groups to support students with disabilities as access the core where appropriate or work at their learning level.

# Stakeholder Engagement

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

The effort made to solicit stakeholder feedback:

- 1) Surveyed parents, faculty, and staff
- 2) Held weekly Principal Town Hall Meetings (August-September 2020)
- 2) Scheduled Monthly Parent Zoom Meetings
- 3) Facilitated weekly Professional Learning Communities with ELITE Faculty and Staff Members
- 4) Communicate regularly with parents via email, Class Dojo, Phone call messenger, Text Messages, and Zoom Parent Meeting

A summary of the feedback provided by specific stakeholder groups.

Access to technology parent survey: A total of 633 parents responded to the survey questions below with the following results:

- 26.5% (168) Yes, my child has a device to us for Distance Learning
- 59.% (376) No, my child does not have access to a device for Distance Learning
- 2.1% (13) No my child does not have access to the internet

ELITE's Distance Learning Plus Program: A total of 57 parents responded to the survey with the following results:

- 14% (8) Much better than expected
- 33.3% (19) Better than expected
- 29.8% (17) About what was expected
- 17.5% (10) Not as good as expected
- 5.3% (3) Worse than expected

Distance Learning Challenges:

- 36.8% (21) Technology
- 33.3% (19) Wifi connection issues
- 59.6% (34) Keeping my child engaged
- 59% (34) Not really knowing how my child is progressing
- 15.8% (9) Having my child use Zoom
- 15.8% (9) Having my child navigate Google Classroom
- 24.6% (14) Not having challenges

What would you like to see more of in the area of instruction? A total of 57 parents responded to with the following results:

- 39.5 (17) Visual Aides
- 46.5% (20) Interval teaching: where the teacher teaches for 5-7 minutes then students are asked to demonstrate their learning
- 0% Lecture the entire period
- 55.8% (24) Students doing more hands on activities

## 11.6% (5) Student presentations

ELITE's Parent Survey: A total of 49 parents responded the survey questions below with the following results:

Educational Program: 28.6% Very Satisfied, 40.8% Satisfied, 22.4% Neutral, 6.1% Not Satisfied, 2% Very Dissatisfied

Quality of Teaching: 40.8% Very Satisfied, 32.7% Satisfied, 20.4% Neutral, 2% Not Satisfied, 4.1% Very Dissatisfied

Teaching Methods: 34.7%Very Satisfied, 30.6% Satisfied, 28.6% Neutral, 2% Not Satisfied, 4.1% Very Dissatisfied

Course Offerings: 28.6% Very Satisfied, 42.9% Satisfied, 18.4% Neutral, 6.1% Not Satisfied, 4.1% Very Dissatisfied

Extra-curricular Activities: Afterschool Program - 14.9% Very Satisfied, 10.6% Satisfied, 40.4% Neutral, 17% Not Satisfied, 12.8% Very Dissatisfied

School Facilities: 16.3% Very Satisfied, 24.5% Satisfied, 34.7% Neutral, 20.4% Not Satisfied, 4.1% Very Dissatisfied:

Campus Safety: 6.4% Very Satisfied, 46.8% Satisfied, 17% Neutral, 17% Not Satisfied, 12.8% Very Dissatisfied

Technology: 16.3% Very Satisfied, 30.6% Satisfied, 30.6% Neutral, 16.3% Not Satisfied, 4.1 Very Dissatisfied

ELITE Teacher Distance Learning Survey: A total of 18 teachers responded to the survey with the following results:

5.6% (1) Much better than expected

50% (9) Better than expected

4.4% (8) About what was expected

0% Not as good as expected

0% Worse than expected

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

During the virtual parent meeting listed above a number of parents mentioned that the school day from 7:50-3:30 pm was too long. They asked us to consider shortening the day to 7:50-1:00. Parents also asked that there be no recess due to how difficult it would be for students to want to play on the play structures and be in close proximity with other students. We took their input and revised the original learning plan, by shortening the school day, where students get out of school at 1:40 TK-5th, 2:30 6th-10th. We also took recess off the schedule and inserted 3 breaks within the instructional day. To reduce the amount of times parents come to campus, we have a breakfast and lunch pick up every Friday. Parents receive 5-days worth of frozen breakfast and lunch, with fruit and juice included.

# Goals and Actions

## Goal

Goal #	Description
1	All students performing at/above grade level

An explanation of why the LEA has developed this goal.

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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Once the baseline is established in 2020-21, 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				By 2022-23, our desired outcome is to increase percentage of students who meet or exceed the standards on the CAASPP in both ELA and Mathematics by 9 to 15 percentage points.
Once the baseline is established in 2020-21, ELITE will increase percentage of students who meet or exceed the	n/a				By 2022-23, our desired outcome is to increase percentage of students who meet or exceed the standards on the CA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards on the CA Spanish Assessment by 3 to 5 percentage points each year.					Spanish Assessment by 9 to 15 percentage points.
Once the baseline is established in 2020-21, 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				By 2022-23, our desired outcome is to increase percentage of English Learners meet or exceed the standards on the ELPAC assessment by 9 to 15 percentage points.
All teachers will attend all professional development workshops and participate in all books studies, planning sessions, etc. designed to enhance their ability to address the needs of all students.	n/a				By 2022-23, our desired outcome is to have all teachers trained in the curriculum they are teaching.
All teachers will utilize designated curriculum materials and planning and pacing guides to ensure that all students are accessing standards-based, rigorous instructional materials	n/a				By 2022-23, our desired outcome is to have all teachers trained adhering to the planning and pacing guides in all content areas.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and lessons aligned to ensure their success on local summative and cumulative, and state assessments.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Adoption of rigorous and relevant curriculum aligned to the Vision and Mission of ELITE	<p>Rigorous and relevant curriculum and culturally responsive pedagogical strategies will be utilized on a daily basis using carefully selected culturally responsive 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:</p> <p>English Language Arts:            1) TK-6: Benchmark Advance/Adelante            2) 7th-12th: McGraw Hill - StudySync</p> <p>Mathematics TK-12:            1) TK-5: Bridges in Mathematics            2) 6th-8th: Carnegie Learning Middle School Math Courses 1, 2, 3            3) UC Davis: Algebra I with Computing and Robotics            4) Carnegie Learning: Geometry</p> <p>Science TK-12            1) TK-5th Benchmark Advance/Adelante            2) 6th-8th Elevate Middle Grades Science CA (Integrated Science I, II, III)            3) CA Miller Levine Biology            4) CA Experience Chemistry</p> <p>History/Social Science:            1) TK-6: Benchmark Advance/Adelante            2) Discovery Education: Ancient World History - 6            3) Discovery Education: Medieval and Early Modern World History - 7            4) Discovery Education: US History - 8</p> <p>UC Davis C-STEM:            1) TK-8th Roboblockly</p>	\$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2) Robotic Technologies 3) Computing with Robotics Spanish 1) Español Santillana 1, 2 and 3		
2	Full-Day Instructional Program for students ages 4 and 5 (Transitional Kindergarten & Kindergarten)	Full-Day Transitional Kindergarten and Kindergarten program.	\$200,000.00	
3	ELITE's Afterschool Program	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. While closed due to the pandemic, we reallocated afterschool program staff to support classroom instruction.	\$330,000.00	
4	UC Davis C-STEM Program	The C-STEM Math-ICT Curriculum and C-STEM ICT Pathway provide K-12 students with 13 years of hands-on integrated math and computer science education, in compliance with both Common Core Math and CS Standards, with coding in Blockly and Ch/C/C++ using Barobo Linkbot, Arduino, and Raspberry Pi.	\$5,000.00	No
5	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. ELITE scholars are exposed to the lived experiences of those who have been silenced, othered and erased from not just the critical historical development of America, but instrumental contributions to the foundation of this country. The “Teach-In” was developed to enhance and leverage the collective potential of underserved and underrepresented communities via a virtual safe-space in an educational setting. Central to this work is –	\$80,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>(1) Centering the lived experiences so to connect with and encourage scholars to dream, while enhancing their preparedness for the future.</p> <p>(2) Through intentional representation, scholars will be exposed to BIPOC community members with a variety of backgrounds and experiences, to instill the grand possibilities of their future....when we know better we do better.</p> <p>(3) A significant part of this program is about nurturing pride and achievement, which in turn enhances the academic success of scholar participants.</p> <p>(4) As a consequence of intentionally centering the need to elevate scholar exposure to people, places, things, and incidences connected to our present reality, the gaps of failed achievements via the public-school system will eliminate the school-to-prison pipeline. Alternative methodologies of educating student scholars will accelerate their appreciation for knowledge of self. At the end of the day, the goal is to provide pathways, while decreasing implicit biases, criminalization, and touches with the carceral system. Students traditionally taught from a deficit perspective, will know their worth and achieve at higher levels.</p> <p>(5) Provide scholars with skills incumbent upon community leaders and social justice warriors, able to articulate, advocate, and provide agency for those left vulnerable and disenfranchised in community.</p>		
6	Technology	Students utilize technology to enhance their learning on a daily basis and 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.	\$100,000.00	No
7	Professional Development (Curriculum)	ELITE Faculty & Staff Professional Development topics includes: Student data analysis, grade level collaboration, articulation, 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.	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
8	Teacher Stipends	ELITE Teachers receive stipends for but not limited to the following: 1) Classroom supplies 2) Class size overages 3) Meeting and/or Exceeding student learning objectives 4) Reimbursement toward work toward credentialing	\$15,000.00	

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Affirming, Safe, and Supportive School Environments

An explanation of why the LEA has developed this goal.

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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Once the baseline is established during the 2020-21 school year, the percentage of students suspended will decrease by 3 to 5 percentage points each year	n/a				By 2022-23, our desired outcome is to decrease the percentage of students suspended by 9 to 15 percentage points.
The percentage of student expulsions will decrease by 3 to 5 percentage points each year.	n/a				By 2022-23, our desired outcome is to decrease the percentage of students expelled by 9 to 15 percentage points.
Maintain Average Daily Attendance at 94% or higher during each reporting period.	n/a				By 2022-23, our desired outcome is to maintain average daily attendance at a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
If it drops below, implement strategies to raise the percentage during the next reporting cycle					minimum of 94% or higher during each reporting period.
The percentage, by ethnicity, of students suspended and expelled will be proportionate to enrollment by ethnicity	n/a				By 2022-23, our desired outcome is to ensure the percentage of students expelled or suspended is proportionate to enrollment by ethnicity.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	ELITE's Full Service Community Schools Liaison	Full Service Community Schools liaison coordinates services for students who are in need of additional support to meet the ELITE Standards of Excellence	\$70,000.00	
2	Virtual and/or In-Person Wellness Check-ups	ELITE administrators and teachers facilitate both virtual as well as in-person wellness checks. We believe that by maintaining consistent check-ups with our student's and their families fosters good home-school connections by recognizing the skills and strengths that families bring to the school and by seeing them as valuable resources.	\$5,000.00	
3	Faculty & Staff Professional Development (Creating a Safe and Supportive Environment)	ELITE faculty and staff receive training in and expected to fully implement the following best practices toward creating a safe and supportive environment: 1) Positive Behavior Intervention and Support 2) Restorative Justice 3) Trauma Sensitive practices 4) Youth Suicide Awareness, Prevention, and Post-intervention	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		5) Active Shooter 6) Pandemic Protocols 7) Sexual Harassment: Policy and Prevention 8) Mandated Reporter 9) Cyberbullying Student and parent leaders will participate in the training so that they can provide input as staff works toward proper implementation and continuous improvement.		
4	Comprehensive School-wide Safety Plan	Faculty and staff, as well as parent leaders participate in providing feedback into the School Safety Plan. The plan includes monthly emergency drills to be carried out by all persons within the school building.	\$10,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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





# Goals and Actions

## Goal

Goal #	Description
3	All students graduated with A-G requirements met and some college credit

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual 3 to 5% increases in graduation rates for all student groups	n/a				By 2022-23, our desired outcome is to establish our baseline then every year after increase the percentage of students who graduate between 3 to 5 percentage points each year.
Annual 3 to 5% increase in A-G completion rates	n/a				By 2022-23, our desired outcome is to establish our baseline then every year after increase the percentage of students completing A-G course work between 3 to 5 percentage points each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students enrolled in a broad course of study as evidenced by 4 Year Graduation Plan	n/a				By 2022-23, our desired outcome is to have 100% of students enrolled in a broad course of study as evidenced by the 4 Year Graduation Plan.
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				By 2022-23, our desired outcome is to have 100% of unduplicated pupils will have had access to a rigorous college predatory instructional program with an emphasis on building their proficiency in STEM coursework with an emphasis on Engineering and Technology.
100% of students will participate in college awareness trips and activities	n/a				By 2022-23, our desired outcome is to have 100% of students will have participated in college awareness trips and activities.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Establish Post-Secondary Partnerships	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	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students and parents, as well as learning trips for all students to at least one college per academic year. Our partnerships consist of : 1) UC Davis 2) Merritt College 3) Solano Community College		
<b>2</b>	A-G Requirement Outreach Program	ELITE's A-G Requirement Outreach Program is ensuring all high school students and their families understand the University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC maintains public "a-g" course lists that provide complete information about the high school courses approved for admission to the university. This program is designed to ensure all ELITE students graduate meeting the "a-g" requirements.	\$10,000.00	No
<b>3</b>	ELITE's Microcollege Program	ELITE's Microcollege Program is committed to helping first generation college students complete college and launch professional careers. The program enables students to complete up to two years of college classes at no cost and provide them intensive coaching and support until they earn their college degrees and begin professional careers.	\$10,000.00	No
<b>4</b>	ELITE's Graduation 4 Year Plan	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.	\$10,000.00	No
<b>5</b>	English Learner Monitoring	EL students progress is monitored on a quarterly basis to ensure that they are accessing core curriculum and receiving academic support on a daily basis.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Foster Youth Monitoring	Foster youth are 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.	\$10,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Parent Involvement and Community Partnerships

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
70-100% parent attendance at School Site Council and English Learner Advisory Committee with representation of unduplicated and Special Education pupils	n/a				By 2022-23, our desired outcome is to have a minimum of 70% of parent attendance at School Site Council and English Learner Advisory Committee with representation of unduplicated and Special Education pupils.
100% Teacher Usage of PowerSchool - Student Information System	n/a				By 2022-23, our desired outcome is to have 100% of teachers fully utilizing PowerSchool to communicate with parents regarding student academic progress.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
75% or more of parents attend family gatherings and workshops	n/a				By 2022-23, our desired outcome is to have a minimum of 70% of parents attend family gatherings and workshops.

## Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$80,000.00	
2	School to Home Communication	We promote positive home-school connections by ensuring that all communications with parents, oral, verbal and in writing are in both languages of instruction.	\$2,000.00	No
3	Parent Family Gatherings & Workshops	ELITE family gatherings and workshops 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.	\$10,000.00	No
5	ELITE's Family Wellness Center	ELITE's Family Wellness Center offers free, confidential counseling on-campus and connects students and families to vital community resources. Students may access the Wellness Center directly by appointment, or through referral from a parent, teacher or peer.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	ELITE's Parent-Student-Teacher Quarterly Conferences	ELITE's Parent-Student-Teacher Conference is a face-to-face or virtual meeting between teachers and one or both parents (or guardians) of a student. It is an opportunity to discuss a student's academic progress and social behavior. These meetings take place each quarter.	\$20,000.00	No
7	PowerSchool: Student Information System	School staff members receive training in and fully utilize PowerSchool - the Student Information System. Access to student assignments and grades 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.	\$35,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	Students of All Backgrounds Thriving Academically

An explanation of why the LEA has developed this goal.

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.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of students will be provided enhanced technology experiences to enhance learning as evidenced by high rubric scores on performance tasks.	n/a				By 2022-23, our desired outcome is to have 100% of students using technology to enhance their learning.
Disproportionate student outcomes addressed strategically through the implementation of an inquiry cycle.	n/a				By 2022-23, our desired outcome is to have quarterly review of disproportionate student outcomes using an inquiry cycle.
Reduction of the achievement gap as measured by disaggregated student scores on CAASPP,	n/a				By 2022-23, our desired outcome is to have decreased the achievement gap by 9



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
graduation and dropout data, A-G completion rates, student suspension and expulsion.					to 15 percentage points.
100% highly qualified teachers, administrators and support staff members actively participating in all required professional development sessions.	n/a				By 2022-23, our desired outcome is to have 100% of highly qualified teachers, administrators and support staff members actively participating in all required professional development.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	UC Davis C-STEM Programming	The C-STEM Math-ICT Curriculum and C-STEM ICT Pathway provide K-12 students with 13 years of hands-on integrated math and computer science education, in compliance with both Common Core Math and CS Standards, with coding in Blockly and Ch/C/C++ using Barobo Linkbot, Arduino, and Raspberry Pi.	\$50,000.00	No
2	Technology	Students utilize technology to enhance their learning on a daily basis and 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.	\$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Elementary & Secondary Professional Learning Community	Elementary and Secondary 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.	\$25,000.00	No
4	Instruction and Learning Support Core Content Intervention	ELITE students have the opportunity to receive academic tutoring in the core content areas. Tutoring takes place after school hours.	\$20,000.00	

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

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

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

## Required Descriptions

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

The needs of foster youth, English learners, and low-income students are being met by the following actions:

- 1) Students take assessments in the areas of English Language Arts, English Language Development, and Mathematics as outlined in the pacing guides.
- 2) Students are provided weekly tutoring sessions. Students are placed in one of three groups, Intensive, Strategic and Advanced. Teachers determine student placement into groups by using the formative assessment results.
- 3) English Learner (EL) students are provided both Integrated and Designated English Language Development (ELD). Designated ELD is offered for 30 minutes everyday, Monday, Tuesday, Wednesday, and Friday. Teachers have a separate class session for teaching Designated ELD. EL's also are given a assessment throughout the school year.
- 4) Foster youth and pupils experiencing homelessness are case managed by the Full Service Community Schools (FSCS) Coordinator. In the event families are in need of social services, the FSCS Coordinator connects the families to the appropriate local agency to support the family in resolving the issue.

TK-6th Grade - the following assessments are administered throughout the school year:

- 1) Benchmark Advance/Adelante Oral Reading Record (administered 3 times a year), Interim ELA/SLA Assessments (administered 4 times a year), Benchmark ELPAC Interim Assessments for EL
- 2) Bridges In Mathematics: Number Corner Baseline and quarterly assessments and Unit Screeners

7th - 10th Grade - the following assessments are administered throughout the school year:

- 1) English Language Arts - Unit Assessments and Benchmark Forms 1, 2, 3, and 4
- 2) Mathematics - Topic Post Test (administered every 15-20 days)

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

Services for foster youth, English learners, and low income students begins with a Student Success Team (SST) Meeting. The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

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



- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

## Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This



description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,172,000.00		\$30,000.00	\$175,000.00	\$1,377,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$796,000.00	\$581,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Adoption of rigorous and relevant curriculum aligned to the Vision and Mission of ELITE	\$110,000.00			\$50,000.00	\$160,000.00
1	2		Full-Day Instructional Program for students ages 4 and 5 (Transitional Kindergarten & Kindergarten)	\$180,000.00			\$20,000.00	\$200,000.00
1	3		ELITE's Afterschool Program	\$300,000.00		\$30,000.00		\$330,000.00
1	4	All	UC Davis C-STEM Program	\$5,000.00				\$5,000.00
1	5	All	Ethnic Studies (English Language Arts and History/Social Science)	\$65,000.00			\$15,000.00	\$80,000.00
1	6	All 6th - 10th Grade Students	Technology	\$50,000.00			\$50,000.00	\$100,000.00
1	7	All	Professional Development (Curriculum)	\$15,000.00				\$15,000.00
1	8		Teacher Stipends	\$15,000.00				\$15,000.00
2	1		ELITE's Full Service Community Schools Liaison	\$30,000.00			\$40,000.00	\$70,000.00
2	2		Virtual and/or In-Person Wellness Check-ups	\$5,000.00				\$5,000.00
2	3	All	Faculty & Staff Professional Development (Creating a Safe and Supportive Environment)	\$10,000.00				\$10,000.00
2	4	All	Comprehensive School-wide Safety Plan	\$10,000.00				\$10,000.00
3	1	All	Establish Post-Secondary Partnerships	\$5,000.00				\$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	9th - 11th grade students	A-G Requirement Outreach Program	\$10,000.00				\$10,000.00
3	3	9th - 11th grade students	ELITE's Microcollege Program	\$10,000.00				\$10,000.00
3	4	9th - 11th grade students	ELITE's Graduation 4 Year Plan	\$10,000.00				\$10,000.00
3	5	All	English Learner Monitoring	\$10,000.00				\$10,000.00
3	6	All	Foster Youth Monitoring	\$10,000.00				\$10,000.00
4	1		Full Service Community Schools and Afterschool/Parent Liaison Support Staff	\$80,000.00				\$80,000.00
4	2	All	School to Home Communication	\$2,000.00				\$2,000.00
4	3	All	Parent Family Gatherings & Workshops	\$10,000.00				\$10,000.00
4	5	All	ELITE's Family Wellness Center	\$10,000.00				\$10,000.00
4	6	All	ELITE's Parent-Student-Teacher Quarterly Conferences	\$20,000.00				\$20,000.00
4	7	All	PowerSchool: Student Information System	\$35,000.00				\$35,000.00
5	1	All	UC Davis C-STEM Programming	\$50,000.00				\$50,000.00
5	2	All	Technology	\$70,000.00				\$70,000.00
5	3	All	Elementary & Secondary Professional Learning Community	\$25,000.00				\$25,000.00
5	4		Instruction and Learning Support Core Content Intervention	\$20,000.00				\$20,000.00

**Contributing Expenditures Tables**

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$0.00	\$0.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

