Elite Academic Academy Work Force Investment- Board Meeting

https://global.gotomeeting.com/join/898493077 United States (Toll Free): 1 866 899 4679 Access Code: 898-493-077

June 20, 2019, at 4:00 pm

43414 Business Park Drive Temecula, CA 92590

23504 Lyons Avenue Suite 403 Santa Clarita, CA 91321

37258 Given Street Palmdale, CA 93552

Elite Academic Academy- Adult Work Force Investment June 20. 2019

Elite Academic Academy- Adult Work Force Investment

Time:

1.0 Call To Order
Roll Call:
Beth Bentley, Jorge Maldonado, Cody Simms

Motion: Second: Vote:

2.0 Approve/Adopt the Agenda
It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting June 20, 2019

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

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

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

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

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

6.0 Pledge Of Allegiance
Led By:

Time:

7.0 Open Session

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

9.0 General Functions

9.1 Informational Items

A. CEO Report

Professional Development
Please save the dates of August 12/13 for professional development. Exact Date, Time and location TBD.

9.2 Consent Agenda
Motion: Second: Vote:

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

A. Minutes from the June 6, 2019 Board Meeting

06.06.19 EAA-AWFI Minutes.pdf

B. Job Descriptions

JD Admissions and Compliance Technician - Operations Department.docx

JD Assistant Director.docx

JD Business Services Lead.docx

JD Director of Business Services - Education.docx

JD Director of Growth and Development.docx

JD Director of Virtual Learning.docx

JD Independent Study_Blended_Adult Ed Teacher.docx

JD Instructional Learning Coach.docx

JD Lead Teacher.docx

JD Operations Lead.docx

JD Track A Director_Growth and Development.docx

JD Virtual Counselor.docx

JD Virtual Teacher.docx

JD Visual Performing Arts Academy Lead.docx

C. Annual Contract Renewals
It is recommended that the board approve annual contracts that will be used each year to operate the school.

Adult Work Force Investment Annual Contracts_Invoices.pdf

D. Board Meeting Calendar for 2019/20
It is recommended that the board approved the regularly scheduled board meeting calendar for the 2019/20 school year.

EAA-AWFI 2019:20 Board of Directors Meetings.docx

10.0 Personnel Services

10.1 Certificated Employees for the 2019/20 School Year
Motion: Second: Vote:

It is recommended that the board approve the Certificated teaching staff for the 2019/20 school year.

Karen Calleja 19.20 Cert. Contract.pdf

11.0 Business Services

11.1 2019/20 Budget
Motion: Second: Vote:

It is recommended that the board approve the 2019/2020 budget.

AWFI Friendly Budget-2.xlsx

1920-CharterBUDGET-AWFI_.pdf

11.1 Vendor Contract

Motion: Second: Vote

It is recommended that the board approve the contract for vendor services.

2019-2020 VCI 6.20 Vendor Using PO System Packet EAACS-2.DOCX

2019-2020 EMR 6.20 Vendor Packet EAACS.docx

12.0 Educational Services/ Policy Creation

12.1 Local Control Accountability Plan (LCAP)

Motion: Second: Vote:

It is recommended that the board approve the 2019/20 LCAP for Elite Academic Academy-AWFI.

Revised WFI 19-20 LCAP Elite Academic Academy AWFI LCAP 4.18.doc

Federal Addendum AWFI.pdf

12.2 Track A, B and C Calendars

Motion: Second: Vote:

It is recommended that the board approve the 2019/20 Track A, B and C calendars.

Track A (July Start) 2019_20 Calendar Pending Board Approval v0618 .pdf

Track B Calendar v0607.pdf

Track C Calendar v0607.pdf

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next scheduled meeting is August 1, 2019 at 4:00 p.m.

15.0 Board Comments and Future Planning

Time:

16.0 Adjournment

Motion: Second: Vote:

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

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

Elite Academic Academy-Adult Work Force Investment - June 6, 2019

Elite Academic Academy- Adult Work Force Investment

Time: 4:00pm

1.0 Call To Order
Roll Call:
Beth Bentley, Jorge Maldonado, Cody Simms
Present Present Present

2.0 Approve/Adopt the Agenda
It is recommended the Board of Trustees adopt as presented the agenda for the Board Meeting of June 6, 2019
Pulling/Removing Items 12.1 and 13.1

Jorge Beth
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

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

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

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

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

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

6.0 Pledge Of Allegiance Led
By: Jorge Maldonado

Time: 4:03pm

7.0 Open Session

8.0 Public Comment
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9.0 General Functions

9.1 Informational Items

A. CEO Report

LU May Update.pdf

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

Jorge Beth
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

A. Minutes from the May 2, 2019 Board Meeting

May 2, 2019 Minutes

B. Warrant Register

Warrant Register - May 2019 AWFI.pdf

C. Job Descriptions

Education Specialist

Education Specialist JD Updated.docx

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

10.1 2019/2020 Local Control Accountability Plan
The board is to hold a public hearing to receive stakeholder input on the developed local control accountability plan (LCAP).

Hearing Start: 4:07pm
Hearing Closes: 4:16pm

Board Presentation LCAP-PPT.pdf

Revised WFI 19-20 LCAP Elite Academic Academy AWFI LCAP 4.18.doc

10.2 2019/2020 Budget Hearing
The board is to hold a public hearing to receive stakeholder input on the development of the 2019/2020 budget.

Hearing Start: 4:16pm
Hearing Closes: 4:19pm

AWFI Friendly Budget.xlsx

LCAP - AWFI Budget.pdf

11.0 Personnel Services

11.1 Pay Scales
It is recommended that the board ratify the following pay scales for 19/20 employees.

Beth Cody
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

19/20 Salary Ranges

11.2 Employee Contracts
It is recommended that the board approve the following contract templates for the 19/20 school year.

Jorge Beth
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

Certificated

19/20 12 Month Employee

19/20 11 Month Employee

19/20 At Will Employee

19/20 Certificated Director

Classified

19/20 Full-Time Exempt (Salary)

19/20 Full-Time Non-Exempt (Salary)

19/20 Full-Time Non-Exempt (Hourly)

19/20 Part-Time Non-Exempt (Hourly)

19/20 Classified Director

12.0 Business Services

~~12.1 Vendor Contract~~
~~It is recommended the board approve the contract for vendor services.~~ Pull Item 12.1

~~Motion: Second: Vote:~~

Time: 4:22pm

12.2 Fiscal Policies
It is recommended that the board approve the fiscal policies for the Elite Academic Academy- Adult Work Force Investment.

Final Fiscal Policies.docx.pdf

Jorge Cody
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

12.3 Mimeo Contract
It is recommended that the board approved the Mimeo Contract for streamlined printing services.

Marketplace Agreement_Elite.doc

Beth Jorge
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

13.0 Educational Services/Policy Development

13.1 ~~Multi-Track Calendars~~
~~It is recommended that the board approve the Elite Academic Academy- Adult Work Force Investment Calendars.~~ Pull Item 13.1

~~Track A (JULY Start) revised Awaiting Board Approval.xlsx~~

~~Track B (SEPT Start) Awaiting Board Approval.xlsx~~

~~Track C (OCT Start) Awaiting Board Approval .xlsx~~

~~Motion: Second: Vote~~

14.0 Report of Action Taken in Closed Session
The Board will report any action taken in closed session as required by law.

15.0 Calendar
The next scheduled meeting is June 20 at 4:00p.m for LCAP budget approval.

16.0 Board Comments and Future Planning

Time: 4:30pm

17.0 Adjournment
In compliance with Government Code section 54957.5, open session materials distributed to Board Members for review prior to

Jorge Beth
Motion: Second: Vote:
Beth: Aye; Jorge: Aye; Cody: Aye

a meeting may be viewed at the eliteacemic.com or at the scheduled meeting. Board agenda back-up materials may also be requested by calling the School at 1(866)354-8302. In addition, if you would like a copy of any record related to an item on the agenda, please contact administration.

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Staff Present:
Dr. Brent Woodard
Meghan Freeman
Teresa Schaffer
Tracy Hasper
Karen Makkai

Admissions & Compliance Technician

Job Description

Position Title: Admissions and Compliance Technician
Reports To: Chief Operating Officer
FLSA Status: Non-Exempt
School Classification: Classified
Pay Range: $45,000-$55,000/annual
Work Schedule: 12 months
Location: Onsite Office/Remote

Position Summary: *The Admissions and Compliance Technician is responsible for maintaining data in the areas of enrollment, records, and compliance.*

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

- Any combination equivalent to: Bachelor's Degree or 3+ years experience in student information systems and records.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid CA State driver's license.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Support the mission, vision, and goals of the schools.
- Serve as a contributing member of the staff and collaborate with team members to achieve the school's goals.
- Work with potential students/families.

- Processing of new students into the student information system.
- Maintenance of student enrollment documentation.
- Assist with updating student demographics.
- Monitoring of start dates of new students through compliance of Master Agreements.
- Collection and maintenance of pupil records.
- Recording of re-enrollment documentation.
- Inter-district transferring within school and program scopes.
- Assist with student withdrawals.
- Assist with preparation of district notifications for withdrawn students.
- Assist Operations Lead with SSIDs and CCE, MID, ERD anomalies.
- Compliance auditing.
- Assist with training of teachers on Independent Study compliance.
- Assist with development of training materials.
- Formatting and entry of custom curriculum.
- Assist Chief Operating Officer and Operations Team.
- Participate cooperatively with the appropriate administrator in employee evaluation.

Other Duties:

- Document and report to Elite Academic Academy educational administration all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; and ensuring compliance with the Elite Academic Academy Uniform Complaint Policy, the Elite Academic Academy Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

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

- Student Information System (School Pathways).
- California Longitudinal Pupil Achievement Data System.
- Student Record compliance.
- Applicable sections of the Education Code and other applicable laws.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Maintain professional, cordial relationships with students, parents, and staff.

- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Complete work with many interruptions.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.
- Operate a variety of office equipment including a computer and assigned software.

Use of Computer Technology:
To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Close vision and ability to adjust focus.

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

- Noise level is generally moderate.
- Meetings conducted in an office setting.
- Indoor varying in temperature.

Hazards:
- Contact with dissatisfied individuals.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Assistant Director

Job Description

Position Title:	Assistant Director & Compliance Lead
Reports To:	Chief Academic Officer & Chief Operating Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	232 days
Location:	Remote Office

Position Summary: *The Assistant Director has the responsibility for all operational functions of the Charter School's program. The Compliance Lead assists with the responsibility of operational functions of the Charter's compliance program.*

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

- BA or BS required, advanced degree preferred.
- A valid, current, and appropriate California state school administrator or teacher credential. A copy of credential to be provided and kept current.
- A minimum of three years experience in educational leadership, Charter school leadership, or teaching preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.
- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Strategic Planning:

- Work in collaboration to develop strong vendor center programs which align with the mission and vision of the Charter.
- Contribute to the academic program's strategic plan.
- Contribute and coordinate the development of the academic program, including the academic and enrichment programs offered.
- Oversee the effective management and implementation of the academic programs offered at the vendor centers through various means, including direct instruction, online instruction, enrichment courses, etc.

Educational Leadership:

- Provide leadership to the program staff in determining instructional objectives and identifying Charter and program needs as the basis for developing long-range and short-range plans.
- Oversee academic advisement at schools in accordance with policies established by the Board of Directors.
- Maintain good working relationships with staff, directing and implementing lines of communication with employees.
- Foster a climate of innovation and collaborative creative problem solving with Charter personnel, students, parents, vendor centers, and community.
- Keep informed of current educational philosophy, practices and public policies by advanced study, by visiting other Charters, by attending educational conferences and workshops, and by reading current professional literature.
- Lead curriculum development team in order to develop, adapt, and use instructional materials to teach students of varying physical, emotional, and mental aptitudes.

Operational Management:

- Provide training and support to teachers, students and families.
- Oversee teachers to ensure quality education and student success.
- Direct the evaluation and make all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Track and evaluate performance of student completion rates.

- Assist teachers with curriculum decisions, ordering, and implementation.
- Ensure assessments are completed and data used for student growth and program improvement.
- Ensure use of educational funds in appropriate, designated manner.

Attendance Compliance:

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Coordinate the collection of work product completed at the vendor centers.
- Ensure teachers complete compliance paperwork.
- Report any anomalies or concerns to Chief Operating Officer.
- Help Chief Operating Officer and Operations Lead develop ADA monitoring and collection strategies and policies.

Student Performance:

- Monitor, assess and direct tutors and teachers in instructional methods.
- Work with tutors and teachers to increase completion rates of students.
- Oversee student discipline issues.
- Oversee SPED and ESL at the school in accordance with school policies.
- Participate in IEP meetings, as necessary.
- Communicate with parents when major issues arise about individual students.

Compliance Lead:

- Assist with maintenance of the student information system (SIS).
- Train, field questions, troubleshoot, and re-train teachers, program directors (or designees) in the SIS.
- Assist with development and implementation of the Charter's compliance training program.
- Support teachers and directors with compliance work.
- Development and oversight of custom curriculum in the SIS.
- Stay up-to-date on all IS compliance laws.
- Assist with development and implementation of policies related to of admissions and pupil records.
- Assist with development and maintenance of course catalogs.
- Assist with development of Charter calendars.
- Assist Chief Operating Officer with the management of the Operations Team.

General Expectations

- Support the mission, vision, and goals of Elite Academic Academy.

- Serve as a contributing member of the Charter staff and collaborate with team members to achieve the school's goals.
- Complete and submit required documents as requested or required by the Charter and/or Board of Directors and/or the District.
- Participate in and develop professional development workshops as needed.
- Create and maintain a safe, supportive, and effective learning environment.
- Support teachers with evaluating students' academic and social growth through multiple measures.
- Assist with implementation of school-adopted assessment program(s). Assist with facilitation of required testing and assessments.
- Assist teachers and students with Community College and CTE class enrollments.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.
- Maintain professional competence through professional development educational activities.
- Provide employee evaluations.
- Utilize technology as a means of educating and communicating.

Other Duties:

- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

Physical Demands:

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

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing to read a variety of materials and monitor students
- Bending at the waist, kneeling or crouching

- Sitting or standing for extended periods of time
- Lifting objects up to 50 pounds
- Close vision and ability to adjust focus

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

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Business Services Lead

Job Description

Position Title:	Business Services Lead
Reports To:	Director of Business (or designee)
FLSA Status:	Non-Exempt
School Classification:	Classified
Pay Range:	$45,000-$50,000/annual
Work Schedule:	12 months-241 Days
Location:	Onsite Office

Position Summary: *The main function of the Business Services Lead is to function as the face and front-line representative of the school, to its product and service educational vendors, and acting as a liaison between teachers, families, and vendors in the office. This function requires great customer service skills, and the ability to greet families and all outside representatives in a professional and positive manner. The Business Services Lead oversees vendor intake and approval, as well as vendor billing and payment, and reports directly to the head of the Business Services Department.*

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

- High school diploma or equivalent.
- Two (2) years of related experience preferred.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Business Services Responsibilities:

- Perform a variety of technical duties related to the purchasing of services, supplies and equipment; and assure purchasing activities comply with established guidelines and regulations.
- Receive, review, and process purchase requisitions; assure accuracy and completeness of order information and proper signatures; and inspect orders for accuracy and completeness regarding account coding and cost calculations.
- Contact vendors to obtain quotes, pricing, product information, and related purchasing data; verify pricing and purchase order information as necessary; modify and cancel purchase orders as necessary; and follow up regarding delayed shipments, discrepancies, and damaged deliveries.
- Input purchase order information into an assigned computer system, including delivery address, discounts, account coding, purchase amounts, product quantity, and other required data; generate purchase orders and submit for approval as necessary; and maintain automated records as appropriate.
- Prepare and maintain a variety of records and reports related to purchase orders, expenditures and assigned activities; maintain and update vendor catalogues and files.
- Initiate and receive phone calls concerning various purchasing functions; and respond to inquiries and provide information concerning purchase orders, on-line requisitions and the procurement of equipment, supplies and materials.
- Communicate with other departments, vendors, and staff, to exchange information and coordinate activities; follow up with departments to verify information and receipt of orders; and contact administrator to obtain approval on price increases and product changes.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer, and assigned software.
- Prepare a variety of correspondence related to the purchasing function including memoranda, bulletins and cancellation notices.
- Attend a variety of assigned meetings.

Accounts Payable Responsibilities:

Vendor Billing and Payment

- Collect invoices from mail and print them from email.
- Collate and alphabetize all invoices.
- Invoice matching: Type PO number (listed on invoice) into OPS "Purchasing" page to locate PO.
    - Mark POs appropriately tracking payment and completion.
    - If PO has been marked received full, match the pricing information and mark "invoice matched."
    - Scan invoices into computer.

    - Review Bill.com for accuracy, cross-checking it with each invoice.
    - Resolve any discrepancies between Bill.com and invoices.
    - Label invoices clearly using indexing system and file both on computer and physically along with invoices.
- Processing, coding and verifying invoices; check invoices and match with purchase orders and receivers; contact staff and vendors to verify invoices; issue and distribute appropriate payments to purchase orders; and assure proper signatures and authorization of invoices.
- Inputting invoices and other financial data into an assigned computer system; maintain automated financial and statistical records and files; generate and distribute computerized reports, payments and financial statements; and assure accuracy of input and output data.
- Daily monitoring of Bill.com to ensure all payments have been made correctly.
- Communicate clearly with vendors regarding payment status, referring to Bill.com, information available in OPS.

Ordering

- VCI PO processing:
    - Checking for pending VCI POs in OPS.
    - Process POs.
    - Work with teachers to ensure POs are processed appropriately.
- Check pending VCI POs.
- Process Amazon and Staples orders.
- Process orders for other school needs: promotional materials, office supplies and equipment, etc.

Vendor Relations

- Answer phone calls from vendors; and return voicemails left after business hours.
- Answer emails from vendors.
- Maintain OPS entries, updating contact and payment information, and notes as needed.
- Maintain Google Doc entries, updating contact and payment information as needed.

Vendor Liaison

- Answer emails and phone calls from teachers and parents with inquiries for the vendor department.
- Reviewing EMR and VCI alerts in OPS and resolve issues.
    - Contact vendors regarding delayed items.
- Create and cultivate a list of technology options including laptops and tablets. Distribute to teachers and remain appraised of changes in stock and availability.
- Complete various projects given by the Director of Business Services.

<u>Other Duties</u>

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; and ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:
- Student Information System (School Pathways).
- Applicable sections of the Education Code and other applicable laws.
- Student Records compliance.
- Operation of a centralized telephone switchboard.
- Record-keeping and report preparation techniques.

Ability to:
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Maintain professional, cordial relationships with students, parents, and staff.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Complete work with many interruptions.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.
- Operate a variety of office equipment including a computer and assigned software.

Use of Computer Technology:
To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

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

- Hearing and speaking to exchange information.

- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

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

- Noise level is generally moderate
- Meetings conducted in an office setting
- Indoor varying in temperature

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Business Services/Education

Job Description

Position Title:	Director of Business Services/Education
Reports To:	Chief Academic Officer (or designee)
FLSA Status:	Exempt
School Classification:	Classified Administration
Pay Range:	$125,000 - $140,000
Work Schedule:	232 days
Location:	Onsite/Remote Office

Position Summary: *The Director of Business Services is responsible for the effective operation of the school with respect to education/ business service departments. In the role as an educational and instructional leader, the Director of Business Services will advise and make recommendations to the CAO/administrative team. The Director of Business Services shall perform the duties and accept the responsibilities expected of a Director of a public charter school as prescribed by the laws, rules and regulations of the State of California/Department of Education, the U. S. Department of Education, and the policies, rules, and regulations established by the school Board of Directors.*

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

- Master's Degree in Education or equivalent preferred.
- Two (2) or more years in an educational leadership role or equivalent preferred.
- Charter school leadership experience preferred.
- Knowledge of California state laws and regulations related to public and charter schools, Budget development and management.
- Implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Team Member

- Report to the CAO on school activities and relevant matters.
- Serve as the liaison between the CAO and school staff in the area of business.
- Report to and seek input from the CAO regarding the business of the school.
- Regularly communicate with the CAO and administrative team.
- Collaborate with the CAO and administrative team to develop an annual set of goals for the school.

Educational Leadership

- Cultivate and nurture a deeply-rooted culture that values candid feedback, applies new ideas with a commitment to continuous improvement, fosters open lines of communication, and esteems professional courtesy and respect for all colleagues throughout the entire organization.
- Develop and maintain educational programs in compliance with federal and state law as well as CA charter school laws and regulations as they pertain to the school's mission, vision and values.
- Inspire a culture of excellence that is centered on the school's vision.
- Manage, supervise, and motivate all full and part-time staff in the business department.
- Oversee school business reporting systems as they pertain to requirements from the CA Department of Education and the US Department of Education.

Financial

- Oversee the development of the annual budget in coordination with the Board of Trustees/Directors, and/or Finance Committee or Business Services Office.
- Present the annual budget to the Board of Trustees/Directors for final approval, and is responsible for the implementation of the budget.
- Maintain on-going communication regarding financial decisions with the Board of Trustees/Directors and/or the Finance Committee.
- Oversee the preparation of quarterly financial reports to the Board of Trustees.
- Oversee the reporting of financial data to the San Diego County Office of Education and CA Department of Education.
- Oversee all financial transactions including payroll and assigns all purchases.
- Oversee the development of grants and other fundraising activities.
- Responsible for the Annual Audit and Annual Report.

Other Duties

- Participate cooperatively with the appropriate administrator with employee evaluations.
- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner;

and ensuring compliance with the school's Uniform Complaint Policy, the school's Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:
- Payroll processes.
- The schools' HRIS utilized to facilitate payroll.
- Applicable sections of the Education Code and other applicable laws.

Ability to:
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Maintain professional, cordial relationships with students, parents, and staff.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Complete work with many interruptions.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.

Use of Computer Technology:
To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.

- Sitting or standing for extended periods of time.
- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

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

- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

HAZARDS:
Contact with dissatisfied individuals.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Growth and Development

Job Description

Position Title:	Director of Growth and Development (Tk-12)
Reports To:	Chief Academic Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	232 days
Location:	Remote Office

Position Summary: *The Director of Growth and Development will grow Elite Academic Academy by cultivating new partnerships, promoting repeat engagements with existing partners, and working to ensure that current and new offerings meet the needs of our TK-12 students. Reporting to the Chief Academic Officer, or designee, this individual will be a strong relationship builder who will leverage deep knowledge of the education sector to dramatically increase the Elite Academic Academy enrollment. S/he will work with partners to identify resources and creative solutions to funding new opportunities for Elite Academic Academy and the students it serves.*

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

- BA or BS required, advanced degree preferred.
- A valid, current, and appropriate California state school administrator or teacher credential. A copy of credential to be provided and kept current.
- A minimum of three years' experience in educational leadership, Charter school leadership, or teaching preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.

- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Growth Strategy
    - Work closely with the Chief Academic Officer to develop the organization's growth strategy, drive the development of new partnerships, and expand the TK-12 Elite Academic Academy enrollment by at least 200-300 ADA per academic year.
    - Lead new partner cultivation activities, build and maintain strong relationships, and ensure satisfaction of school, authorizing district, higher education, and state education agency.
    - Partner with other members of the team to identify new opportunities and potential offerings based on field needs and research that will result in the launch of new, high-impact programming.
- Communications & Marketing
    - Work closely with the Chief Academic Officer to develop and execute a strategic communications and marketing plan that will leverage the strength and reputation of Elite Academic Academy.
    - Communicating with incoming families about enrollment and provide vital information to support the family in choosing Elite Academic Academy as their school.
    - Collaborate with or contracted marketing team to create new marketing campaigns aligned with organizational strategy and design content for Elite Academic Academy programs and activities.
    - Ensure that all marketing material is positioned to deliver on the Elite Academic Academy vision and encourages families to learn more about our charter school.
    - Work with our marketing firm to build and manage digital strategy and content (including social media accounts and our website) to more powerfully communicate the story of the Elite Academic Academies impact and advance our mission.
- Development
    - Partner with Chief Executive Officer and Chief Academic Officer to secure philanthropic support.
    - Oversee and expand a portfolio of foundation grants including prospecting, solicitation, management, and close-out.
- Oversight and management of ALL State Academic Testing
    - Work with administrative staff to ensure compliance with all state mandated testing.

- Participate and develop professional development to ensure to up to date information is given the administrative team and staff.
- Support Directors in ensuring that at least 95% of students participate.
- Secure local locations for students to take assessments.
- Work with program stipend testing leads to ensure staff is ready and supporting for CAASPP, CAST,EAP, ELPAC and Physical Fitness.

General Expectations

- Encourage, create and support all Elite Academic Staff.
- Report to Chief Academic Officer or designee.
- Attend various meetings:
  - Organize and lead bi-weekly leadership meetings.
  - Attend meetings with cabinet members, as requested.
  - Attend board meetings, as requested.
- Meet established deadlines.
- Follow all protocols and policies.
- Follow legal mandates relative to mandated reporting.
- Participate in marketing events and/or additional activities held by the school such as graduation ceremonies.

SMART Goals

- Fulfill school-wide and individual LCAP/SMART goals.

Other Duties:

- Perform other duties as assigned.

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

Physical Demands:

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.

- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Director of Virtual Learning

Job Description

Position Title:	Director of Virtual Learning (6-12)
Reports To:	Chief Operating Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	232 days
Location:	Remote Office

Position Summary: *The Director of Virtual Learning (6-12) is responsible for running the successful operations of the school.*

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

- BA or BS required, advanced degree preferred.
- A valid, current, and appropriate California state school administrator or teacher credential. A copy of credential to be provided and kept current.
- A minimum of three years experience in educational leadership, Charter school leadership, or teaching preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.
- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Provide leadership in designing, implementing, and evaluating major programs and activities to bring about needed change and higher performance.
- Provide leadership to the school staff in determining instructional objectives and identifying charter needs as the basis for developing long-range and short-range plans for the school.
- Keep informed of current educational philosophy, practices and public policies by advanced study, by visiting other charters, by attending educational conferences and workshops, and by reading current professional literature. Keep the Board informed of trends in education.
- Oversee academic advisement at schools in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District.
- Participate in and develop professional development workshops as needed.
- Maintain good working relationships with the total staff, directing and implementing lines of communication with employees.
- Foster a climate of innovation and collaborative creative problem solving with charter personnel, students, parents, and community.
- Work with staff to develop the annual school calendar and Master Schedule.

Faculty Oversight

- Support, supervise and evaluate teachers.
- Encourage, create and support teacher professional development.
- Oversee teacher development and progress of SMART goals.
- Direct the evaluation and make all recommendations for retention, discipline, or dismissal of employees, supported by accurate and adequate records.
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Track and evaluate performance of student completion rates.
- Work with the Chief Operating Officer to identify the staffing needs of the school based on the budget and ADA and direct the assignment/duties for instructional personnel.

Attendance Compliance

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Oversee attendance monitoring, via homerooms and LMS, per school policy.

- Report any anomalies or concerns to Chief Operating Officer.
- Help Chief Operating Officer and Attendance Coordinator develop ADA monitoring and collection strategies and policies.

Student Performance:

- Monitor, assess and direct instructors in instructional methods relative to Live Sessions
    - Work with instructors and support staff to increase student attendance at Live Sessions per school policy.
- Work with instructors to increase completion rates of students.
- Oversee student discipline issues.
- Oversee SPED and ESL at the school in accordance with school policies.
- Participate in IEP meetings, as necessary.
- Communicate with parents when major issues arise about individual students.

Family and Community Outreach:

- Promote the charter in the community.
    - Promote positive public relations.
    - Interact effectively with media.
- Communicate with parents effectively relative to school issues.
- Write a monthly blog/newsletter article promoting school and/or scholarly issues.
- Parent Meetings: Back to School/ADA and filling out attendance; Why high school matters for incoming 9th graders and their parents; completion plans and catch plans.
- Meetings recorded and put on parent help page on website.

General Expectations:

- Report to Chief Operating Officer
- Attend various meetings:
    - Organize and lead bi-weekly leadership meetings.
    - Organize and lead monthly department chair meetings.
    - Attend meetings with Chief Operating Officer, as requested.
    - Attend board meetings, as requested.
- Meet established deadlines.
- Follow all protocols and policies.
- Follow legal mandates relative to mandated reporting.
- Proctor in accordance with the proctoring policy.
- Participate in marketing events and/or additional activities held by the school such as graduation ceremonies.

SMART Goals

- Fulfill school-wide and individual LCAP/SMART goals.

Other Duties:

- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Perform other duties as assigned

Use of Computer Technology: To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

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

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

Work Environment:

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

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Employee Acknowledgement:

_____ _____ _____

Employee Signature Printed Name Date

Independent Study/Blended High School/Adult Ed

Job Description

Position Title:	Independent Study/Blended High School/Adult Ed
Reports To:	Program Director
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Starting at $63,000
Work Schedule:	185 -224 days
Location:	Onsite/Remote Office

Position Summary: *Provide stimulating learning experiences to ensure academic success and to motivate students according to their individualized learning plan. Required duties include administrative responsibilities and completion of all required paperwork as outlined below. Elite Educators are required to participate in all staff meetings and trainings. Elite Educators will meet onsite at least two days per week to work collaboratively, mentor, and train. Elite Educators are expected to uphold the school's mission and shared values, philosophy, and policies and procedures. Elite Educators must carry and maintain a valid California teaching credential. Elite Educators must meet with K-8 students at least once every 35 days but communicate weekly. High School students will be supported weekly. Elite Educators may have to tutor students weekly if they are not making sufficient academic progress and an intervention plan is in effect. Employee is expected to drive to and from learning period meetings as part of their regular work day.*

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

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.

- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Support the mission, vision, and goals of Elite Academic Academy.
- Serve as a contributing member of the Charter staff and collaborate with team members to achieve the school's goals.
- Teach all courses of study prescribed by the State of California virtually or traditionally.
- Assign and monitor required courses per transcript evaluation.
- Deliver individualized and small group instruction virtual or in person.
- Develop, adapt, and use instructional materials to teach students of varying physical, emotional, and mental aptitudes.
- Create and maintain a safe, supportive, and effective learning environment.
- Evaluate students' academic and social growth through multiple measures.
- Issue grades and credits earned, and prepare progress reports and report cards.
- Implement school adopted assessment program into learning plans. Facilitate required testing and assessments.
- Assist students with Community College and CTE class enrollments.
- Communicate regularly and effectively with parents or adult students, minimally every twenty school days.
- Assist in preparation of withdrawal documentation, including withdrawal grades and credit earned.
- Participate and collaborate in meetings to improve student learning (e.g. SST, IEP, intervention, curriculum development, individualized learning plan).
- Select instructional materials with team; maintain inventory.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.
- Create and maintain all required necessary Independent Study compliance records (attendance, compliance) in the student information system (School Pathways).
- Maintain professional competence through professional development educational activities.
- Participate cooperatively with the appropriate administrator in employee evaluation.
- Utilize technology as a means of educating and communicating.
- Operate a computer and standard office equipment.
- Supervise students during out of classroom activities as necessary (e.g. field trips).

- Participate in faculty committees, the sponsorship of student activities, and program wide activities.

Other Duties

- Proctoring duties as needed during the testing season.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; and ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Assist with WASC accreditation.
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of lower school, middle school and high school age students.
- Principles, theories, practices, and methodologies used in curriculum development,
- instruction, and assessment.
- Procedures and best practices that promote appropriate student conduct (e.g. classroom
- management strategies, independent study strategies).
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance of special education practices, policies, and procedures.
- Applicable sections of the Education Code and other applicable laws.

Ability to:

- Demonstrate effective interpersonal skills.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with students, adult students and parents.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability.
- Maintain professional, cordial relationships with students, parents, and staff.
- Monitor students in classrooms and other learning environments.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.

- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Provide leadership to students in emergency preparedness drills and during actual emergencies, following the charter's Safety Plan. the site emergency preparedness plan. Supervise and lead students during monthly site disaster drills and an annual"charter wide" disaster drill.

Use of Computer Technology: To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software.

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

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

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

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

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Employee Signature Printed Name Date

Job Title: Instructional Learning Coach
Department: Education
Reports To: Director or Designee
Employee Status: Non-Exempt/Classified Core Employee
Employee Calendar: 241
Pay: $20-$30/hour

JOB SUMMARY:
The learning coach supports the teacher in creating and implementing an educational program, and learning environment, conducive to the academic and personal growth of each and every student.

ESSENTIAL DUTIES:

The learning coach works with the teacher to:

- Plan and implement a program of instruction that adheres to the school's philosophy, goals and objectives.
- Create purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plan and implement a program of study designed to meet individual needs of students.
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.
- Encourage student enthusiasm for the learning process and the development of study habits.
- Provide progress through authentic observations.
- Evaluate students' academic and social growth through multiple measures, maintain appropriate records under the teacher's supervision. Implement Scantron assessment program into learning plans.
- Communicate regularly and effectively with parents, minimally every twenty days.
- Participate and collaborate in meetings to improve student learning (e.g. SST, IEP, curriculum development, individualized learning plan).
- Select and requisition instructional materials; maintain inventory.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.

- Maintain necessary records as assigned by teachers (attendance, compliance) in the student information system (School Pathways).
- Maintain professional competence through professional development educational activities.
- Participate cooperatively with the appropriate administrator in employee evaluation.
- Utilize technology as a means of educating and communicating.
- Operate a computer and standard office equipment.
- Supervise students during out-of-tutoring center activities as necessary (e.g. field trips).
- Participate in faculty committees, the sponsorship of student activities, and program-wide activities.
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Strive to communicate the positive aspects of our school program to the public in word and deed.
- Work cooperatively with parents to strengthen the educational program for their children.
- Establish and maintain cooperative relationships with other staff members.
- Communicate effectively both orally and in writing.

OTHER DUTIES:

- Document and report to Elite Academic Academy management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely manner; and ensuring compliance with the Elite Academic Academy Complaint Policy, the Elite Academic Academy `Uniform Technology Policy and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Administer standardized tests in accordance with district testing program.
- Perform other duties as assigned.

EDUCATION AND EXPERIENCE:

- Completed or enrolled in an AA or BA program.
- Training in one or more areas of Child Development.

LICENSES AND OTHER REQUIREMENTS:

- Valid CA State driver's license
- CPR and First Aid certification
- Current TB test on file
- Background Clearance

WORKING CONDITIONS:

Environment:

- Tutoring Center and office environment.
- Driving a vehicle to conduct work.

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching to assist students.
- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Noise level is generally moderate.

HAZARDS:
- Potential physical hazards involved in intervening in altercations and anti-social behavior.
- Contact with dissatisfied individuals.

_____
Employee Name

_____ _____
Employee Signature Date

Lead Teacher - Job Description

Position Title:	Lead Teacher
Department:	Certificated Teaching
Reports To:	Chief Academic Officer (or Designee)
FLSA Classification:	Exempt
Pay Range:	$80,000-$90,000
Classification:	Certificated
School Calendar Days:	224 Day Calendar

Job Description: *This is not a stand-alone job description, but a rider to our teaching and exceptional education job descriptions. This payscale supersedes the teaching position. This teacher must participate, on a regular basis, in the direct education of students; and serve as faculty for professional development activities. A Lead Teacher is responsible for organizing and implementing curriculum and instructional programs for students, and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this employee is responsible for assisting in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and supporting teachers that are under his/her direct supervision.*

General Duties:

Duties of this position include, but are not limited, to:

1. **Professional Development:**
   - Training early BITSA Teachers, other Lead Teachers, and Mentor Teachers.
   - Observing and providing peer assistance for colleagues.
   - Participating in professional development activities.
   - Planning/Leading team meetings to ensure communication with peers.
   - Participating in a formalized peer review process as a formative evaluator.
   - Assisting in the coordination of all school based professional development opportunities linked to individual professional development plans and job competencies.
   - Assisting in the coordination of the program for BITSA teachers by communicating with Human

Resources Department and college/university personnel.

2. Curriculum:

- Collaborating with colleagues to construct Elite Curriculum.
- Serving as the official liaison between your academy and the Department of Curriculum and Instruction.
- Assisting with identifying the curriculum needs of the faculty.
- Planning and managing the development of standards-based curriculum, instruction, assessment plans, and strategies.
- Assisting in the adoption of curriculum resources that are consistent with the charters curriculum. Overseeing the textbook ordering and inventory for the Academy.
- Ensuring that all textbooks are used effectively as a resource to meet curriculum goals.
- Updating themes/units and supervising theme/unit writing.
- Coordinating communication and planning among all learning communities.

3. Leadership:

- Serving as a resource to the leadership team and working with school administrators to develop, implement, and evaluate the school's Local Control Accountability Plan.
- Supporting and assisting in implementing the Elite's Mission and Vision.
- Serving on charter-level committees.
- Writing grants to aid in meeting the goals of the Continuous Improvement Plan.
- Assisting in the coordination of the school's testing program.

Required Qualifications:

- Valid professional teaching credential.
- Master's degree or one year curriculum leadership at the school.
- Minimum of one year as a Professional Teacher.
- Ability to work an extended schedule.

Desired Qualifications:

- Professional development in the area(s) of:
  - communication and conferencing skills;
  - leadership development;
  - classroom management;
  - standards-based curriculum development;
  - peer observation, coaching, mentoring, and conferencing skills;
  - student and parent conferencing skills;
  - knowledge of subject matter;
  - independent study compliance;
  - remote teaching;

    - assessment of student performance;
    - grant writing.
- Master's degree or higher.
- 5 or more years in the field of Education with independent study experience.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Operations Lead

Job Description

Position Title:	Operations Lead
Reports To:	Student Services Administrator, Executive Director of Student Services, and Chief Executive Officer (or designee)
FLSA Status:	Non-Exempt
School Classification:	Classified
Pay Range:	$45,000-$65,000/annual
Work Schedule:	241 days/12 months
Location:	Onsite Office/Remote

Position Summary: *The Compliance, Attendance, & Information System Technician Lead is responsible for maintaining data in the areas of enrollment, staffing, attendance, compliance, and state reporting.*

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

- Any combination equivalent to: Bachelor's Degree or 3+ years experience in student information system and CALPADS work.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid CA State driver's license.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Support the mission, vision, and goals of the schools.
- Serve as a contributing member of the staff and collaborate with team members to achieve the school's goals.

- CALPADS reporting, including requesting SSIDs for all newly enrolled students, Ongoing Updates, and correction of all anomalies.
- Work with admissions staff to clear all CCE, MID, and ERD errors.
- Monitor CALPADS/SIS compliance reports, make SIS updates and corrections to clear all anomalies.
- Upload and post all corrected files into CALPADS for Fall 1, Fall 2, and EOY reporting period for all Collaborative-wide Charters.
- Run CALPADS for all Track A programs, including new SSIDs, ongoing updates, and CCE corrections.
- Setup of all new staff/employees into the Student Information System, (SIS) including, classification, employment records, permissions, & credentialing for state reporting.
- Update and maintain staff information is Collaborative-wide SIS.
- Add all Track A staff into Track A scopes.
- Reconcile staff data into all Collaborative-wide scopes.
- Verify attendance each Learning Period (LP) and work with teachers and program leads on any unclaimed attendance.
- P1, P2, and P-Annual Attendance, including working with all Collaborative-wide Charters on deadlines, working with teachers on completion, running checks, corrections of anomalies, running final reports, and working with back office company on completion of reports.
- Create and run reports within the SIS showing demographic data, including EL, LCFF etc. for Collaborative-wide Charters.
- Using data pulled from SIS, create and maintain enrollment data reports, including gains and losses and ADA for Collaborative-wide Charters.
- Run reports to monitor contiguous county enrollments and work with Collaborative-wide admissions teams to update all incorrectly enrolled students.
- Course catalog, creation of courses, annual copying, and maintenance.
- Oversee Compliance Auditing including development of audit schedule
- Assist with training of teachers on IS compliance.
- Assist with development of training materials.
- Oversee NSLP audit.
- Assists ED of Operations/Student Services in compiling necessary paperwork for end of year compliance audits.
- Assist with development of calendars and entering into all SIS scopes.
- Assist with State reporting, including SARC, Civil Rights, and Immunization.
- Assist with SIS setup and maintenance.
- Participate cooperatively with the appropriate administrator in employee evaluation.

Other Duties:

- Document and report to educational administration all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a timely

manner; ensuring compliance with the Uniform Complaint Policy; the Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

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

- Student Information System (School Pathways).
- California Longitudinal Pupil Achievement Data System.
- Student Record compliance.
- Applicable sections of the Education Code and other applicable laws.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Maintain professional, cordial relationships with students, parents, and staff.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Complete work with many interruptions.
- Meet schedules and timelines.
- Maintain confidentiality of sensitive and privileged information.
- Operate a variety of office equipment including a computer and assigned software.

Use of Computer Technology:
To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching.

- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Close vision and ability to adjust focus.

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

- Noise level is generally moderate.
- Meetings conducted in an office setting.
- Indoor varying in temperature.

Hazards:
- Contact with dissatisfied individuals

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Track A Director/Program Growth and Development

Job Description

Position Title:	Track A Director/Program Growth and Development
Reports To:	Chief Academic Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based on experience and student enrollment
Work Schedule:	232 days
Location:	Onsite/Remote Office

Position Summary: *To serve under the Governing Board and the Chief Operating Officer as the Track A Director/Program Growth and Development across all schools, with responsibility for the development and management of Track A programs, and support of growth and development through local partnerships to increase enrollment for Elite Academic Academy Charter Schools.*

Qualifications:

- BA or BS required, advanced degree preferred.
- Professional Clear CA Credential (Multiple or Single Subject), Administrative credential preferred.
- 3 or more years of teaching experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered
- Minimum of five years teaching/administrative strongly preferred.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Note, this list is *illustrative only* and is not intended to be a comprehensive list of tasks performed by this classification.

- Assesses school needs in determining goals and objectives for long and short-range plans for Track A and Growth and Development.
- Ensures effective implementation of the instructional program and use of school materials.
- Provides leadership to staff on Track A expectations and growth and development in promoting high levels of instructional and customer service standards.
- Carries out a program of community outreach and parent support as a means of communicating and strengthening the school program.
- Carries on programs to maintain focus on school vision and to promote school morale.
- Collaborates with management to facilitate instructional and program improvement.
- Supports established administrative organization with clear and consistent reporting and appropriate delegation of authority.
- Collaborates with Operations to develop and implement school plans and procedures for the safety, discipline, and conduct of students.
- Plans, coordinates, and evaluates the on-site personnel and programs of student support and enrichment services.
- Ensures adherence to federal and state laws, reporting requirements, and maintenance of school plans.
- Maintains and strengthens established communication between administration, teachers, and classified employees.

Other Duties:

- Serve as assigned on committees.
- Other duties as assigned.
- Travel is required and can be up to 150 miles per day.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Federal and state laws, and reporting requirements.
- Contemporary management and instructional techniques.
- Curriculum, including highly developed competencies in at least one content area.
- Evaluation procedures.

Ability to:

- Represent the school with responsible, mature judgement, tact, and decisiveness.
- Assist in effecting positive change in staff and programs.

Physical Demands:

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

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching to assist students.
- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Noise level is generally moderate.

Work Environment:

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

- Office and home office environment.
- Driving a vehicle to conduct work.
- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.

Hazards:

Contact with dissatisfied individuals.

Employee Acknowledgement:

_____ _____ _____

Employee Signature Printed Name Date

Position Title: Virtual Middle/High School Guidance/Academic Counselor (6-12)
Reports to: Director of Virtual Learning
Classification: Certificated
Pay Range: Dependent upon experience & student enrollment
Work Schedule: 232 days
Location: Remote office and weekly travel to Orange County

Position Summary: An *Elite Academic Academy (EAA)* Counselor provides students with the proper resources and guidance to ensure that each student's individual academic, social, and emotional needs are met. The EAA Counselor will work with EAA administration to perform a variety of duties in developing, planning, and implementing a one-of-a-kind 6-12 virtual charter school. The EAA counselor provides services to students and their families that promote academic, personal and social development, and post-educational plans. The counselor will work with the parents, students, teachers, community partners, and administration to ensure success and make appropriate decisions for student growth while enrolled in Elite Academic Academy.

Qualifications:

- Bachelor's degree or higher from regionally-accredited college or university.
- A valid and current Pupil Personnel Services (PPS) credential. *Additional credentials desirable (Career Technical Education Credential or Single Subject Credential).*
- State and Federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License and proof of valid car insurance policy.

Section 1: Supports

- Collaborate with stakeholders to build a virtual environment conducive to learning.

- Foster and create an opportunity for diverse thinkers.
- Analyze student transcripts.
- Ability to learn new technology tools quickly.
- Maintain weekly communication with students and parents/guardians through online platform, email, and telephone communication.
- Monitor student progress in various courses.
- Effectively communicate with teachers and parents and administration to ensure student success.
- Prioritize, develop, plan, implement, and assess programs to meet the career, and/or college, and social development needs or desires of students.
- Collaborate with student to track self-progress.
- Advocate for each individual student & their needs.
- Guides each student to choose courses that reflect their interests, abilities, and career plans, as well as developing post-secondary educational plans as needed.
- Collaborate with colleagues to create success plans for struggling students in various courses.
- Directly communicate general announcements with parents/guardians, students, and community partners.
- Consistently update communication log in Student Information Systems.
- Create internship/job shadowing opportunities for students.
- Actively participates in parent-teacher meetings.
- Attends IEP meetings/responds to IEP communications.
- Places students in appropriate academic and elective classes.
- Provides "Elite Progress Support Plans" for students who need to catch up on assignments or students who are struggling in course(s).
- Reviews standardized test results with parents/guardian.
- Places students with appropriate vendors for extracurricular experiences or tutoring.

Section 2: Administrative Support

- Attends weekly collaborative meetings with administrator and/or teachers.
- Plans and delivers professional development for the staff (as needed basis).
- Demonstrates professionalism and interpersonal skills.
- Enriches personal skill sets and knowledge by attending outside professional development opportunities.
- Collaborate with colleagues and parents to implement behavior/academic probation plans.
- Assists administrator with graduation, college admissions, and NCAA requirements that are necessary for athletic participation.
- Assists administration and teachers in curriculum revision and/or creation.
- Demonstrates excellent communication with administrator and other stakeholders.

- Provides input to administrators, teachers, and other Elite Academic personnel for improvement of the educational program.

Section 3: General & Essential Duties

- Assists in scheduling exams and other standardized assessments.
- Follows and adheres to Elite Academic Academy Charter policies and procedures.
- Checks on student current grades and system log-on attempts.
- Understand digital file organization.
- Assuring appropriate and accurate information is updated in each students cumulative record.
- Follows legal mandates and procedures according to reporting (Child Abuse and Neglect Act).
- Refers students to outside support services or testing when deemed necessary.
- Consistently follows office hours availability for students.
- Responds to all stakeholders inquiries/communications within a 24 hour period.
- Document and resolve all informal and formal complaints with parents, students, and staff in a professional manner.
- Adhere to Elite Academic Academy policies and procedures according to the staff handbook.
- Ensure and maintain compliance with the Uniform Complaint Policy and the Uniform Technology policy.
- Coordination of academic clubs and extracurricular activities.
- Perform other reasonable duties as assigned or required.

Knowledge of:

- Online platforms and technology.
- WASC accreditation process.
- Master Scheduling.
- California graduation requirements.
- Demonstrates excellent computer and typing skills.
- Career Technical Education Pathways and certifications.
- Academic and emotional growth and development of school aged children.
- Knowledge of current state laws, policies, and procedures of community mental health and social agencies.
- Current job market trends and skills.
- Best practices to engage student learning.
- Basic knowledge of required current state testing, SAT & ACT testing.
- Special Education, English Language Learners, and 504 practices and procedures.
- General knowledge of Education Codes and laws.
- Knowledge of college entrance requirements & A-G courses.

- Knowledge of Positive Behavioral Interventions & Supports (PBIS) and other behavior interventions.

Ability to:

- Foster engaging activities and learning for student success through the use of technology.
- Provide individualized instruction to students by promoting interactive learning.
- Create a safe space for students to learn.
- Facilitate an online and in-person culture of creativity and diversity.
- Assist teachers and administration with student discipline issues.
- Demonstrate exemplary communication skills (oral and written).
- Demonstrates excellent time management.
- Cultivate positive rapport with students, staff, parents, and community stakeholders.
- Assess student needs and individualize instruction according to their needs/goals.
- Collaborative with teachers in an ongoing process to support teachers with students physical or emotional challenges.
- Work flexible hours; sometimes weekends and/or evenings.
- Accessible access to internet.
- Demonstrate integrity when making decisions.

Work Environment:

- Remote position
- In-home Office
- Occasional travel may be required by personal vehicle
- Flexible Hours

Physical Demands:

- Lifting up to 25 lbs.
- Sitting or standing for extended periods of time.
- Ability to see and read clearly to monitor student progress online.
- Dexterity of hands for computer use.
- Ability of hearing for listening.
- Ability of speaking to properly exchange information.

HAZARDS:

Contact with dissatisfied individuals.

Employee Acknowledgement:

Employee Signature	Printed Name	Date

Position Title: Virtual Teacher (6-12)
Reports to: Director of Virtual Learning
Classification: Certificated
Pay Range: Dependent upon experience & student enrollment
Work Schedule: 185-224
Location: Remote classroom with travel to Orange County area for team collaboration weekly.

Position Summary: An *Elite Academic Academy* Virtual teacher is responsible for fostering student academic, social, and emotional learning in a virtual setting for grades 6-12. Teachers will instruct students in a virtual setting; therefore, must be self-starters and have a creative mindset that facilitates students through relevant and rigorous learning objectives.

Qualifications & Essential Duties:

- Bachelor's Degree or higher from an accredited university.
- A valid, current, and appropriate California state Teaching Credential (ELL Authorization, or BCLAD, or CLAD).
- *Desirable:* Career Technical Education Credential (CTE Credential); Dual single subject credential or PPS Credential.
- State and Federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License and proof of valid car insurance policy.

Section 1: Management of Homeroom Caseload

- Maintain weekly communication with students and parents/guardians through online platform, email, and telephone communication.
- Monitor student progress in various courses.
- Assess students academic needs.
- Collaborate with student to track self-progress.
- Monitor homeroom student attendance.
- Collect needs assessment and detail vendor placement for students.
- Collect student work samples from caseloads.
- Collaborate with colleagues to create success plans for struggling students in various courses.
- Directly communicate general announcements with parents/guardians, students, and community partners.
- Consistently update communication log/documentation in Student Information Systems.
- Communicate lessons and create supplemental lessons to for homeroom curriculum.

Section 2: Student Supports

- Actively participates in Parent Conferences.
- Create lesson plans that meet state educational standards.
- Creatively supplement curriculum to engage students.
- Supports Special Education by attending IEP and filling out IEP forms/communications.
- Differentiates instruction to meet student needs/provides additional or supplemental materials when needed.
- Establishes positive and appropriate student-teacher relationships.
- Provides "Elite Progress Support Plans" for students who need to catch up on assignments or students who are struggling in course(s).
- Mentor students as an acting advisor in student clubs.

Section 3: Professional Development & Staff Collaboration

- Attends weekly collaborative meetings with colleagues for lesson planning/best practices/feedback/support.
- Attends and participates in bi-weekly staff meetings/professional development.
- Weekly communication with administrator to ensure teacher success and support.
- Fulfills school-wide and individual LCAP/SMART goals.
- Demonstrate professionalism and interpersonal skills.
- Enrich personal skill sets and knowledge by attending outside professional development opportunities.

Section 4: General & Essential Duties

- Proctors exams and other assessments (locally/various counties).
- Follows and adheres to Elite Academic Academy Charter policies and procedures.

- Maintains a record of student work.
- Maintains current up-to-date grades.
- Understand digital file organization.
- Follows legal mandates and procedures according to reporting (Child Abuse and Neglect Act).
- Consistently follows office hours availability for students.
- Responds to all stakeholders inquiries/communications within a 24 hour period.
- Document and resolve all informal and formal complaints with parents, students, and staff in a professional manner.
- Adhere to Elite Academic Academy policies and procedures according to the staff handbook.
- Ensure and maintain compliance with the Uniform Complaint Policy and the Uniform Technology policy.
- Use technology for assessing students, collecting data, and analyzing data.

Knowledge of:

- Online platforms and technology use.
- Demonstrates excellent computer and typing skills.
- Career Technical Education Pathways.
- Academic and emotional growth and development of school aged children.
- Current job market trends and skills.
- Best practices to engage student learning.
- Current state testing.
- Special Education, English Language Learners, and 504 practices and procedures.
- Methods, pedagogy, and techniques used to develop and instruct curriculum.
- General knowledge of Education Codes and laws.

Ability to:

- Foster engaging activities and learning for student success through the use of technology.
- Provide individualized instruction to students by promoting interactive learning.
- Create a safe space for students to learn where diverse thinking is celebrated.
- Facilitate an online and in-person classroom culture of creativity and diversity.
- Demonstrate exemplary communication skills (oral and written).
- Demonstrates excellent time management.
- Cultivate positive rapport with students, staff, parents, and community stakeholders.
- Assess student needs and individualize instruction according to their needs/goals.
- Collaborative with colleagues in an ongoing basis.
- Assist in curriculum development.
- Work flexible hours; sometimes weekends and/or evenings.
- Accessible access to internet.

- Demonstrate integrity when making decisions.
- Travel locally, nationally, and internationally with student enrichment and educational trips.

Work Environment:

- Blended position (remotely & locally)
- In-home Office
- Occasional travel may be required by personal vehicle
- Flexible Hours

Physical Demands:

- Lifting up to 25 lbs.
- Sitting or standing for extended periods of time.
- Ability to see and read clearly to monitor student progress online.
- Dexterity of hands for computer use.
- Ability of hearing for listening.
- Ability of speaking to properly exchange information.
- Traveling long distances.

HAZARDS:

Contact with dissatisfied individuals.

Employee Acknowledgement:

_____	_____	_____
Employee Signature	Printed Name	Date

Elite Visual Performing Arts Academy Lead

Job Description

Position Title:	Elite Visual Performing Arts Academy Lead
Reports To:	Chief Academic Officer (or designee)
FLSA Status:	Exempt
School Classification:	Classified
Pay Range:	$60,000-$80,000
Work Schedule:	224 days
Location:	Remote Office

Position Summary: *The immediate goal is to develop an arts program for our students by increasing opportunities and making current opportunities more accessible to our students. The long-term goal is to develop a comprehensive independent study conservatory program that would serve to compete with prestigious arts high schools such as OCSA and LACHSA.*

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

- A minimum of five years of experience working with TK-12 students in the field of VAPA.
- Knowledge of California laws and regulations for Public and Charter Schools as it pertains to the ARTS.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Responsibilities:

- Develop a clear mission and vision for our arts program.
- Vet current arts vendors and organize them by type to share with parents/students; develop a resource/tool from those findings that programs can share with families.
- Direct performances - one in LA county, Orange County, and Riverside County (minimum).
- Offer workshops to students in various locations that we serve.
- Support program leads with individual program specific goals, such as setting up a program for student actors/actresses.
- Develop new relationships with quality vendors and create partnerships between them and the programs.
- Work with VAPA HQTS to increase A-G offerings as well as improve course outlines on the customized college path.
- Work with core subject HQTs to develop syllabi that integrate with the arts.

General Expectations:

- Parents/students would have information and tools to make an informed choice when selecting from current arts vendors, as they would be vetted by a qualified professional.
- Would set us apart from similar schools/programs, none of which are offering an arts program.
- Increase retention of high school students who often leave the homeschool model in high school.
- Increase opportunities for our students, such as student performances and workshops.
- Ability to use instructional funds to support a passion they may otherwise not be afforded.
- Would provide students an opportunity to engage socially with other students and to make connections. This is an important area of need for homeschooling students. We have found that students who make social connections are more likely to be successful homeschooling and to continue enrollment in our model.

SMART Goals

- Support in the fulfillment of school-wide and individual LCAP/SMART goals as they pertain to the ARTS.

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

Physical Demands:

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

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

Work Environment:

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

- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Employee Acknowledgement:

_____ _____ _____

Employee Signature Printed Name Date

Company	Type of Service	Charter	Annual Fiscal Impact
Abacus Education Partners	Consultant	Adult Work Force Investment	$60,000.00
Board Effect	Business Services	Adult Work Force Investment	$3,200.00
Sage Intacct	Business Services	Adult Work Force Investment	$3,100.00
Bill.com	Business Services	Adult Work Force Investment	$7,200.00
OPS - Adult Work Force Investment	Purchasing System	Adult Work Force Investment	$5,000.00
Rosetta Stone	Foreign Languages	Adult Work Force Investment	$2,000.00
Scantron	Testing	Adult Work Force Investment	$2,000.00
Strongminid	Marketing	Adult Work Force Investment	$80,000.00
Strongminid	Curriculum	Adult Work Force Investment	$40,000.00
Waisman Consulting	Special Ed Services	Adult Work Force Investment	$60,000.00

Board of Directors Meetings
2019/20 School Year
EAA-Adult Work Force Investment at 4:00 pm

August 1, 2019
September 5, 2019
October 3, 2019
November 7, 2019
December 5, 2019
January 2, 2020
February 6,2020
March 5, 2020
April 2, 2020
May 7, 2020
June 4, 2020
June 18, 2020

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ELITE ACADEMIC ACADEMY

June 10, 2019

Dear Elite Staff,

We want to thank you for a great year! Our first year at Elite has been very successful due to the hard work and dedication of all stakeholders.

As your Administrative Team, we work hard each day to ensure you are supported, encourage your creative ideas, and work with each of you to raise the bar of academic excellence for our students.

As we look into next year, we are honored to provide all returning Elite employees with a 3% COLA raise. We will always work to honor our staff and are committed to offering competitive salaries and benefits.

Again, we want to thank each and every one of you for your dedication to our school, and we wish you a wonderful 2019/20 school year!

Thank you for choosing to #BeElite.

Sincerely,

Dr. Brent Woodard - Chief Executive Officer

Mrs. Catherine Heredia- Chief Operations Officer

Ms. Meghan Freeman- Chief Academic Officer

Mrs. Tracy Hasper- Chief Personnel Officer

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AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Adult Work Force Investment

Name: Karen Calleja

in the position of

Title: Lead Independent Study/Blended High School/Adult Ed Teacher

June 10, 2019

Karen Calleja
365 Greengate Street
Corona, CA 92879

Dear Karen,

We are pleased to offer you the position of full-time exempt Lead Independent Study/Blended High School/Adult Ed Teacher with Elite Academic Academy - Adult Work Force Investment (the "School") commencing July 1, 2019 + 2 Professional Development days (August 14, 2019 and August 15, 2019). We are delighted you chose to join the Certificated Teaching Department and are confident you will enjoy it here. The terms of your employment with us are set forth in this At-Will Employment Agreement (the "Agreement") and are as follows:

Your job duties are detailed in the attached job descriptions (two separate job descriptions are attached) and you will report to Meghan Freeman.

You are compensated for the general value of services you perform and not for the amount of time you spend on the job. Thus, you will generally be paid your set salary notwithstanding the number of hours you work. However, to ensure that you can be reached by your supervisor and communicate with those individuals who will assist you in performing your job duties, you are generally expected to work Monday to Friday during normal business hours with a one-hour lunch break each day.

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You will be paid an annual salary of $80,000 less applicable withholdings for 224 days of work (see calendar attached) + 2 days of Professional Development (see above). You will also receive a stipend, of $50 a month, for travel and mileage (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26th of each month.

Salary increases and annual bonuses may be awarded at the end of each calendar year, at the sole and absolute discretion of the CEO, based upon, among other things, an employee's performance and the School's overall performance during the calendar year.

You will be eligible for all benefits as generally offered to similarly situated employees of the School as further described in the Employee Handbook, including 6 days of sick pay and California State Teachers Retirement System.

Your employment at the School is "at will," which means that it is of no definite duration and will continue only as long as both you and the School consider it of mutual benefit. Either you or the School is free to terminate the employment relationship at any time, with or without cause and with or without notice. Although your job duties, title, compensation and benefits, as well as our personnel policies and procedures, may change from time-to-time, the "at will" nature of your employment may only be changed in a document signed by you and the CEO of the School.

It is a condition of your employment that you sign our Arbitration Agreement (attached) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified.

It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement, which contains additional requirements for the protection of the School's trade secret, confidential and proprietary information as well as an assignment to the School of the ideas, concepts and other intellectual property that you create while you are employed by the School. (please refer to the Employee Handbook for this document).

The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on race, color, creed, religion, sex, gender, gender identity, gender expression, marital status, pregnancy, transgender, transsexualism, sexual orientation, age (over 40), national origin, physical handicap, disability, medical condition, genetic characteristic, veteran or military status, ancestry, or other consideration made unlawful by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student at the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.

This letter agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This letter agreement may be amended only by a writing signed by both yourself and the School.

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On your first day of work you will be required to complete the INS form I-9. Please bring appropriate identification that shows your eligibility to work in the United States.

If these terms are acceptable to you, please sign one copy of this offer letter and return it at your earliest convenience. This offer will remain open for 5 working days.

Once again, we are looking forward to you joining the Elite Academic Academy - Adult Work Force Investment team, contributing to Certificated Teaching Department, and personally growing with the School.

Sincerely,

DocuSigned by:
Brent Woodard
8DD03A65A5D74C3...

Dr. Brent Woodard
CEO

Date: 6/10/2019

AGREED TO AND ACCEPTED BY:

Employee: Karen Calleja

Signature: DocuSigned by: Karen Calleja AB34766112214BE... Date: 6/10/2019

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Independent Study/Blended High School/Adult Ed

Job Description

Position Title:	Independent Study/Blended High School/Adult Ed
Reports To:	Program Director
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Starting at $63,000
Work Schedule:	185 -224 days
Location:	Onsite/Remote Office

Position Summary: *Provide stimulating learning experiences to ensure academic success and to motivate students according to their individualized learning plan. Required duties include administrative responsibilities and completion of all required paperwork as outlined below. Elite Educators are required to participate in all staff meetings and trainings. Elite Educators will meet onsite at least two days per week to work collaboratively, mentor, and train. Elite Educators are expected to uphold the school's mission and shared values, philosophy, and policies and procedures. Elite Educators must carry and maintain a valid California teaching credential. Elite Educators must meet with K-8 students at least once every 35 days but communicate weekly. High School students will be supported weekly. Elite Educators may have to tutor students weekly if they are not making sufficient academic progress and an intervention plan is in effect. Employee is expected to drive to and from learning period meetings as part of their regular work day.*

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

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.

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- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Support the mission, vision, and goals of Elite Academic Academy.
- Serve as a contributing member of the Charter staff and collaborate with team members to achieve the school's goals.
- Teach all courses of study prescribed by the State of California virtually or traditionally.
- Assign and monitor required courses per transcript evaluation.
- Deliver individualized and small group instruction virtual or in person.
- Develop, adapt, and use instructional materials to teach students of varying physical, emotional, and mental aptitudes.
- Create and maintain a safe, supportive, and effective learning environment.
- Evaluate students' academic and social growth through multiple measures.
- Issue grades and credits earned, and prepare progress reports and report cards.
- Implement school adopted assessment program into learning plans. Facilitate required testing and assessments.
- Assist students with Community College and CTE class enrollments.
- Communicate regularly and effectively with parents or adult students, minimally every twenty school days.
- Assist in preparation of withdrawal documentation, including withdrawal grades and credit earned.
- Participate and collaborate in meetings to improve student learning (e.g. SST, IEP, intervention, curriculum development, individualized learning plan).
- Select instructional materials with team; maintain inventory.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.
- Create and maintain all required necessary Independent Study compliance records (attendance, compliance) in the student information system (School Pathways).
- Maintain professional competence through professional development educational activities.
- Participate cooperatively with the appropriate administrator in employee evaluation.
- Utilize technology as a means of educating and communicating.
- Operate a computer and standard office equipment.
- Supervise students during out of classroom activities as necessary (e.g. field trips).

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- Participate in faculty committees, the sponsorship of student activities, and program wide activities.

Other Duties

- Proctoring duties as needed during the testing season.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; and ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Assist with WASC accreditation.
- Perform other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of lower school, middle school and high school age students.
- Principles, theories, practices, and methodologies used in curriculum development,
- instruction, and assessment.
- Procedures and best practices that promote appropriate student conduct (e.g. classroom
- management strategies, independent study strategies).
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance of special education practices, policies, and procedures.
- Applicable sections of the Education Code and other applicable laws.

Ability to:

- Demonstrate effective interpersonal skills.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with students, adult students and parents.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability.
- Maintain professional, cordial relationships with students, parents, and staff.
- Monitor students in classrooms and other learning environments.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.

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- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Provide leadership to students in emergency preparedness drills and during actual emergencies, following the charter's Safety Plan. the site emergency preparedness plan. Supervise and lead students during monthly site disaster drills and an annual"charter wide" disaster drill.

Use of Computer Technology: To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing systems, spreadsheet software, and word processing software.

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

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

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

- Noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employee must have available transportation and be able to drive up to 100 miles in a day

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Employee Acknowledgement:

DocuSigned by: Karen Calleja AB34766112214BE...	Karen Calleja	6/10/2019
Employee Signature	Printed Name	Date

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Lead Teacher - Job Description

Position Title:	Lead Teacher
Department:	Certificated Teaching
Reports To:	Chief Academic Officer (or Designee)
FLSA Classification:	Exempt
Pay Range:	$80,000-$90,000
Classification:	Certificated
School Calendar Days:	224 Day Calendar

Job Description: *This is not a stand-alone job description, but a rider to our teaching and exceptional education job descriptions. This payscale supersedes the teaching position. This teacher must participate, on a regular basis, in the direct education of students; and serve as faculty for professional development activities. A Lead Teacher is responsible for organizing and implementing curriculum and instructional programs for students, and meeting the duties of teaching as outlined in laws and policies. During non-student contact time, this employee is responsible for assisting in the development of standards-based curriculum and assessment opportunities, research-based instructional methods, aligning of materials and resources to curriculum outcomes, and supporting teachers that are under his/her direct supervision.*

General Duties:

Duties of this position include, but are not limited, to:

1. **Professional Development:**
   - Training early BITSA Teachers, other Lead Teachers, and Mentor Teachers.
   - Observing and providing peer assistance for colleagues.
   - Participating in professional development activities.
   - Planning/Leading team meetings to ensure communication with peers.
   - Participating in a formalized peer review process as a formative evaluator.
   - Assisting in the coordination of all school based professional development opportunities linked to individual professional development plans and job competencies.
   - Assisting in the coordination of the program for BITSA teachers by communicating with Human

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Resources Department and college/university personnel.

2. Curriculum:

- Collaborating with colleagues to construct Elite Curriculum.
- Serving as the official liaison between your academy and the Department of Curriculum and Instruction.
- Assisting with identifying the curriculum needs of the faculty.
- Planning and managing the development of standards-based curriculum, instruction, assessment plans, and strategies.
- Assisting in the adoption of curriculum resources that are consistent with the charters curriculum. Overseeing the textbook ordering and inventory for the Academy.
- Ensuring that all textbooks are used effectively as a resource to meet curriculum goals.
- Updating themes/units and supervising theme/unit writing.
- Coordinating communication and planning among all learning communities.

3. Leadership:

- Serving as a resource to the leadership team and working with school administrators to develop, implement, and evaluate the school's Local Control Accountability Plan.
- Supporting and assisting in implementing the Elite's Mission and Vision.
- Serving on charter-level committees.
- Writing grants to aid in meeting the goals of the Continuous Improvement Plan.
- Assisting in the coordination of the school's testing program.

Required Qualifications:

- Valid professional teaching credential.
- Master's degree or one year curriculum leadership at the school.
- Minimum of one year as a Professional Teacher.
- Ability to work an extended schedule.

Desired Qualifications:

- Professional development in the area(s) of:
  - communication and conferencing skills;
  - leadership development;
  - classroom management;
  - standards-based curriculum development;
  - peer observation, coaching, mentoring, and conferencing skills;
  - student and parent conferencing skills;
  - knowledge of subject matter;
  - independent study compliance;
  - remote teaching;

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  - assessment of student performance;
  - grant writing.
- Master's degree or higher.
- 5 or more years in the field of Education with independent study experience.

Employee Acknowledgement:

DocuSigned by:
Karen Calleja
AB347661122214BE...

Employee Signature	Karen Calleja Printed Name	6/10/2019 Date

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MUTUAL AGREEMENT TO ARBITRATE CLAIMS

This Mutual Agreement to Arbitrate Claims ("Agreement") is a contract and covers important issues relating to your rights. It is your responsibility to read it and understand it. You are free to seek assistance from independent advisors of your choice. With the limited exceptions noted below, you and ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT mutually agree to resolve all disputes through binding arbitration, meaning YOU AND ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT DO NOT HAVE THE RIGHT TO A JURY TRIAL AND/OR TO PARTICIPATE IN A CLASS OR COLLECTIVE ACTION.

EMPLOYEE and the COMPANY (both defined below) agree as follows: Karen Calleja ("EMPLOYEE") on the one hand, and ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT ("the COMPANY"), or any of its directors, officers, shareholders, employees, agents, or representatives (collectively "COMPANY PARTIES"), on the other hand, shall be settled by binding arbitration at the request of either party, in accordance with the then current Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association ("AAA Rules"). A complete copy of the current AAA Rules may be found on the Internet at www.adr.org. A copy of the AAA Rules is also available from the Elite Academic Academy Human Resources Department upon request. Arbitration under this Agreement may be conducted by the AAA, ADR Services, Inc., JAMS, Inc. or other similar organization agreed to by the parties.

I. Claims Covered by the Arbitration Agreement

This Agreement is intended to be broad and generally applies to *any and all* claims that have existed, currently exist or may arise between EMPLOYEE and the COMPANY or any COMPANY PARTIES. This includes, but is not limited to, claims for: (a) wages (regular or overtime), failure to provide meal periods and/or rest breaks, failure to furnish accurate wage statements, penalties, paid time off/vacation, business expenses, benefits and/or other compensation; (b) breach of contract (oral, implied or written); (c) wrongful termination; (d) unfair competition or misappropriation of trade secrets; (e) discrimination, retaliation, and/or harassment (including, but not limited to those on the basis of, race, sex, gender, sexual orientation, transgender, genetic characteristic, pregnancy, religion, national origin, age, military or veteran status, marital status, leave status, medical condition, and disability or any other characteristic protected by law); and (f) any other claims arising out of the employment relationship (including application for employment) or termination of the employment relationship or for violation of any federal, state, or other government law, statute, regulation, or ordinance, including, without limitation, the California Labor Code, the Industrial Welfare Commission Wage Orders, the California Business and Professions Code, the Fair Labor Standards Act, California's Fair Employment and Housing Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the Age Discrimination in Employment Act. Covered (collectively, "Covered Disputes").

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II. Claims Not Covered by the Arbitration Agreement

Nothing in this Agreement is intended to require arbitration of any Claim which may not be subject to arbitration in accordance with applicable law. Specifically, "Covered Disputes" shall not include representative claims or actions arising under the California Private Attorneys General Act of 2004 ("PAGA") which are not covered by this Agreement. Additionally, claims filed with the Workers' Compensation Appeals Board, the Employment Development Department, the National Labor Relations Board, the U.S. Department of Labor, and the Equal Employment Opportunity Commission ("Administrative Claims") are not covered by this agreement, and EMPLOYEE is not barred from filing or cooperating in any Administrative Claim. However, if after initiating an Administrative Claim, EMPLOYEE is permitted to pursue a private cause of action against the COMPANY, the private cause of action must be resolved through arbitration pursuant to this Agreement.

III. Class and Collective Action Waiver

Notwithstanding any provision in the AAA Rules to the contrary, EMPLOYEE and the COMPANY agree that Covered Disputes shall be arbitrated on an individual basis only. No Covered Dispute shall be (a) heard or arbitrated on a class or collective action basis on behalf of other persons alleged to be similarly situated, or (b) joined, consolidated, or otherwise combined with the claims of other persons in one proceeding. EMPLOYEE and the COMPANY shall not seek to bring any Covered Dispute as a class or collective action or seek to join, consolidate, or otherwise combine the claims of other persons in one proceeding. COMPANY, while it may take all steps necessary to enforce this Agreement in legal proceedings, will not discipline or otherwise retaliate against Employee for engaging in concerted activity, even if that activity is in breach of this Agreement.

IV. Governing Law

Any arbitration hereunder will be pursuant to the Federal Arbitration Act (the "FAA") and California law, unless California law conflicts with the FAA in which case the FAA shall govern.

V. Notice of Claims Must be Timely

The demand for arbitration must be in writing and made within the applicable statute of limitations period. In the event that there is a dispute as to whether a claim or an issue is arbitrable, the court shall have the exclusive authority to determine arbitrability.

VI. Place of Arbitration

The arbitration shall take place before a neutral arbitrator within 45 miles of where EMPLOYEE is or was last employed by the COMPANY.

VII. Discovery

The parties shall be entitled to conduct reasonable discovery, including conducting depositions and requesting documents. The arbitrator shall have the authority to resolve discovery disputes, including but not limited to determining what constitutes reasonable discovery.

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VIII. Arbitration Decision

The arbitrator shall prepare in writing and timely provide to the parties a decision and award which includes factual findings and the reasons upon which the decision is based. The arbitrator may make any award available under law, including monetary damages, injunctive relief, and attorneys' fees. The decision of the arbitrator shall be binding and conclusive on the parties, except as may otherwise be required by law. Judgment upon the award rendered by the arbitrator may be entered in any court having proper jurisdiction.

IX. Arbitration Fees and Costs

The fees for the arbitrator (including any administrative costs charged by the arbitration administer) shall be paid entirely by the COMPANY. Each party shall otherwise bear its own attorneys' fees and costs incurred in connection with the arbitration, except that the arbitrator shall award attorneys' fees and costs in accordance with applicable law.

X. Severability

The parties agree that if any term, provision, covenant or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the term, provision, covenant or condition shall be disregarded and the remaining terms and provisions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated.

XI. Sole and Entire Agreement Regarding Dispute Resolution

This Agreement between EMPLOYEE and the COMPANY constitutes the entire agreement between the parties with respect to the matters referenced herein. This Agreement can be modified only by a written instrument executed by Aurora Sosa and Dr. Brent Woodard on behalf of the COMPANY.

XII. Binding Effect

This Agreement is binding upon the COMPANY and EMPLOYEE and each of their respective subsidiaries and affiliates, and upon their heirs, successors, permitted representatives, and permitted assigns.

EMPLOYEE and the COMPANY have carefully read this Agreement and understand its terms. EMPLOYEE and the COMPANY further acknowledge that each has been given the opportunity to discuss this Agreement with advisors of their choice and have availed themselves of that opportunity to the extent that either wishes to do so.

Both the COMPANY and EMPLOYEE understand that by using arbitration to resolve any Covered Dispute between EMPLOYEE and the COMPANY or COMPANY PARTIES they are not entitled to a judge or jury trial *or* the right to pursue a class or collective action.

COMPANY:	EMPLOYEE:
By: DocuSigned by: Brent Woodard 18DD5A9B4E7...C3...	By: DocuSigned by: Karen Calleja ...B24766112214BE...
Dr. Brent Woodard	Karen Calleja
DATED: 6/10/2019	DATED: 6/10/2019

DocuSign Envelope ID: 8B332EEE-AC1B-4FD8-A8E4-885DB5B59517

Elite Academic Academy School Year 2019 - 2020 (224)

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JUNE

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Holidays

7/4	- Fourth of July
9/2	- Labor Day
11/11	- Veteran's Day
11/28 & 11/29	- Thanksgiving & Day After
12/25	- Christmas
1/1	- New Years Day
1/20	- Martin Luther King's Day
2/17	- Presidents Day
5/25	- Memorial Day
4/12	-Easter/Spring Break

Key

	Contract Start and End
	Holiday
	First Day of School Track B
	Last Day of School Track I
	Not Contract Days
	PD Days

ELITE ACADEMIC ACADEMY

0

DocuSigned by:
karen Calleja
AB34766112214BE...

6/10/2019

DocuSign Envelope ID: 8B332EEE-AC1B-4FD8-A8E4-885DB5B59517

Elite Academic Academy School Year 2019 - 2020

JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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14	15	16	17	18	19	20
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28	29	30				

Holidays

7/4	- Fourth of July
9/2	- Labor Day
11/11	- Veteran's Day
11/28 & 11/29	- Thanksgiving & Day After
12/25	- Christmas
1/1	- New Years Day
1/20	- Martin Luther King's Day
2/17	- Presidents Day
5/25	- Memorial Day
4/12	-Easter/Spring Break

Key

	Semi-Monthly 16th- End of the Month
	Monthly/Semi-Monthly 1-1
	Holidays

ELITE ACADEMIC ACADEMY

0

DocuSigned by:
karen Calleja
AB34766112214BE...

6/10/2019

DocuSign Envelope ID: 05F22D87-EF59-454E-9040-7B181CFE1911

MUTUAL AGREEMENT TO ARBITRATE CLAIMS

This Mutual Agreement to Arbitrate Claims ("Agreement") is a contract and covers important issues relating to your rights. It is your responsibility to read it and understand it. You are free to seek assistance from independent advisors of your choice. With the limited exceptions noted below, you and ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT mutually agree to resolve all disputes through binding arbitration, meaning YOU AND ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT DO NOT HAVE THE RIGHT TO A JURY TRIAL AND/OR TO PARTICIPATE IN A CLASS OR COLLECTIVE ACTION.

EMPLOYEE and the COMPANY (both defined below) agree as follows: Karen Calleja ("EMPLOYEE") on the one hand, and ELITE ACADEMIC ACADEMY-ADULT WORK FORCE INVESTMENT ("the COMPANY"), or any of its directors, officers, shareholders, employees, agents, or representatives (collectively "COMPANY PARTIES"), on the other hand, shall be settled by binding arbitration at the request of either party, in accordance with the then current Employment Arbitration Rules and Mediation Procedures of the American Arbitration Association ("AAA Rules"). A complete copy of the current AAA Rules may be found on the Internet at www.adr.org. A copy of the AAA Rules is also available from the Elite Academic Academy Human Resources Department upon request. Arbitration under this Agreement may be conducted by the AAA, ADR Services, Inc., JAMS, Inc. or other similar organization agreed to by the parties.

I. Claims Covered by the Arbitration Agreement

This Agreement is intended to be broad and generally applies to *any and all* claims that have existed, currently exist or may arise between EMPLOYEE and the COMPANY or any COMPANY PARTIES. This includes, but is not limited to, claims for: (a) wages (regular or overtime), failure to provide meal periods and/or rest breaks, failure to furnish accurate wage statements, penalties, paid time off/vacation, business expenses, benefits and/or other compensation; (b) breach of contract (oral, implied or written); (c) wrongful termination; (d) unfair competition or misappropriation of trade secrets; (e) discrimination, retaliation, and/or harassment (including, but not limited to those on the basis of, race, sex, gender, sexual orientation, transgender, genetic characteristic, pregnancy, religion, national origin, age, military or veteran status, marital status, leave status, medical condition, and disability or any other characteristic protected by law); and (f) any other claims arising out of the employment relationship (including application for employment) or termination of the employment relationship or for violation of any federal, state, or other government law, statute, regulation, or ordinance, including, without limitation, the California Labor Code, the Industrial Welfare Commission Wage Orders, the California Business and Professions Code, the Fair Labor Standards Act, California's Fair Employment and Housing Act, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act, and the Age Discrimination in Employment Act. Covered (collectively, "Covered Disputes").

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II. Claims Not Covered by the Arbitration Agreement

Nothing in this Agreement is intended to require arbitration of any Claim which may not be subject to arbitration in accordance with applicable law. Specifically, "Covered Disputes" shall not include representative claims or actions arising under the California Private Attorneys General Act of 2004 ("PAGA") which are not covered by this Agreement. Additionally, claims filed with the Workers' Compensation Appeals Board, the Employment Development Department, the National Labor Relations Board, the U.S. Department of Labor, and the Equal Employment Opportunity Commission ("Administrative Claims") are not covered by this agreement, and EMPLOYEE is not barred from filing or cooperating in any Administrative Claim. However, if after initiating an Administrative Claim, EMPLOYEE is permitted to pursue a private cause of action against the COMPANY, the private cause of action must be resolved through arbitration pursuant to this Agreement.

III. Class and Collective Action Waiver

Notwithstanding any provision in the AAA Rules to the contrary, EMPLOYEE and the COMPANY agree that Covered Disputes shall be arbitrated on an individual basis only. No Covered Dispute shall be (a) heard or arbitrated on a class or collective action basis on behalf of other persons alleged to be similarly situated, or (b) joined, consolidated, or otherwise combined with the claims of other persons in one proceeding. EMPLOYEE and the COMPANY shall not seek to bring any Covered Dispute as a class or collective action or seek to join, consolidate, or otherwise combine the claims of other persons in one proceeding. COMPANY, while it may take all steps necessary to enforce this Agreement in legal proceedings, will not discipline or otherwise retaliate against Employee for engaging in concerted activity, even if that activity is in breach of this Agreement.

IV. Governing Law

Any arbitration hereunder will be pursuant to the Federal Arbitration Act (the "FAA") and California law, unless California law conflicts with the FAA in which case the FAA shall govern.

V. Notice of Claims Must be Timely

The demand for arbitration must be in writing and made within the applicable statute of limitations period. In the event that there is a dispute as to whether a claim or an issue is arbitrable, the court shall have the exclusive authority to determine arbitrability.

VI. Place of Arbitration

The arbitration shall take place before a neutral arbitrator within 45 miles of where EMPLOYEE is or was last employed by the COMPANY.

VII. Discovery

The parties shall be entitled to conduct reasonable discovery, including conducting depositions and requesting documents. The arbitrator shall have the authority to resolve discovery disputes, including but not limited to determining what constitutes reasonable discovery.

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VIII. Arbitration Decision

The arbitrator shall prepare in writing and timely provide to the parties a decision and award which includes factual findings and the reasons upon which the decision is based. The arbitrator may make any award available under law, including monetary damages, injunctive relief, and attorneys' fees. The decision of the arbitrator shall be binding and conclusive on the parties, except as may otherwise be required by law. Judgment upon the award rendered by the arbitrator may be entered in any court having proper jurisdiction.

IX. Arbitration Fees and Costs

The fees for the arbitrator (including any administrative costs charged by the arbitration administer) shall be paid entirely by the COMPANY. Each party shall otherwise bear its own attorneys' fees and costs incurred in connection with the arbitration, except that the arbitrator shall award attorneys' fees and costs in accordance with applicable law.

X. Severability

The parties agree that if any term, provision, covenant or condition of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the term, provision, covenant or condition shall be disregarded and the remaining terms and provisions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired or invalidated.

XI. Sole and Entire Agreement Regarding Dispute Resolution

This Agreement between EMPLOYEE and the COMPANY constitutes the entire agreement between the parties with respect to the matters referenced herein. This Agreement can be modified only by a written instrument executed by Karen Calleja and Dr. Brent Woodard on behalf of the COMPANY.

XII. Binding Effect

This Agreement is binding upon the COMPANY and EMPLOYEE and each of their respective subsidiaries and affiliates, and upon their heirs, successors, permitted representatives, and permitted assigns.

EMPLOYEE and the COMPANY have carefully read this Agreement and understand its terms. EMPLOYEE and the COMPANY further acknowledge that each has been given the opportunity to discuss this Agreement with advisors of their choice and have availed themselves of that opportunity to the extent that either wishes to do so.

Both the COMPANY and EMPLOYEE understand that by using arbitration to resolve any Covered Dispute between EMPLOYEE and the COMPANY or COMPANY PARTIES they are not entitled to a judge or jury trial *or* the right to pursue a class or collective action.

COMPANY:

By: DocuSigned by: Brent Woodard 8DD05A65A5E74C3...

Dr. Brent Woodard

DATED: 6/13/2019

EMPLOYEE:

By: DocuSigned by: Karen Calleja AB34766112214BE...

Karen Calleja

DATED: 6/13/2019

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

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Elite Academic Academy- Adult Work Force Investment
CDS code:	
LEA contact information:	Brent Woodard- bwoodard@eliteacademic.com
Coming LCAP Year:	2019/20
Current LCAP Year	2018/19

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

Projected General Fund Revenue for the 2019/20 LCAP Year	**Amount**
Total LCFF funds	$ 813,693
LCFF supplemental & concentration grants	$ 185,356
All other state funds	$ 52,701
All local funds	$ 57,529
All federal funds	$ 23,035
Total Projected Revenue	$ 946,958

Total Budgeted Expenditures for the 2019/20 LCAP Year	**Amount**
Total Budgeted General Fund Expenditures	$ 715,123
Total Budgeted Expenditures in LCAP	$ 650,112
Total Budgeted Expenditures for High Needs Students in LCAP	$ 124,899
Expenditures not in the LCAP	$ 65,011

Expenditures for High Needs Students in the 2018/19 LCAP Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 243,800
Estimated Actual Expenditures for High Needs Students in LCAP	$ 31,844

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Some expenditures that are not included in the LCAP are oversight fees, leases, professional and misc. operating expenses.
The amount budgeted to increase or improve services for high needs students in 2019/20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019/20. Provide a brief description of how the actions/services in the LCAP will meet	[Respond to the prompt here; if there is no prompt a response is not required.]
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018/19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for	[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy- Adult Work Force Investment

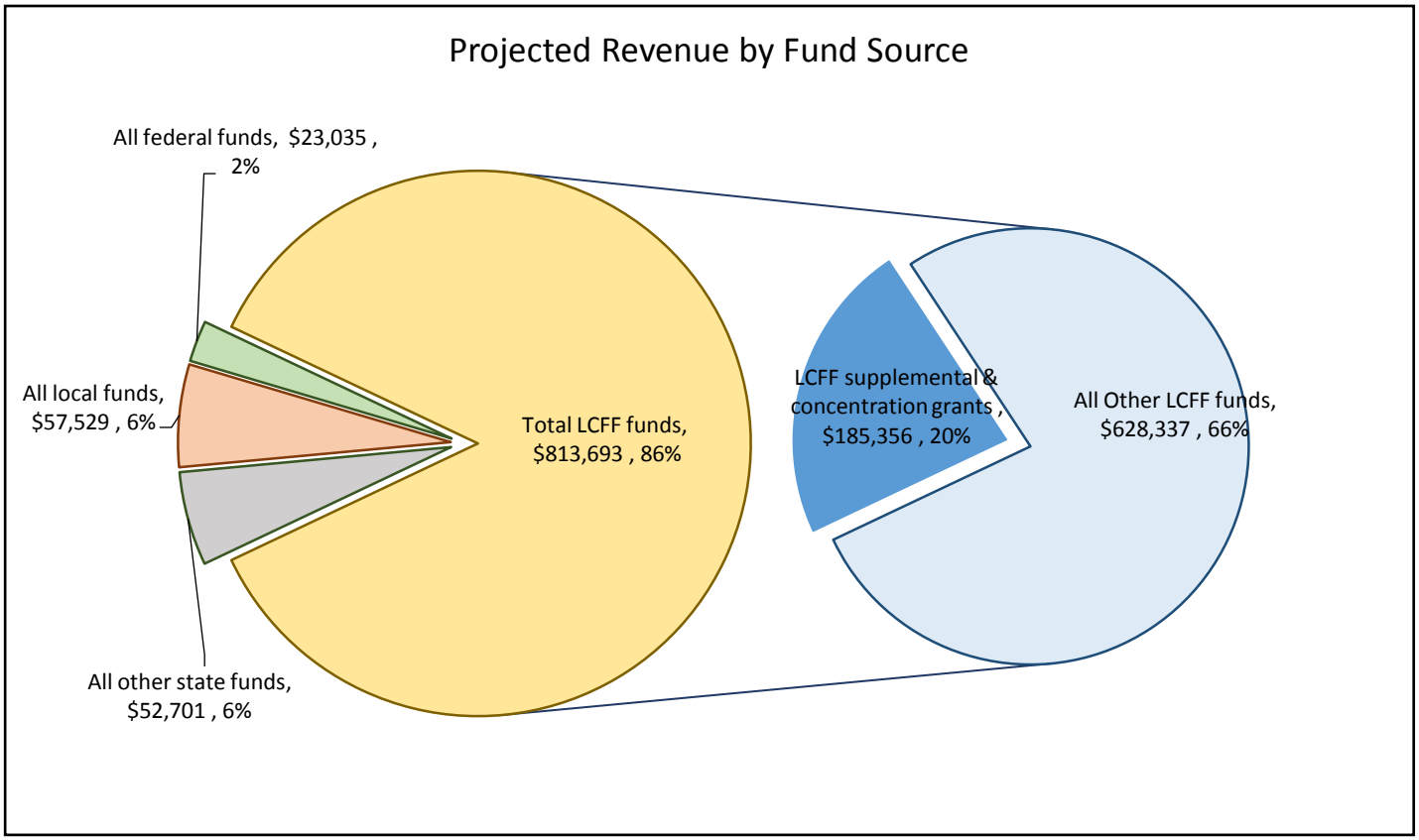
CDS Code: [CDS Code]

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

LEA contact information: Brent Woodard- bwoodard@eliteacademic.com

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

Budget Overview for the 2019/20 LCAP Year

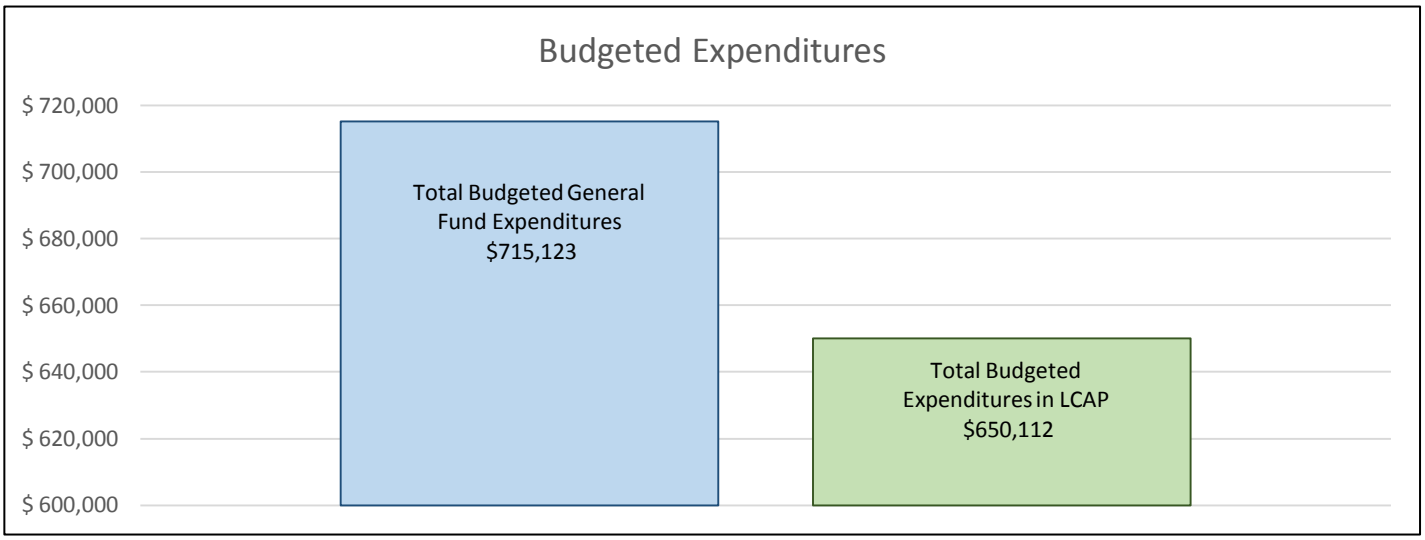


This chart shows the total general purpose revenue Elite Academic Academy- Adult Work Force Investment expects to receive in the coming year from all sources.

The total revenue projected for Elite Academic Academy- Adult Work Force Investment is $946,958.00, of which $813,693.00 is Local Control Funding Formula (LCFF), $52,701.00 is other state funds, $57,529.00 is local funds, and $23,035.00 is federal funds. Of the $813,693.00 in LCFF Funds, $185,356.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Elite Academic Academy- Adult Work Force Investment plans to spend for 2019/20. It shows how much of the total is tied to planned actions and services in the LCAP.

Elite Academic Academy- Adult Work Force Investment plans to spend $715,123.00 for the 2019/20 school year. Of that amount, $650,112.00 is tied to actions/services in the LCAP and $65,011.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

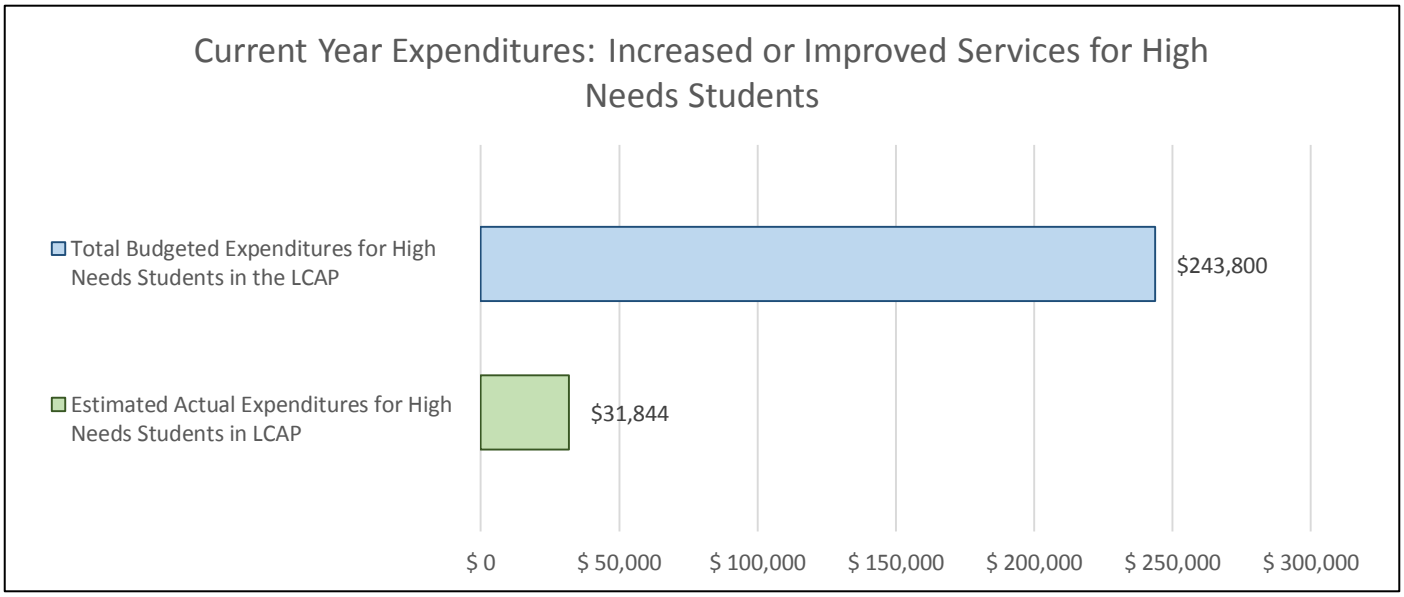
Some expenditures that are not included in the LCAP are oversight fees, leases, professional and misc. operating expenses

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

In 2019/20, Elite Academic Academy- Adult Work Force Investment is projecting it will receive $185,356.00 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy- Adult Work Force Investment must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Elite Academic Academy- Adult Work Force Investment plans to spend $124,899.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

LCFF Budget Overview for Parents

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



This chart compares what Elite Academic Academy- Adult Work Force Investment budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elite Academic Academy- Adult Work Force Investment estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018/19, Elite Academic Academy- Adult Work Force Investment's LCAP budgeted $243,800.00 for planned actions to increase or improve services for high needs students. Elite Academic Academy- Adult Work Force Investment estimates that it will actually spend $31,844.00 for actions to increase or improve services for high needs students in 2018/19. The difference between the budgeted and actual expenditures of $211,956.00 had the following impact on Elite Academic Academy- Adult Work Force Investment's ability to increase or improve services for high needs students:

LCFF Budget Overview for Parents Data Entry Instructions

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

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

Data Input Tab

LEA Information (rows 1-3)

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

Identify the Applicable LCAP Year

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

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

Projected General Fund Revenue for the Coming LCAP Year

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

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

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

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

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

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

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

Total Budgeted Expenditures for the Coming LCAP Year

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

• **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on the planned actions and services to meet the goals included in the LCAP for the coming LCAP year.

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

Expenditures for High Needs Students in the Current LCAP Year

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

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

Narrative Responses Tab

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

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

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

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

Charter School Name: Elite Academic Academy - Adult Work Force Investment
CDS #: 36750510138107
Charter Approving Entity: Lucerne Valley Unified
County: San Bernardino
Charter #: 1975

Rev. 4/26/19

To the authorizing/oversight district:
2019-20 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Brent Woodard Title: CEO

To the County Superintendent of Schools:
2019-20 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed Name: _____ Title: _____

2019-20 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

For additional information on the budget report, please contact:

For Approving Entity:	For Charter School:
	Brent Woodard
Name	Name
	CEO
Title	Title
	(866) 354-8302 Ext. 704
Telephone	Telephone
	bwoodard@eliteacademic.com
E-mail address	E-mail address

2019-2020

Dear Prospective Instructional Services Vendor:

Elite Academic Academy Charter School (henceforth referred to as "Elite"), a California nonprofit corporation. We have received a request from one of our families to use your services. If you are interested in serving our students, please carefully review the entire Instructional Vendor Agreement Packet and mail or email the completed application to:

Elite Academic Academy
43414 Business Park Drive
Temecula, CA 92590
(866) 354-8302 Ext. 702
vendors@eliteacademic.com

Required Documents:

1. Vendor Information Sheet
2. Purchase Order Contract Terms
3. Process and Procedures Overview Page
4. Employer Fingerprinting Clearance Form
5. *Live Scan** Fingerprint Form (DOJ)
6. W-9 Form
7. Proof of liability insurance (the declaration page or an insurance card will be sufficient). [*Note: Elite Academic MUST be added as a Certificated Holder.*]
8. Provide Description of Types of Services Offered (1-2 paragraphs, including pricing info if desired)
9. Brief description of qualifications – e.g. relevant experience, resume, etc.

Upon receipt of a signed Instructional Services contract, and a complete Vendor Agreement Packet, **Elite** will evaluate and send notification with a decision of the application within 10 business days. Approved vendors will be identified on the program's website. **Elite** reserves the right to remove any vendor from the website at any time, including for violation of the terms of this Vendor Agreement Packet.

Unless a vendor receives a Purchase Order (PO), services performed will not be considered authorized by Elite, which means that any services rendered prior to issuance of a PO will not be paid.

Vendors must send invoices to Accounts Payable (AP) for actual services rendered. If you would like to submit invoices through our **Online Purchasing System (OPS)**, you will receive separate instructions after you have been approved.
All terms and conditions apply regardless of the invoice submission method. All invoices are subject to verification by AP personnel. We do not process payments merely upon the issuance of a PO.

*All vendors should send detailed invoices to AP the **following month** for services rendered during the **previous month*** - e.g. art lessons provided during September should be invoiced in October. AP processes invoices from vendors in two ways: **(1) Vendors that utilize our ACH payment option are paid on "net 30" terms; and (2) Vendors requesting manual checks will be paid on "net 45" terms.**

Vendor Management
Go Green! We're trying to cut down on paper.
Electronic documents are preferred as they ensure that information is clear and legible.

Please enter your Tax ID# here:	*Teacher of Record (Elite Educator):*

Vendor Information Sheet

Vendor/Company Name:	Primary/Alternate Contact Person(s):
Complete Primary Address (Number & Street), City, State, Zip:	
PO Email (POs will be sent here):	Primary Phone #:
Request ACH Payment Option (provide email)	Fax #:
Website Address (if applicable):	
Type of Service Offered (please be specific):	
****VENDOR'S CONTACT BILLING INFORMATION**** **(*The section below must be completed*)**	
Billing Contact:	
Checks Made Payable To (name on W-9):	**Billing Phone:**
Billing Address:	**Billing Email:**

PLEASE COMPLETE, SIGN, & RETURN hard copies of the following:

1. **Vendor Information Sheet**
2. **Purchase Order Contract Terms**
3. **Process and Procedures Overview Page**
4. **Employer Fingerprinting Clearance Form**
5. **Live Scan* Fingerprint Form (DOJ)**
6. **W-9 Form**
7. **Proof of liability insurance (the declaration page or an insurance card will be sufficient)**
8. **Provide Description of Types of Services Offered (1-2 paragraphs, including pricing info if desired)**
9. **CV or Resume (including references) to establish qualifications – e.g. relevant experience, degrees, etc.**

If any required information or supporting documentation is missing or filled out incorrectly, AP will attempt to assist in clarifying what items are still outstanding. Prospective vendors will have 30 calendar days from the date the initial application was received by Elite to complete the evaluation process. If the vendor application process is not completed within this aforementioned time period, the application will no longer be considered active, and the file will be closed accordingly. If there is any change in the vendor's contact information, Elite must be informed, in writing, within 30 calendar days via email/fax or regular mail. By signing below, you understand and agree to the above conditions for becoming an approved vendor for Elite Academic.

_____ _____

Signature **Date**

Purchase Order Contract Terms

The vendor providing instructional services will be referred to as Vendor and Accounts Payable will be referred to as AP

1. The Vendor agrees that they will *NOT* begin services without a PO issued from AP.

2. The Vendor agrees not to increase their fees during the 2019 - 2020 school year.

3. The Vendor agrees that **Elite** will only pay the price and for the number of classes listed on the PO. All Vendors are responsible to reconcile POs with their invoices.

4. The Vendor agrees that it is not authorized to provide any services that are inconsistent with a PO, and acknowledges that **Elite** will not pay for any services that are not explicitly identified in a PO.

5. The Vendor agrees that it will not provide services that are sectarian or denominational and that we will not pay for such services because **Elite** is a public charter school using taxpayer money.

6. The Vendor agrees that payment will only be issued after services have actually been performed.

7. **The Vendor agrees that they are not allowed to be reimbursed for services provided to their child/children.**

8. The Vendor agrees that if they are already otherwise employed as a teacher by Elite, they are not allowed to provide vendor services to students from their active student roster.

9. The Vendor agrees that it will submit a completed **Invoice Monthly.**

10. **The Vendor agrees that all invoices must reference the appropriate PO number. AP will attempt to alert Vendors of discrepancies, but the Vendor is responsible for submitting invoices with accurate information and acknowledges that such errors may result in processing delays where payment may not be sent until the following month.**

11. All Vendors agree to submit a DOJ Live Scan for **Elite**, (forwarding a copy of a DOJ Live Scan for another entity cannot be accepted). AP has included this form in each packet.

Initial here_____

12. If Vendor has employees/contractors who will have contact with students, Vendor agrees to conduct a criminal background check of all such persons using DOJ Live Scan, and certify via the Employer Fingerprinting Clearance Form that all have been cleared and that none have been convicted (or has a criminal action pending) of a violent or serious felony as set forth therein. Vendors are financially responsible for their employees DOJ Live Scan fees.

13. The Vendor agrees that they are responsible to have all new employees/contractors (hired subsequent to being approved as a Vendor) cleared using DOJ Live Scan prior to having any direct contact with students. Vendor agrees to provide Elite with an updated certification pursuant to Employer Fingerprinting Clearance Form for each new employee/contractor. Vendor also agrees to continually monitor the status of all its employees/contractors to ensure that any certification provided to Elite pursuant to Employer Fingerprinting Clearance Form remains valid and accurate.

14. The Vendor agrees to notify the school immediately of any adverse DOJ report, as well as any change of status of Vendor or its employees/contractors, which would render any previously submitted DOJ clearance or certification pursuant to the Employer Fingerprinting Clearance Form invalid or inaccurate.

15. The Vendor agrees that it can only service students from the first day of school through the last day of school.

16. The Vendor agrees that its invoices must be submitted **the following month** after services have been rendered **in the prior month**.

17. The Vendor agrees that all final invoices must be sent **by June 15, 2020.**

18. The Vendor acknowledges that AP processes invoices from vendors in two ways: **(1) Vendors that utilizes our ACH Payment Option are paid on "net 30" terms; and (2) Vendors requesting manual checks will be paid on "net 45" terms.**

19. Vendor agrees that this agreement is by and between two Independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. This contract, as well as the independent contractor relationship, can be terminated by either the Vendor or Elite at any time for any reason.

20. The Vendor agrees to have its own liability insurance and furnish a copy of a declaration page or proof of insurance card showing that coverage is in force (*with Elite Academic named as a Certificated Holder*) while they are providing services to students. If coverage expires during the school year, it is the Vendor's responsibility to (a) renew coverage and (b) send a copy of their updated declaration page or new proof of insurance card to AP to prove they have active coverage within 30 calendar days from the renewal date. Vendors who do not update their insurance information will be in breach of this agreement, which would result in immediate termination. We do not accept vendors who do not have their own liability insurance and instead rely on students to purchase their own insurance coverage from a 3rd party.

Initial here_____

21. Indemnity--All work, services, and obligations performed by or required of Vendor under this contract shall be at the risk of Vendor exclusively, and Vendor shall indemnify, defend, and hold harmless Elite, its officers, officials, employees, and volunteers from and against all of the following: Any and all liability, claims, damage, costs, expenses, awards, fines, judgments, and attorney fees (including, without limitation, costs, attorney fees, expert witness fees, and other expenses of litigation) of every nature arising out of or in connection with Vendor's work, service, and obligations hereunder, excluding those claims, liabilities, damages or judgments arising from the sole active negligence or willful misconduct of Elite. The indemnity requirements provided herein shall survive the termination or expiration of the contract.
22. **Vendor represents that none of its employees or principals are related to or have business relationships with any employees principals of Elite.**

By signing below, you AGREE to the above contract terms and understand that any deviation from these terms will result in the removal of approved vendor status.

_____	_____
Print Name	Title
_____	_____
Signature	Date

Process and Procedures for Vendors

1. The parent or legal guardian should contact the vendor for pertinent information regarding available services, including but not limited to: time, location, and price.
2. The parent or legal guardian should contact their Elite Educator, who will place a PO for services.
3. Each PO will be processed by AP and emailed to the Vendor.
4. Vendor will provide only those services which are identified on the PO. POs may not be changed by the Vendor once issued. Please check the cost for the service and number of services to be provided. If there is any kind of error or discrepancy, Vendors are responsible for contacting AP via email to address the issue in a timely manner.
5. Once services are completed, the Vendor should submit an invoice via email or by the utilizing Elite Online Purchasing System (OPS). Invoices should be sent to AP by the following month.
6. **AP processes invoices from vendors in two ways: (1) Vendors that utilizes our ACH payment option are paid on "net 30" terms: and (2) Vendors requesting manual checks will be paid on "net 45" terms.**

ELITE WILL NOT:

1. **Be liable for any services you, as a vendor, provided prior to the issuance of a valid PO.**
2. **Provide payment until after services have been rendered.**
3. **Issue payment if an invoice is not properly submitted – e.g. missing the matching PO number and/or the date(s) of service, the student, or classes listed on the invoice do not match the PO. AP will attempt to assist the Vendor in providing the necessary and correct information, but processing delays may cause payment to be delayed until the issue is resolved.**

Elite reserves the right to terminate this agreement for non-compliance – e.g. if a Vendor repeatedly fails to turn in an invoice with attendance dates or provides services and issues invoices without a pre-approved PO.

If a Vendor is reported upon by the DOJ or if there is any incident that potentially puts students at risk, we will investigate the matter and may terminate this agreement immediately to protect the safety of and well-being of its students.

By signing below, the Vendor acknowledges and accepts the aforementioned policies and procedures.

_____ _____

Print Name Title

_____ _____

Signature Date

EMPLOYER FINGERPRINTING CLEARANCE FORM

I hereby certify that I, _____(Vendor), have conducted a criminal background check of all employees/contractors who will have contact with students, through the Department of Justice (DOJ), in accordance with Education Code Section 45125.1 and I certify to **Elite**, that no employee/contractor of the VENDOR working with students of **Elite** has been convicted of a violent or serious felony as defined by Penal Code 667.5(c) and 1192.7(c), or any other applicable statute, nor has a criminal action pending upon charges of commission of a violent or serious felony as defined therein.

List all employees/contractors who will have contact with Elite students. You may attach another sheet, if necessary.

1. _____ 3. _____

2. _____ 4. _____

□ _____Check box AND initial if no employees/contractors.

Please select one:

□ _____has completed and returned the Live Scan included in this vendor packet.

□ _____has provided Company ORI Number issued by the DOJ
(all documentation must be provided)

_____ _____

Vendor/Company Name (if different from below) **ORI Number issued by DOJ**

_____ _____

Print Name Title

_____ _____

Signature Date

Live Scan* Fingerprinting Information Sheet

NOTE: The cost of Live Scan Fingerprinting is the responsibility of the Vendor.

Three (3) copies of the DOJ form have been included in the vendor packet. You will need to fill out all 3 copies and take them to the fingerprinting service office of your choice and have the Live Scan* operator fill in all 3 when done.

1. The Live Scan Fingerprinting (DOJ) Form is attached. We have filled out all appropriate sections prior to sending the form to the vendor.

2. Vendor is responsible for properly filling out the applicant information section ONLY and scheduling a Live Scan appointment with an approved Live Scan Operator**

   **For a list of Live Scan Operators visit: https://oag.ca.gov/fingerprints/operators

3. Vendor is responsible for ensuring that the Live Scan Operator completely fills out the last section on the form.

4. Each Vendor needs to ensure that the Live Scan operator maintains one copy for their records, **returns one copy of the completed Live Scan form to Elite with the completed vendor packet**, and keeps one copy for his/her records.

5. Vendor is responsible for any and all fees owed to the Live Scan Operator at the time of services.

6. Once the vendor's fingerprints are processed by the U.S. Department of Justice ("DOJ"), we will review the entire application and make a determination as to whether or not the applicant should be added to the Approved Vendor List.

Elite Academic Academy
Vendor Information

Our vendors are very important to us. In an incredibly competitive market we want to ensure that students are served, and that vendors meet desired goals. We have designed this page to help us get a clear understanding of how we can effectively inform parents and students about the services offered and how they align to Common Core Standards.

Website name/address:
Social Media (please list all forms of social media, Facebook, Instagram, Snapchat, etc):
Please attach a short write up about your company, and provide your personal resume. Please explain what academic subject your business offers students
Please be sure to attach any flyers and marketing materials along with your vendor paperwork.
Please send any reviews that you may have received since your business has been established (Yelp, Angie's List, Craigslist, etc)

2019-2020

Dear Prospective Educational Materials Vendor:

Elite Academic Academy Charter School (henceforth referred to as "Elite"), a California nonprofit corporation. We have received a request from one of our families to order your materials. If you are interested in providing materials for our students, please carefully review the entire Educational Materials Vendor Agreement Packet and mail or email the completed application to:

Elite Academic Academy
43414 Business Park Drive
Temecula, CA 92590
(866) 354-8302 Ext. 702
vendors@eliteacademic.com

1. Vendor Information Sheet
2. Process and Procedures Overview Page
3. W-9 Form

Upon receipt of a signed and completed Vendor Agreement Packet, **Elite** will evaluate and send written notification of a decision as to the status of the application within 10 business days. Approved vendors will be identified on the program's websites.

Elite uses a purchase order (PO) system for all vendors. All POs must be approved by a Director or designee before invoices can be paid. Invoices should only be generated after materials or items have been shipped, and actual receipt must be verified by Accounts P personnel. Vendors who immediately generate invoices prior to shipment will be at risk of being suspended from the approved vendor list, and/or payment will be delayed until the next AP cycle. Elite will not process payments merely upon the issuance of a PO. **Elite reserves the right to remove a vendor from their website at any time for violation of the terms of this Materials Vendor Agreement Packet.**

Thank you for your interest in providing materials for our students. We look forward to working with you.

Vendor Relations
Go Green! *We're trying to cut down on paper.*
Electronic documents are preferred as they ensure that information is clear and legible.

Please enter your Tax ID# here:	***Teacher of Record:***

Vendor Information Sheet

Vendor/Company Name:	Purchase Order Email:
Type of Service Offered (please be specific):	Primary Phone #:
Primary / Alternate Contact Person(s):	Alternate Phone #:
Website Address (if applicable):	Fax #:
Mailing Address (Number & Street), City, State, Zip:	
****VENDOR'S CONTACT BILLING INFORMATION**** **(*The section below must be completed*)**	
Billing Contact:	
Checks Made Payable To (name on W-9):	**Billing Phone:**
Billing Address:	**Billing Email:**

PLEASE COMPLETE, SIGN, & RETURN hard copies of the following:

1. Vendor Information Sheet
2. Process and Procedures Overview Page
3. W-9 form

If any required information or supporting documentation is missing or filled out incorrectly, AP will attempt to assist in clarifying which items are still outstanding. Prospective vendors will have 30 calendar days from the date the initial application was received by Elite to complete the evaluation process. If the vendor application process is not completed within this aforementioned time period, the application will no longer be considered active, and the file will be closed accordingly. If there is any change in the vendor's contact information, Elite must be informed in writing within 30 calendar days via email/fax or regular mail.

This Agreement is by and between two Independent Contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

By signing below, you understand and agree to the above conditions for becoming an approved vendor for us.

Signature _____ Date _____

Process and Procedures for Vendors

1. The parent or legal guardian should contact their Elite Educator who will place a PO for materials.

2. Each PO will be processed by AP and emailed to the vendor.

3. Vendor will provide only those materials which are identified on the PO. **POs may not be altered by the Vendor once issued. Please verify that the items are correctly identified, and the pricing is accurate. If there is any kind of error or discrepancy, Vendors are responsible to contact AP via email to try and address the issue in a timely manner.**

4. Once materials have been delivered, the Vendor should submit a detailed invoice to AP, which must be sent via email/fax or regular mail.

5. AP processes checks on a Net +30 basis, upon receipt of materials.

ELITE WILL NOT:

1. **Provide payment until after materials have been received.**
2. **Issue payment of an invoice if not properly submitted – e.g. missing a matching PO number.**
3. **Authorize or pay for items that are sectarian or denominational as this is not allowed for a public school.**

By signing below, the Vendor acknowledges and accepts the aforementioned policies and procedures.

Print Name	Title
Signature	Date

LCAP Year ☒ 2019–20 ☐ 2020–21 ☐ 2022–23

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Elite Academic Academy Adult Work Force Investment		
Contact Name and Title	Dr. Brent Woodard, CEO	Email and Phone	bwoodard@eliteacademic.com 866-354-8302

2019-22 Plan Summary

THE STORY

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

Elite Academic Academy- Adult Work Force Investment

Mission:

Elite Academic Academy- Workforce Investment Charter School (EAA-WFI) aims to be an independent study personalized learning charter which seeks to ignite the spirit of the charter school law by developing an innovative program and school of choice that engages 18-26 year old out-of-school young adults. These students are identified as out-of- school youth for the purpose of serving them within job training and apprenticeship programs in partnership with providers funded through the Workforce Innovation and Opportunity Act of 2014. There are many factors to why these students have been unsuccessful in their education to-date. Many fell too far behind in credits or aged out of the traditional setting. Some have been unable to navigate the adult school/community college system or have childcare responsibilities that have become a barrier to completing high school and finding and/or sustaining employment. These students often come from troubled youth experiences and are looking for a second chance to complete their high school diploma and seek college and employment opportunities to become a productive working 21st century citizens.

To reach these goals:
EAA-WFI will provide a safe, supportive, rigorous learning environment to inspire all individuals to achieve their educational, career, and personal goals. Students will possess:

- Measurable increases in academic knowledge and skills
- Technology skill sets that support them in gaining access to information
- The ability to utilize academic vocabulary across the core curriculum
- Possess industry relevant driven skill sets that afford students immediate employment
- The drive to take the skills learned at EAA-WFI to compete in a global environment

EAA-WFI will ensure alignment with the vision by:
● Hiring, supporting, and continuously training a high-quality faculty and administration
● Establishing high quality exclusive relationships with the CCC, LCCs, Job Corp, YB, and WIOA clients
● Creating student achievement plans to meet each student's needs
● Assessing students' progress on a continual basis
● Producing positive outcomes through measurable goals

Accomplishments
We have completed proprietary Elite Courses in the areas of Digital Marketing, Career and College Development, Leadership, Economics, Personal Finance, and Intro to Drawing, to support students in elective offerings that are current and relevant to 21st century citizens. We have transferred to using google classroom to support a flexible schedule and out students working remotely.

LCAP HIGHLIGHTS

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

Goal 1 Student Learner Outcomes

Metrics:

- LCFF Evaluation Rubrics
- Local school-wide assessments
- Scantron diagnostic benchmark assessments

Major Actions:

- Continue evaluation of students' academic performance
- Continue monitoring EL, LI, FY, SWD for proficiency
- Continue 100% access to materials/learning experiences aligned to state standards
- Training/Professional Development on use of rubrics, remote teaching, achievement data, and targeted interventions
- Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, reclassification
- Training/Professional Development teaching students with disabilities, on successful strategies and Intervention practices that produce large outcomes

Goal 2 Positive School Climate and High ADA

Metrics:

- Attendance Rates
- Stakeholder Connectedness Survey Results

Major Actions:

- Guidance Counselor
- Credit Recovery Options
- Highly Qualified teachers

Goal 3 Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement

Metrics:

- Stakeholder Parent Participation Survey Results
- Stakeholder Safety and Satisfaction Survey Results

Major Actions:

- Meaningful and transparent communication
- Parent input opportunities
- Parent training and workshops
- EL Master Plan training (ELD placement, ELD progress, Reclassification)
- Translated notices, reports, statements

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

- Graduation Rates
- AP Courses and Exams
- UC/CSU Course Enrollment

Major Actions:

- College and Career Readiness Program
- Career Technical Opportunities
- CAASPP Preparation
- Intersession option

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-AWFI) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2018 release.

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

GREATEST NEEDS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-AWFI) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2018 release.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

Because the 2018 - 2019 school year is the first year for the Elite Academic Academy (EAA-AWFI) program, there is no current student achievement data available.

Recently opened schools are not included in the Dashboard report for the Spring 2018 release.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency, in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109).

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (1.5) (3.4*) (EL)*
- Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (3.8) *(EL)*

[Low-income students are four and a half times more likely to drop out of high school; and, even those who are academically proficient, are far less likely to complete college. Programs must be implemented in a way that takes into account flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).]

- Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions (4.3). *(All Students includes EL, FY, LI)*
- Develop a comprehensive college and career readiness program for adult high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies (4.1*) (All Students includes EL, FY, LI)*
- Ensure all students have opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (4.5) *(LI, FY, EL, SWD)*

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (Goal 3) *(All Students includes EL, FY, LI)*

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$715,123
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$650,112

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some expenditures that are not included in the LCAP are oversight fees, leases, professional and misc. operating expenses.

$897,952	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2018-19

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

☐ New ☐ Modified ☒ Unchanged

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics, to promote student progress of: English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 3 X4 X5 6 X7 X 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As a year one school we only have Local and informal Data. We will be completed are required assessments to use CAASPP data to

Annual Measurable Outcomes

Expected	Actual
Because 2018/2019 is our first year in operation, there is no student data to evaluate.	Because 2018/2019 is our first year in operation, there is no student data to evaluate

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, RtI process, tutor support from approved vendors, time management training with student/parent. *(All Students)*	Students at Elite Academic Academy all have taken the local scantron assessment to support in creating individual learning plans. Students who were struggling academically received tutoring services in cores subject areas by credentialed teachers, in person or virtually. Students who were falling behind participated in the SST process.	$2000	$1610

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Monitor Low Income Pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success or refer to the RtI, SST or IEP team. (LI, FY, EL, SWD)	At Elite monitors all student progress and meets with families every Learning Period to discuss areas of strength and concern. We have created an SST (RTI/RTI Manual) to support staff in identifying struggling students and ensuring necessary steps are taken to provide additional support. All Special Education services are provided to necessary students.	$150,000	$20,031

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

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: *(All Students)* • *Online courses, credit recovery, core programs* • *Supplemental curriculum and materials supporting common core standards* • *Extended School year* • *Digital curriculum aligned to common core* • *Service vendors offering educational opportunities across geographical area*	All students meet with their Elite Educator and upon signing their master agreement and receive curriculum that is Common Core aligned. • Students have access to a wide variety of standards-based, rigorous curriculum that is in alignment with their own learning styles. • Strong mind, Elite Written Courses and more. Curriculum Offered	$389,000.00	$215,380

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.4 Professional development and ongoing trainings and discussions on the use of rubrics and student academic achievement data to inform instruction and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided.	Elite has held many professional developments. We developed and created a SST manual (Nov 2018), and held a professional development (March 2019) regarding how to implement, and ensure the needs of students are met. We also created a 504 manual (Dec 2018), and held training regarding proper implementation of that. We created a high school course rubric (January 2019) to ensure that courses are rigorous and are preparing students for their career or college goals. We held PLC training, Remote Teacher Training, CAASPP training, and Compliance Training for stakeholders (March/April 2019).	$10,000	$1462

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5. Teacher and staff professional development on EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification. Follow Up: *PD effectiveness survey and results reviewed/follow through.* (WASC) (*EL)*	1.5 Elite developed our EL Handbook collaboratively, and trained the staff regarding expectations of all EL students. We piloted the Fast Forward program to support in the success of our EL students as well.	$5,000	$1462

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Elite Academic Academy will continue to use Scantron and research multiple measures to evaluate each student's level of attaining goals (ALL)	1.6 All students took the informal Scantron, ELPAC, CAASPP, assessment to evaluate each students level of attaining goals.	$30,000	Included in 1.1

Action 1.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)	1.7 Elite created a proprietary course rubric to outline expectation of high school courses created by our educators. 4 Year plans are created for students Parent/Student handbooks were created and updated to ensure graduation requirements, grading policies and credits were clearly defined.	$ 5,000	$950

Action 1.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.8 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, and a postgraduate annual survey; and will provide graduates opportunities to share their stories and progress with current	Development of Post-Graduation survey and celebrating success stories with staff and on social media.	$5000	$950

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
students and staff members. (ALL)			

Action 1.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.9 Students will be provided with instructional strategies connected to the grade level curriculum to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college, career minded, and empowered individuals. (WASC) (All Students)	• Scantron and post growth monitoring processes and assessment rubrics. • Aligning short-term and long-term goals; education specialists meet with students weekly (email, phone, IM, or text) to check in on their progress. • Pilot of Fast Forward for At Risk, EL, and SWD students.	N/A	N/A

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice. In year 1 of operation we are still working on implementation of these goals with fidelity. We have implemented a strong SST system, have an experienced SPED team, and have implemented informal Scantron testing. Additional professional development needs to be given around data analysis and remote teacher training.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This is our baseline year. We will need to review the data after the year ends and will analyze CAASSP results in the following year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As a startup school, we have no actuals to base our budget projections. Enrollment was volatile and we ended up having a much smaller year 1 enrollment than anticipated. As we developed the school program, and have a history of expenditures, we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes, as we ultimately spent additional funds in areas where we did not project accurately when drafting the charter petition and budget for the school. Next year we expect there to be better estimated actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	After annual review 1.6 needs to include "remote teaching strategies" to support teachers in becoming effective independent study teachers. 1.4 will also need to include the support of Lead teachers in each Academy to support in providing professional development to all key stakeholders in the organization on best practices and how to close the achievement gap.

Goal 2

We will promote a high ADA, and climate outcomes, by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities Addressed by this goal:

STATE X1 X 2 3 X4 X5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Decreasing chronic absenteeism by 1% annually. We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Expected	Actual
Because 2018/2019 is our first year in operation, there is no student data to evaluate. Chronic Absenteeism: Decrease absenteeism, expulsion, suspension rates by 1% annually. Strive for 0% Expulsion Rate. Maintain 0% expulsion rate.	2018-2019 Absenteeism:13.93% Expulsion Rate: 0% Suspension Rate: 0%

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels; support student engagement by focusing on time management; organize access to Guidance Counselor; and provide Credit Recovery Options for Secondary Level (WASC) (All Students).	• Prior to each learning period, students, and teachers work together to layout a course plan and set goals for that learning period. This individualized plan is designed to guide the student in meeting content standards for each subject utilizing individualized learning modalities. • Work with school counselors to promote Track A: Credit Recovery availability. • One-on-one tutoring, in person support for high school students, scantron individualized lessons, developing questioning strategies, flexibility of academic scheduling to pursue personal goals and passions. • 3/25 Student Success Team collaboration/training (Program Directors).	N/A	N/A

Action 2.2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching**.** *Training effectiveness survey included, results reviewed/follow through*. (WASC) (All Students)	• We ensure that teachers are fully credentialed in the subject area of the pupils they are teaching. • Professional development is provided based on student and teacher needs.	$520,000	$238,368

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.4 Frequent contact with parents using parent square, web-site, social media, SIS, LMS and other platforms in order to update them on student progress and notify them of events.	• Teachers communicate with adult students via Grasshopper, Parent Square, Google Platform, LMS, and SIS; and use social media and the website to update stakeholders on key events and celebrations.	$15,000	In 3.2

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	This is our baseline year. We will need to review the data after the year ends and will analyze results in the following year. Chronic Absenteeism 13.93% Maintain 0% Suspension Maintain 0% Expulsion Fall Survey Participation: 4 Responses- 8% of the population **Concerns for the school to Focus based on results:** Student Motivation, Organization, Time Management Skills, Financial Aide and Scholarships, College Admissions. Spring Survey Participation: 6 Responses-8% of the population **Concerns for the school to Focus based on results:** Get more adults connected with Parent Square to get better data and results. Continue to offer more classes through Google Classroom, build the CTE program and do a better job informing students of elective offerings with instructional funds. 100% Credentialed Teachers We did not implement teacher professional development surveys on a regular basis, and this is something that needs to be addressed in the 19/20 school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As a startup school, we have no actuals to base our budget projections. As we developed the school program, and have a history of expenditures, we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as we ultimately spent additional funds in areas where we did not have the data to make accurate projections.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	After the annual review, 2.1 will add "support student engagement by focusing on time management and organization" to ensure teachers and staff are supporting students in the independent study environment. 2.2 will include the word "implement" to ensure that a survey is completed after every professional development to give timebound feedback.

☐ New ☐ Modified ☒ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 2 X 3 X 4 X 5 X6 ☐ 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As an independent study charter school, we have our parent community all over southern California and we need to make an effort to engage stakeholders despite geographic hardships.

Annual Measurable Outcomes

Expected	Actual
Parent participation will increase by 2% as measured by participation rate of surveys and sign-in sheets at meetings.	Participation/Input Rates: 2018/2019 Fall Survey- 4 Participants Spring Survey-6 Participants Satisfaction Overall

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that adult students and teachers, feel that our schools are providing opportunities for participation and input *(All Students).*	• We have created a top of the line website, with social media posts and connections, to support in communicating with all stakeholders. This includes a parent information section that supports in communicating important and key information for all enrolled Elite families. • Our Grasshopper phone system supports in texting communication with families. • We implemented Parent square where teachers, directors, and adult students, get weekly communication. • Annual surveys are also given through Parent Square. • Parent/Student Advisory Committee Meetings are communicated through Parent Square and allow for adult students to provide feedback on school run initiatives, specifically the LCAP. • Monthly newsletters are sent out per Academy. • Monthly authorizer updates are created and shared with the board and public on current LCAP goals and updates.	$0	$0

Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Notification of Surveys, Parent Meetings, Board of Director Public meetings will be shared in a timely manner through emails, website and other social media schools sites. *(All Students)*	• Parent Square, Email, and Social Media posts, are used for timely communication to all families. • Webinars are held via GoTo, Zoom, and Google Hangouts, with phone numbers and computer access to support in increased stakeholder attendance. • All board meetings are posted on the website 72 hours in advance per the Brown Act.	$6500	$60,128

Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Provide parent training, learning opportunities and workshops on Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)	• Elite has provided Parent Trainings on VAPA Offerings, Athletic Offerings, Bullying, CAASPP Testing virtually. • Teachers have supported families with Common Core trainings and Suicide Prevention.	$5000	$2000

Action 3.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Provide EL parent training on EL Master Plan and notification of ELD placement, ELD progress and reclassification.	• Elite has developed our EL Master Plan this year. • Students have been notified of, and received explanation regarding, the ELPAC process. • Student have been given initial and summative ELPAC training. • Additional training needs to be given to all stakeholders in the fall. • Depending on EL student numbers we will need to form an ELPAC committee to support this subgroup.	$1000	$0

Action 3.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5 Ensure that adult students and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment. (All Students).	• Our counseling department had families complete a needs assessment this fall. • Elite will also have the counseling department complete a Spring survey	$1000	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	for adult students, and teachers to determine if we met our stakeholder needs.		

Action 3.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.6 Properly vet all newly contracted vendors to ensure standards alignment and safety for our students. (All Students)	• Elite has a comprehensive vendor contract that includes both FBI and DOJ fingerprints for all vendors. • Elite employs both a VAPA (Visual and Performing Arts) Lead, and an Athletic Lead, to monitor vendors and ensure high quality common core standard alignment and student safety.	$1000	$478

Action 3.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.7 The charter will continue to maintain a safe learning environment for all students by	• Elite has completed comprehensive safety professional development in all California required areas, as well as the	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
training the teachers on safe practices, with mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)	areas of Sexual Harassment, Mandated Reporting, Cyber Bulling and Suicide Prevention. • As an independent study charter school we also developed a safety plan and manual for any teacher/staff member that may need to enter a student's home.		

Action 3.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.8 Notices, reports, statements or records sent to a parent or guardian will be translated as needed. (EL)	• All materials were translated for families, as necessary, to ensure clear understanding of school expectations. • Flyers, Parent Square, Enrollment packets were translated this year to support in family engagement with the organization.	$0	$5000

Action 3.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services to all by the business office and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, Chief Personnel Officer. *(All Students)*	• The charter has hired veteran administrators to support in high quality oversight and ensure the focus remains on student learning.	$150,000	$130,021

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice. Parent and student engagements were a high priority this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Fall Survey Participation: 4 Responses **Concerns for the school to Focus based on results:** Student Motivation, Organization, Time Management Skills, Financial Aide and Scholarships, College Admissions. Spring Survey Participation: 6 (Use Survey Results) **Concerns for the school to Focus based on results:** Get more adults connected with Parent Square to get better data and results. Continue to offer more classes through Google Classroom, build the CTE program and do a better job informing students of elective offerings with instructional funds. 100% Staff Participation in School Safe Trainings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As a startup school, we have no actuals to base our budget projections. As we developed the school program and have a history of expenditures we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as ultimately spent additional funds in areas where we did not project correctly.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on Annual Input we will remove 3.4 as it is redundant and can be combined with 1.5. 3.2 will include calendar of events to support families in increased attendance to activities and ensure ample offerings of parent events. 3.5 will include "and provide clear lines of communication so each stakeholder can be heard" to support in clear avenues of communication. 3.7 will include "as required by law" to ensure that the school translates items once our EL student population increases. 3.3 and 3.4 will include Growth and Development Directors. The Growth and Development directors support parents to find community resources, hold parent workshops and gather information about community needs.

☐ New ☒ Modified ☐ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 ☐ 3 X 4 X5 X6 X 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected	Actual
Increase graduation rates by 2% each year. Increase college/career preparation by 2% each year.	Participation/Input Rates: 2018/2019 Fall Survey- 4 Participants Spring Survey-6 Participants Over 90% of Elite Families are satisfied with our first year of school.

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths, and interests, to post-secondary goals; Increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)	1. Created an Elite proprietary College and Career Readiness Elective to determine student College and Career Goals. 2. Hired CTE curriculum administrator to support in the creation of Elite CTE Pathways. 3. Partnered with local community colleges to take advantage of duel enrollment and access to their robust CTE pathways. 4. Joined local consortiums to become stakeholders in the CTE community. 5. Created a CTE committee to	$2000	$22,968

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	plan for the 19/20 school year Pathway offerings.		

Action 4.2

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

Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students)	• We have adopted high quality A-G Curriculum. • We have developed and Elite Academic Academy Course Rubric to support in clear expectations for teacher created courses at Elite. • Our counselor works with all students to create a 4 year plan and prepare a child for their future. • College and Career Fairs are attended by students/staff. • Remote teacher comprehensive workshops were created to set clear expectations for teaching staff. • We worked with community colleges to provide duel enrollment and offer comprehensive CTE pathways.	$20,000	Included in 1.3

Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.4 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	• Weekly virtual test-prep has been offered to students in the Spring. • We offered test taking strategies sessions to support in the art of test taking. • Students participated in the practice on-line assessments and/or were given paper pencil practice questions. • Locations were selected around Southern California to allow for testing close to students' homes. • Testing coordinators trained all staff on proper assessment protocol and supported in parent letters, trainings, and distributing information.	$10,000	$5000

Action 4.5

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.5 Prepare for an intersession/Track A option for students to make up missed credits. (All Students)	• Develop a Multi-Track Calendar that allows for a summer track. • Develop a Master Schedule of A-G and Elective Course Offerings. • Write and Develop Proprietary curriculum in areas of Leadership, Finance, and College and Career Readiness, to support in meaningful and relevant elective course offerings. • Create a counselor form for students to get recommended courses for credit recovery. • Create TK-8 Curriculum options to ensure core (ELA/Math) skills are reviewed this summer. • Advertise Track A offerings for credit recovery. • Partner with high quality educational vendors to provide academic enrichment for students.	$20,000	Included in 1.3

Action 4.6

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

ANALYSIS

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The Elite Academic Academy leadership has demonstrated the incorporation of the action steps in the program's educational practice.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Graduation Rate: College Prepared:

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	As a startup school, we have no actuals to base our budget projections. As we developed the school program and have a history of expenditures we will be able to make solid projections in each area moving forward. The discrepancies vary sometimes as we ultimately spent additional funds in areas where we did not project correctly.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on Annual Input, 4.3 is redundant and covered and combined with 2.2. Once we have graduation rates for this first year, we will work to find targeted ways to increase them next year.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

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

LCAP Annual Review Meetings were held at each of the schools. Adult students were invited to participate and give input.

4/22/2019 recorded and mailed to all families with contact information and e-mail to the chief academic officer.

Leadership Meetings Mtgs. (LCAP): 9/07/18, 10/5/18, 11/2/18, 1/25/19, 2/22/19, 4/8/19

LCAP Input Survey Results: 11/1/2019, 5/02/19

Board of Directors: LCAP Draft Review and Input: 5/02/19

Board of Directors: Public Hearing: 6/6/19

Board of Directors: LCAP Final Approval: 6/20/19

Impact on LCAP and Annual Update

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

This was an excellent opportunity for Elite Academic Academy to review its instructional program, and collaborate and share results with all stakeholders. As a result, modifications to the 2019-2020 LCAP are as follows:

Goal 1.6 needs to include remote teaching strategies to support teacher's success in the independent study environment, 2.1 will add "support student engagement by focusing on time management and organization" to ensure teachers and staff are supporting students in the independent study environment. 2.2 will include the word "implement" to ensure that a survey is completed after every professional development to give time bound feedback. 3.4 will be removed and combined with 1.5. 3.2 will include calendar of events to support families in increased attendance to activities. 3.7 will include "required by law" to ensure proper translating of school materials once our EL population increases. 4.3 will be removed and combined with 2.2.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	☐ New	☐ Modified	☒ Unchanged
Goal 1	We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics, to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.		

State and/or Local Priorities Addressed by this goal:	STATE X 1 X 2 3 X4 X5 6 X7 X 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	To improve the academic achievement of "ALL" students, we must review assessment data in ELA and Math, identify RTI, and implement best practices to promote student progress, and increase our CAASPP Baseline Data.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
CAASPP	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there			

	is no current student achievement data available.			
LCFF EVALUATION RUBRIC	Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.			

PLANNED ACTIONS / SERVICES

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

Action **1**

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

OR

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☒ Unchanged
1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent. *(All Students)*	1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent. *(All Students)*	1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent. *(All Students)*

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)	1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$28,133	Amount	$36,573	Amount	$47,545
Source	LCFF/SPED	Source	LCFF/SPED	Source	LCFF/SPED
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)* • *Online courses, credit recovery, core programs* • *Supplemental curriculum and materials supporting common core standards* • *Extended School year* • *Digital curriculum aligned to common core* • *Service vendors offering educational opportunities across geographical area*	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)* • *Online courses, credit recovery, core programs* • *Supplemental curriculum and materials supporting common core standards* • *Extended School year* • *Digital curriculum aligned to common core* • *Service vendors offering educational opportunities across geographical area*	1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: *(All Students)* • *Online courses, credit recovery, core programs* • *Supplemental curriculum and materials supporting common core standards* • *Extended School year* • *Digital curriculum aligned to common core* • *Service vendors offering educational opportunities across geographical area*

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$145,580	Amount	$240,994	Amount	$313,292
Source	LCFF Base	Source	LCFF	Source	LCFF
Budget Reference	4100 $72,790 5800 $72,790	Budget Reference	4100 $120,497 5800 $120,497	Budget Reference	4100 $156,646; 5800 $146,646

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2019-20	2020-21	2021-22
1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided. *Follow-up: PD and results reviewed/follow through.* (WASC) *(All Students)*	1.4 Professional development, and ongoing trainings and discussions, on remote teaching the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided. *Follow-up: PD and results reviewed/follow through.* (WASC) *(All Students)*	1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided. *Follow-up: PD and results reviewed/follow through.* (WASC) *(All Students)*

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$5980	Amount	$7,774	Amount	$10,106
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☒ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified x☐ Unchanged
1.5 Teacher and staff professional implementation of an EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and adopt necessary curriculum to support and inform our adult students Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (*EL)*	1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform adult students. Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (*EL)*	1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform adult students. Follow Up: *PD effectiveness survey and results reviewed/follow through.*(WASC) (*EL)*

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$30,000	Amount	$39000	Amount	$50,700
Source	LCFF	Source	LCFF	Source	LCFF

Budget Reference	4100:$24000; 1300 $6,000	Budget Reference	4110; $30,00; 1300 $9,000	Budget Reference	4100 $37000; 1300 $13,700

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.6 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)	1.6 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including	1.6 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including graduation requirements,

	graduation requirements, credits, and grading policies. (ALL)	credits and grading policies. (ALL)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and will provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)	1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)	1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$1235	Amount	$1606	Amount	$2087
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.8 Students will be provided with instructional strategies, connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals. (WASC) (All Students)	1.8 Students will be provided with instructional strategies, connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals. (WASC) (All Students)	1.8 Students will be provided with instructional strategies, connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals. (WASC) (All Students)

☐ New ☐ Modified ☒ Unchanged

Goal 2

We will promote a high ADA and climate outcomes by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities Addressed by this goal:

STATE X1 X 2 3 X4 X5 X6 X7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Decreasing chronic absenteeism by 1% annually. We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2019-20
Chronic Absenteeism		Maintain a high rate of ADA at 95% or increase by 2% each school year.		
Expulsion Rates	0%	Maintain 0% expulsion rate		
Suspension Rates	0%	Maintain 0% suspension rate		

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)	2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery	2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options

	Options for Secondary Level (WASC) (All Students)	for Secondary Level (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Implement Training effectiveness survey included, results reviewed/follow through*. (WASC) (All Students)	2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Training effectiveness survey included, results reviewed/follow through*. (WASC) (All Students)	2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. *Training effectiveness survey included, results reviewed/follow through*. (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$230,023	Amount	$299,030	Amount	$388,739
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1100 $207,233; 2100 $22,790	Budget Reference	1100 $276,240 2100 $22,790	Budget Reference	1100 $365,949; 2100 $22,790

Action 3	Empty Cell	Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.3 Excess tutoring for students who are struggling to complete courses or all falling behind academically.	2.3 Excess tutoring for students who are struggling to complete courses or all falling behind academically.	2.3Excess tutoring for students who are struggling to complete courses or all falling behind academically.

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$24,150	Amount	$31,395	Amount	$40,814
Source	LCFF supplemental Concentration	Source	LCFF Supplemental Concentration	Source	
Budget Reference	5800$19,320; 1100 $4,830	Budget Reference	5800$25,00; 1100 $6,395	Budget Reference	5800$30,000; 1100 $10,814

☐ New ☐ Modified ☒ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 2 X 3 X 4 X 5 X6 ☐ 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

As an independent study charter school we have our parent community all over southern California, and we need to make an effort to engage stakeholders despite geographic hardships.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2019-20	2020-21	2021-20
Survey Results	# Of Survey Participants we received surveys from 10% of the student population. Over 90% of them were satisfied with the school and felt supported by teaching staff. (Add Survey Information)	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.	Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.

Survey Results	Satisfaction Rate Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.	Parent and student satisfaction will increase by 2% as measured by survey results.	Elite Academic Academy will maintain a high Satisfaction Rate.	Elite Academic Academy will maintain a high Satisfaction Rate.

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2018-19	2019-20	2019-20
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that adult students, students, and teachers feel that our schools are providing opportunities for participation and input *(All Students).*	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that adult students, students, and teachers feel that our schools are providing opportunities for participation and input *(All Students).*	3.1 Provide meaningful and transparent communication with all stakeholders to ensure that adult students, students, and teachers feel that our schools are providing opportunities for participation and input *(All Students).*

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	X☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*	3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*	3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. *(All Students)*

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$25,000	Amount	$32,500	Amount	$42,250
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.3 Provide a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)	3.3 Provide calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)	3.3 Provide calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. **Training effectiveness survey included and results reviewed/discussed/follow through.* (WASC) (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2022-23	
Amount	$5,000.00	Amount	$6,500.00	Amount	$8400
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.5 Ensure that adult students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)	3.5 Ensure that adult students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)	3.5 Ensure that adult students, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.6 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)	3.6 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)	3.6 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$621	Amount	$808	Amount	$1050
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)	3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)	3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	N/A	Amount	N/A	Amount	N/A

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated, as needed and required by law. (EL)	3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated, as needed and required by law. (EL)	3.7Notices, reports, statements, or records, sent to a parent or guardian, will be translated as needed and required by law. (EL)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$5000.00	Amount	$6500.00	Amount	$8450
Source	LCFF Supplemental/Concentration	Source	LCFF Supplemental/Concentration	Source	LCFF Supplemental/Concentration
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2020-21	2021-22
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by	3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating	3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating

business department and the cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*	services, to all, by the business department and the cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*	services, to all, by the business department and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. *(All Students)*

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$108,057	Amount	$137,940	Amount	$142,078
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1200 $6,309, 1300 $45,222, 2300 $52,790, 2400 $11,261	Budget Reference	1200 $9,309, 1300 $50,222, 2300 $60,790, 2400 $17,261	Budget Reference	1200 $12,309, 1300 $51,222, 2300 $60,790, 2400 $17,757

☐ New ☒ Modified ☐ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 ☐ 3 X 4 X5 X6 X 7 X8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$29,858	Amount	$38,816	Amount	$50,461
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	1200	Budget Reference	1200	Budget Reference	1200

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: X☐ English Learners x☐ Foster Youth x☐ Low Income

Scope of Services: X☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): x☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$1000	Amount	$1000	Amount	$1000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners X☐ Foster Youth X☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): X☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2019-20	2021-22	20-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2019-20	2020-21	2021-22
4.3 Ensure all students have the opportunity for intensive CAASPP/ACT preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)

BUDGETED EXPENDITURES

2019-20		2020-21		2021-22	
Amount	$6500	Amount	$8450	Amount	$10,985
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	4100 $3250.; 5800 $3250	Budget Reference	4100 $4225.; 5800 $4225	Budget Reference	4100 $5,492; 5800 $5493

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2018-19	2019-20	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4.4 Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI)	4.4 Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI)	4.54Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI)

BUDGETED EXPENDITURES

2018-19		2019-20		2019-20	
Amount	$2000	Amount	$2600	Amount	$3380
Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration	Source	LCFF Supplemental Concentration
Budget Reference	5800	Budget Reference	5800	Budget Reference	5800

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2018–19	☐ 2019–20	☐ 2020–21

Estimated Supplemental and Concentration Grant Funds:	185,385	Percentage to Increase or Improve Services:	22.78%

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

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

Elite Academic Academy Charter School has budgeted a commensurate increase in funding to reach these subgroups; specifically, the school will provide: adaptive online content from a variety of curriculum options, the College & Career Readiness platform, technology equipment, local assessments, enhanced project-based learning and google classroom, options for EL students, comprehensive curriculum for EL learners. Increase robust tutoring support for students to ensure they are on track and earning credits.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA

estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

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

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

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

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

Local Priorities address:

A. Local priority goals; and

B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name:

Elite Academic Academy- Adult Work Force Investment

CDS code:

36-75051-0138107

Link to the LCAP:

(optional)

https://eliteacademic.com/about-us/board-leadership/

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(**NOTE:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

[Enter all applicable programs here.]

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

EAA-AWFI strategy for using federal funds is to increase low income and English learner student performance and levels. EAA has focused Title One monies on 9-12 unduplicated students with a focus on literacy as a preventative measure. Through tutoring and the Fast Forward program, we are hoping to close achievement gaps for on 9-12 students. Another strategy that EAA-AWFI employs is to provide college readiness opportunities and resources to low income families at the middle/high school level. EAA-AWFI has dedicated counseling staff for high school students and Track A programs and intersessions designed to promote college readiness through application support, transition from middle to high to navigate college requirements and turning in all required forms.

Alignment Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

EAA-AWFI supplements reading intervention programs by offering small group and one/one tutoring interventions. EAA-funded high quality tutors with credentials or subject matter expertise. EAA will use Title One funding to increase Reading and Math tutoring for struggling low income and foster students. Title One funds have also been used to have low income students take the ACT with access to ACT resource materials and a study class offered on Saturdays. Increased services for English Learners include weekly Fast Forward curriculum support and tutors to assist students access core content areas. Primary language tutors are available for math and science courses to provide translation and support, as necessary. Professional development will continue for all teachers and directors on best practices when working with English Language Learner students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

(B) identifying students who may be at risk for academic failure;

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under the Title One Comparability Report, EAA-AWFI is a new school and list listed yet. EAA-AWFI has highly qualified teacher requirements. EAA has have fully credentialed teachers working with Title I students.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EAA promotes parent, family, and community engagement in the education of Title One Students:

The charter has hired Growth and Development directors with bilingual support to do outreach to parents of English Learners, and Title I students. The Growth and Development directors support parents to find community resources, hold parent workshops and gather information about community needs. Translation services are available as necessary events, paper mailings and home visits are coordinated by charter directors. When requested our translators can accompany students to teacher conferences, site meetings, and assist with applications, forms and understanding parent notifications regarding report cards, assessments, and other school related materials

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EAA focuses Title One monies on our students who qualify for the Free and Reduced lunch program.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

A charter counselor is assigned to work with all families from the registration process, placement and services such as; translation, transportation and tutoring.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elite Academic Academy offers a summer Track A credit recovery and acceleration intercession track inspires and motivates students to create college plans, reach their full potential and build skills

critical for high school. The program does not run on an intervention model but focuses on leveling the playing field for targeted youth in the community by extending the academic school year in the summer to allow student to make up credits, accelerate and prevent the summer learning loss. In an effort to support the while child character and leadership courses are also emphasized.

Enrichment opportunities to also provided to support in athletic and artistic development. This is a 30-45-day Intersession Learning Period set aside on the Track A calendar to offer this level of support for our students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have designated a lead teacher to work on a pilot gifted academy that focuses on duel enrollment and acceleration for the 9-12 grade students. Students will be assessed, be given access to high qualify advanced curriculum, have project-based learning opportunities and real-life college experience.

outh and other at-risk children and youth.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

EAA provides professional growth and improvement by hiring lead teachers in targeted areas for continued growth. Current instructional lead teachers focus on curriculum, teaching strategies, independent study best practices, literacy and English Learners. The coaches provide one to one support for teachers, as well as working with the Chief Academic Officer to provide teacher workshops and family engagement workshops. Lead teachers are experienced teachers who serve as professional coaches and as are source for all 9-12 teachers in EAA-AWFI the lead teacher role is to provide individualized on-going professional development in order to support student learning in the charter. The following activities are included below: Model Teaching: Lead teachers share strategies, and demonstrate

effective independent study practices. Collaborate: Lead teachers' coach, provide feedback, and share ideas and resources. Co-Plan: Lead teachers work with individual teachers and teams to plan lessons, units, or projects

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lead Teachers support in use of current data platforms to determine which sites need additional support in literacy and math. The allocation of support is then used in conjunction with Response to Intervention plans from the site to provide coordinated support.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers are asked to administer the Scantron Benchmark Assessment System two times throughout the year (BOY, MOY,) to determine grade level proficiency in essential standards. There is also a required Informational Writing assessment in the Fall and Spring to monitor progress and determine individual writing goals for each student.

Collaboration and teacher professional learning is always readily available from site's Director and Lead Teachers

Elite Academic Academy 2019-2020 Track A

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Dates

7/1	First Day of School
7/4	Fourth of July - No School
9/2	Labor Day - No School
11/11	Veteran's Day - No School
11/28 - 11/29	Thanksgiving Break - No School
12/23 - 1/3	Winter Break - No School
1/20	Martin Luther King Day - No School
1/24	Semester 1 Ends
2/14 & 2/17	President's Day Weekend - No School
3/9 - 3/13	Spring Break
5/25	Memorial Day - No School
6/29	Last Day of School

Key

	Holiday
	Non-school Days
	End of LP
	ACA

7/1-8/10	LP 1	35 Days	1/27-2/21	LP 7	18 Days
8/12-9/20	LP 2	24 Days	2/24-3/20	LP 8	15 Days
9/23-10/18	LP 3	20 Days	3/23-4/17	LP 9	20 Days
10/21-11/15	LP 4	19 Days	4/20-5/15	LP 10	20 Days
11/18-12/13	LP 5	18 Days	5/18-6/12	LP 11	19 Days
12/16-1/24	LP 6	19 Days	6/15-6/29	LP 12	11 Days

S1	Ends 1/24	28 weeks	
S2	Starts 1/27	21 weeks	
P1	12/13	116	175 Total ADA Days
P2	3/20	168	28 Total Holiday
			63 Total ACA Days

ELITE ACADEMIC ACADEMY

Awaiting Board Approval

Elite Academic Academy 2019-2020 Track B

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Important Dates

8/26	First Day of School
7/4	Fourth of July - No School
9/2	Labor Day - No School
11/11	Veteran's Day - No School
11/28 - 11/29	Thanksgiving Break - No School
12/23 - 1/3	Winter Break - No School
1/20	Martin Luther King Day - No School
1/24	Semester 1 Ends
2/14 & 2/17	President's Day Weekend - No School
3/9 - 3/13	Spring Break
5/25	Memorial Day - No School
6/30	Last Day of School

Key

	Holiday
	Non-school Days
	End of LP
	ACA

7/1-8/10	LP 1	0 Days	1/27-2/21	LP 7	9 Days
8/12-9/20	LP 2	19 Days	2/24-3/20	LP 8	0 Days
9/23-10/18	LP 3	20 Days	3/23-4/17	LP 9	20 Days
10/21-11/15	LP 4	19 Days	4/20-5/15	LP 10	20 Days
11/18-12/13	LP 5	18 Days	5/18-6/12	LP 11	19 Days
12/16-1/24	LP 6	19 Days	6/15-30	LP 12	12 Days

175 Total ADA Days

P1	12/13	76	P2	3/20	104

S1	Ends 1/24	20 weeks
S2	Starts 1/27	21 weeks

testing Apr 6

ELITE ACADEMIC ACADEMY

* Awaiting Board Approval

** revised 6/2019

Elite Academic Academy 2019-2020 Track C

JULY

S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

AUGUST

S	M	T	W	T	F	S	
				1	2	3	4
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	5
25	26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	5
29	30						5

OCTOBER

S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

NOVEMBER

S	M	T	W	T	F	S	
					1	2	5
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

DECEMBER

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	4
29	30	31					5

JANUARY

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	4
19	20	21	22	23	24	25	4
26	27	28	29	30	31		5

FEBRUARY

S	M	T	W	T	F	S	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	

MARCH

S	M	T	W	T	F	S	
1	2	3	4	5	6	7	5
8	9	10	11	12	13	14	5
15	16	17	18	19	20	21	5
22	23	24	25	26	27	28	5
29	30	31					5

APRIL

S	M	T	W	T	F	S	
			1	2	3	4	
5	6	7	8	9	10	11	5
12	13	14	15	16	17	18	5
19	20	21	22	23	24	25	5
26	27	28	29	30			4

MAY

S	M	T	W	T	F	S	
					1	2	5
3	4	5	6	7	8	9	1
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

JUNE

S	M	T	W	T	F	S	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

S1	Ends 1/24	18 wks
S2	Starts 1/27	18 wks

* Awaiting Board Approval

Important Dates

9/3	First Day of School
11/11	Veteran's Day - No School
11/25 - 11/29	Thanksgiving Break - No School
12/23 - 1/3	Winter Break - No School
1/20	Martin Luther King Day - No School
1/24	Semester 1 Ends
2/14 & 2/17	President's Day Weekend - No School
3/9 - 3/13	Spring Break - No School
5/25	Memorial Day - No School
6/8	Last Day of School

Key

	Holiday
	End of LP
	Non-school Days

7/1-8/10	LP 1	0	Days		1/27-2/21	LP 7	18	Days
8/12-9/20	LP 2	14	Days		2/24-3/20	LP 8	15	Days
9/23-10/18	LP 3	20	Days		3/23-4/17	LP 9	20	Days
10/21-11/15	LP 4	19	Days		4/20-5/15	LP 10	20	Days
11/18-12/13	LP 5	15	Days		5/18-6/12	LP 11	15	Days
12/16-1/24	LP 6	19	Days		6/15-30	LP 12	0	Days
		175	Total Days					

P1	12/13	68		P2	3/20	120