



Elite Academic Academy - Mountain Empire

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pwd=dVJiSVBTbTNleGZobGduSk1NZINyZz09 Meeting ID:
943 3932 2461 Passcode: 517181 One tap mobile
+16699009128,,94339322461#,,,,*517181# US (San Jose)

February 3, 2022 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590



Elite Academic Academy - Mountain Empire - February 3, 2022

Elite Academic Academy - Mountain Empire

Meeting Location

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

Time:

1.0 Call To Order

Roll Call:
Morgen Oelckers, Patrick Keeley, Ronnie Jackson

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of February 3, 2022.

Motion: Second:
Vote:

3.0 Board Organization

3.1 Election of Board President

It is recommended that the board nominate and elect a Board President for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

3.2 Election of Board Vice President

It is recommended that the board nominate and elect a Board Vice President for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

3.3 Election of Board Treasurer/Clerk

It is recommended that the board nominate and elect a Board Treasurer/Clerk for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

4.0 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 9.0 Public Comments at Board Meetings.

5.0 Adjourn to Closed Session

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

6.0 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.

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

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

Time:

7.0 Pledge Of Allegiance

Led By:

8.0 Open Session

9.0 Public Comment

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

10.0 General Functions

10.1 Informational Items

A. CEO Report

CEO Report Jan 2022 ME.pdf

B. LCAP Annual Update

2021_LCAP_Mid-Year_Report_Elite_Academic_Academy_-_Mountain_Empire_20220128 (1).pdf

2022_Supplement_to_Annual_Update_for_2021-22_LCAP_Elite_Academic_Academy_-_Mountain_Empire_20220124.pdf

C. Audit Report

Elite Mountain Empire Audit.docx

10.2 Consent Agenda

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

Motion: Second:
Vote:

A. Meeting Minutes from the December 16, 2021 Board Meeting

EAA-ME 12.16.21.pdf

B. Warrant Register

WarrantRegisterME_Dec_Jan_2122.pdf

C. New Instructional Services Community Partners

Elite Academic Instructional Service Community Partner_Feb_2022.xlsx - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_Feb_2022.xlsx - EM Partners.pdf

E. Job Descriptions

JD Director of Virtual Learning (pending Board approval).pdf

11.0 Personnel Services

11.1 Employee Change in Relationship

It is recommended that the Board ratify the following Employee Changes in Relationship for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

2022208

20220045

Time: 12.0 Business Services

12.1 State of Emergency Policy

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

Motion: Second:
Vote:

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

13.0 Educational Services/Policy Development

13.1 Updated Parent-Student Handbook 21-22

It is recommended that the board approve the following Updated Parent-Student Handbook 21-22 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Updated Elite Parent_Student Handbook 2021-2022 (Pending Board Approval 2.3.22).docx.pdf

13.2 SARC Report

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

Motion: Second:
Vote:

2021_School_Accountability_Report_Card_Elite_Academic_Academy_-_Mountain_Empire_20220125 (1).pdf

13.3 Safety Plan 2022-23

It is recommended that the board approve the following School Safety Plan 2022-23 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

22-23 Elite Safety Plan-Mountain (Pending Board Approval).pdf

13.4 Sports Medicine Curriculum Proposal

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

Motion: Second:
Vote:

Sports Medicine Curriculum Proposal.pdf

13.5 School Calendars for 2022-23

It is recommended that the board approve the School Calendars 2022-23 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

2022-2023 Calendar Draft - Track A with 3 week Winter Break.pdf

2022-2023 Calendar Draft - Track B with 3 week Winter Break.pdf

13.6 Employee Confidentiality and Non-Disclosure Agreement

It is recommended that the board approve the following Employee Confidentiality and Non-Disclosure Agreement 2022 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Elite Confidentiality Agreement-2022.pdf

13.7 Employee Arbitration Agreement 2022

It is recommended that the board approve the following Employee Arbitration Agreement 2022 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Elite 2022 Arbitration Agreement-Pending Board Approval.pdf

14.0 Report of Action Taken in Closed Session

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

15.0 Calendar

The next regularly scheduled meeting is March 3, 2022 at 10:00 am.

16.0 Board Comments and Future Planning

Time:

17.0 Adjournment

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

Motion: Second:
Vote:

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

Elite Academic Academy

"Offering personalized education with unparalleled flexibility, support, and learning options."



Monthly Update

January 2022

#BeElite

ELITE ACADEMIC ACADEMY



School: Elite Academic Academy–Mountain Empire
Authorizer: Mountain Empire Unified School District
Leader: Ms. Meghan Freeman, CEO
Month: January 2022

January 2022

Essential Focus	Celebrate	On Target	In Progress
Student Work/Data	<input checked="" type="checkbox"/>		
Families/Community	<input checked="" type="checkbox"/>		
Curriculum Development		<input checked="" type="checkbox"/>	
Budget		<input checked="" type="checkbox"/>	

Celebration Areas:

- We held LP2 detailed Power of Presence data driven meetings this month with each Academy Director and the Student Support Team.
- Our small group acceleration support groups are being attended and received well by students and parents!
- Our tutoring platform is now live!



Zoe Yeh (2nd grade) showing off the basket she weaved studying South African culture



Lillian Kittle showing off her Russia Geography Model she built



The Jaffe Family (Elizabeth and Henry) having fun at the Kidspace Museum to enrich their homeschooling



The Hernandez Family took a trip to Washington DC and studied U.S. History along the way, as well as MLK Day

Homeschool by the Numbers:

- Lucerne: 180 students (+7)
- Mountain Empire: 405 students (+4)
- Total: 585 Homeschool students
- Homeschool Elite Educators: 26
- FT Elite Intervention Tutor: 1
- Homeschool Admin: 2

Teacher Updates

In Homeschool, January is arguably the busiest month of the year for teachers. Coming back from Winter Break, teachers are gearing up for the end of the semester with their families, and it is the perfect storm of intensive student and family support, reflection and planning mixed with LOTS of Learning Period compliance with the addition of Report Cards.

Teachers meet with each student and parents for about 1 hour at the end of the Learning Period to evaluate progress, discuss growth, goals, Report Cards, curriculum and course changes, etc.

While it's busy busy, it's also a time to showcase amazing growth and to see how far our students have come!

Student Highlight:

RV (Name redacted for privacy)

6th Grade Student overseen by Homeschool Teacher, Paige Emm.

RV and her family were brand new to homeschooling this year, and chose to homeschool because during the pandemic she was severely struggling.

In September, RV scored over 2 grades levels below in both Math and Reading. Paige Emm partnered with the parents to provide a variety of interventions, including:

1. Fast ForWord Reading Program for 8 Weeks
2. Bookshark ELA curriculum w/ Support
3. Daily reading
4. i-Ready Pathway for Reading and in Math (after FF 8 weeks).
5. Daily Saxon Math for Mastery
6. HOMESCHOOLING!

RV took her MOY assessment and we are very excited to share her progress. RV improved an entire grade level for both reading and math (in just one semester!). RV's teacher Paige Emm says "Students grown is like the drug that every teacher is addicted to." Partnering with parents to provide a high-quality 1:1 education WORKS. Homeschooling WORKS! It is thanks to the hard work of Paige, the parents, RV, and the curriculum flexibility and support that Elite offers.

Community College Courses Homeschool Statistics:

Partnering with Community Colleges to offer high-quality coursework and concurrent enrollment college and High School Credit is something we are proud to offer.

⇒ Teachers with students Concurrently Enrolled: **12 Teachers**

⇒ # of Community College Courses being taken: **42 Courses**

⇒ # of students Concurrently Enrolled: **22 students**

- Palomar College
- Miracosta College
- Pima Community College
- Grossmont Community College
- ...and growing!



Director: Ms. Ashlea Kirkland-Haynes

Assistant Director: Ms. Allison Watters

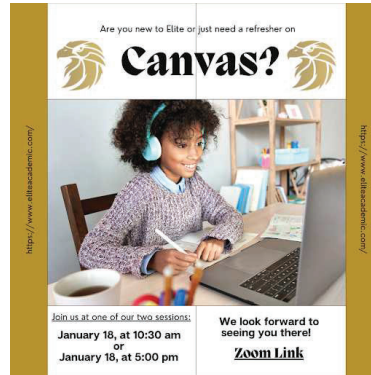


Virtual Connection Sessions

Starting 1/27 and every Thursday moving forward our Virtual academy will be hosting two whole group synchronous sessions. This will allow for more student interaction amongst the entire academy and provide more targeted instruction. Each Teacher of Record will host a day and teach the same lesson twice. **Every Teacher of Record is required to be in attendance as well as encourage their own students to participate.**

Canvas Tutorial and Spring Orientation

Virtual Academy hosted two canvas tutorial sessions on the first day of the second semester on 1/18. **We walked new families and students through Canvas as a whole, how to access assignments, view courses and how to navigate through courses. Additionally, we hosted two Spring Orientations.** The Spring Orientation was for new families to learn about our program, funds and the roles of our Teacher of Record. We had a good turnout for all of our sessions and answered a lot of amazing questions!



High School Celebrations

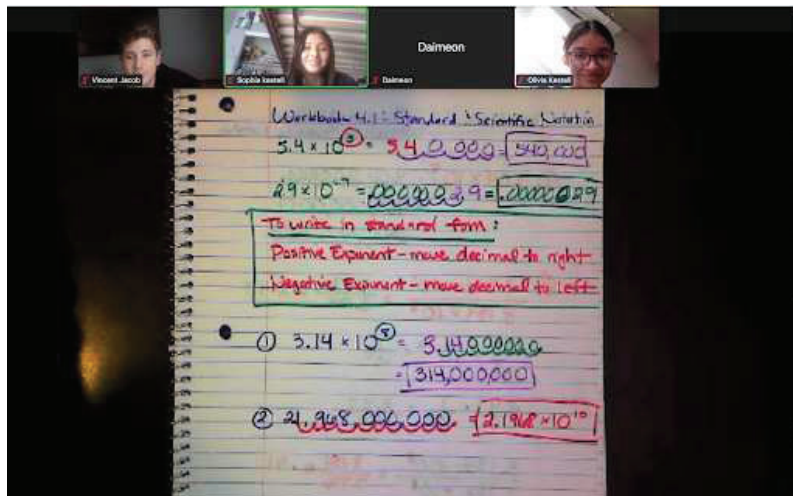
Congratulations to our three Fall graduates! Great job to Arvin Biyoukaghahi, Anisah Alagha, and Yonathan Recinos on earning your high school diploma! Arvin and Anisah have goals of attending a four year university. Yonathan plans on entering the workforce and hopefully building his own business one day.

Tutoring

As our semester came to an end on 1/14/2022 our teachers were hard at work the entire week of 1/10/2022 tutoring 91% of our students! Our teachers and students worked tirelessly to finish their first semester strong. Report cards were emailed out on 1/28 and teachers and students anxiously started semester two on Tuesday 1/18.

Synchronous Sessions

Mrs. Rodriguez has been working diligently with her students on scientific notation. She kept the students engaged by using her document camera and was able to teach them how to use exponents to assist in scientific notations.





Flex Teacher Updates

January has been an exciting month for Flex teachers. Teachers finalized grades and report cards for semester 1 and celebrated student successes at progress check meetings. **Teachers also collaborated in K-5, 6-8, 9-12 groups to reflect on what worked last semester and what changes we can make to increase student achievement and engagement.** The following changes were made this month:

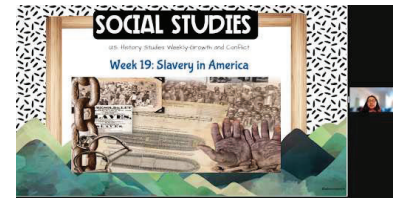
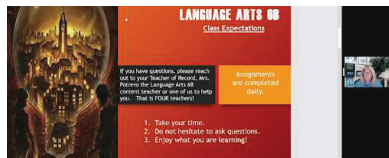
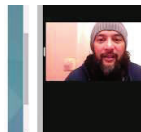
- Created a new English 6B course - This course focuses on teaching students the foundations to writing narrative, informational, and persuasive essays, and analyzing literature and nonfiction texts.
- Switched to a new online curriculum for English 7B and 8B.
- Added 7 new live synchronous support sessions for middle school.
- Added grade-specific collaboration meetings for teachers once a month.
- Added more opportunities for high school students to work together with other students on content-specific subject matter.

Synchronous Sessions

Flex teachers made some exciting additions to synchronous sessions this month. **We added 7 new live synchronous sessions for middle school students in core subject content areas. In order to further support our middle school students, 7 Flex teachers volunteered to host additional subject and grade-specific synchronous sessions.** The purpose of these sessions is to introduce content for the week, model how to take notes and review lessons in online platforms, model how to read rubrics, and model how to successfully complete assignments. Students actively participated in these sessions this month. They were engaged, asked questions and thanked us for the additional support!

New Synchronous Sessions

- English 6B
- Math 6B
- Social 6B
- Math 7B
- Social Studies 7B
- Social Studies 8B
- Science 6-8 B



Running Springs Ski Field Trip



Chino Water Basin

Flex Student Shout Outs

Flex would like to give a huge shout-out to our early graduates. The following students have successfully completed their high school requirements.

Katherine Michelle Salgado
Judith Ardon-Gonzalez

Teacher Shout Out

We wanted to give a huge shout-out to Ashly Steele. Ashly is a high school teacher of record for Flex Academy. She is extremely gifted in helping credit deficient students make progress towards graduating. She has a heart for students who need SEL support and is overall wonderful at helping students to find their place at Elite. $\frac{2}{3}$ of her class received honor roll 1st semester. This is a huge accomplishment and we thank her for her dedication to ensuring that all of her students find success at Elite.

In-Person Field Trips

Flex teachers, students, and parents had a blast at the March Air Base, Chino Water Basin, and Running Springs Ski field trips this month.

Elite CTE - Marketing, Podcast, and Sign Language

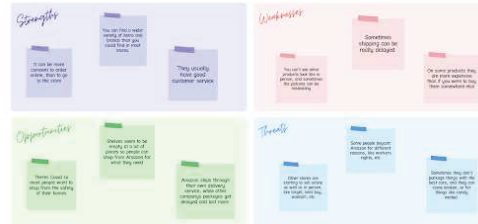


Leads: Mr. Nolan Smith and Ms. Rebecca Smith
Director: Ms. Ashlea Kirkland- Haynes

Marketing Pathway & Podcast

Students finished the fall semester strong. From final exams to projects, students showed their understanding of marketing, gaming and esports, scratch coding, and digital publishing. The SWOT analysis above is from a student during the fall semester. For the new semester, students started off with a live session that introduced them to S.M.A.R.T. goals and how to apply them to the new semester. **The spring semester includes courses in Digital Marketing, Digital Publishing, Javascript animation as well as wearable technology.**

Amazon SWOT Analysis

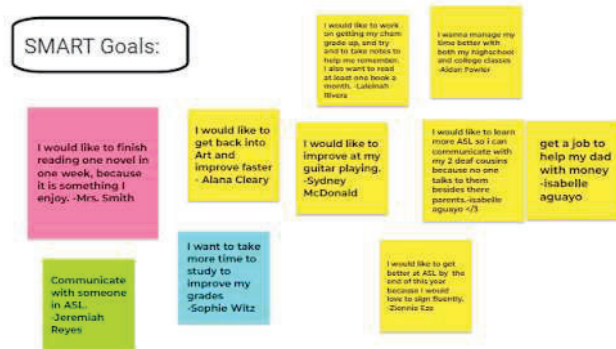


The Be Elite Podcast continues to go strong, with more students joining for different roles in the club. The Pali Institute field trip special episode was the first podcast that featured interviews on location. Also debuting in January is our Lego episode, which is premiering on National Lego Day this month. The episode features some Lego trivia, students sharing their Lego collections as well as stop motion projects created by Elite students.



CTE American Sign Language

- Students finished the Fall semester strong by showcasing their signing skills with their final signing exam.
- The second semester opened with students sharing their S.M.A.R.T. goals for the new semester:



- Next up, they are building their skills by learning food related signs.
- The next signing project will demonstrate their skills of "Acquiring Food"-how to interact with restaurant staff in placing orders.



Elite VAPA CTE Pathway

Lead: Mrs. Amy Ciceri
Director: Ms. Ashlea Kirkland- Haynes

#BeElite

ELITE ACADEMIC ACADEMY

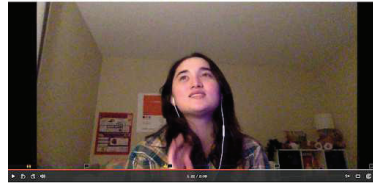


The CTE Acting I and Choir I courses finished the fall semester strong with students completing mid-semester final SHOW ME themed assessments. **These required them to demonstrate their skill development through a range of rigorous performance tasks designed to showcase their abilities in subject-specific technical skills, in addition to transferable skills relating to self-evaluation, critical thinking, and creativity.** In this process, students experienced first-hand the demanding “showtime” pressures that are an essential part of growth in any performing arts-related training – and learned ways to be creative problem-solvers and value the “expect the unexpected” elements of “live” performance.

Below, Acting student Caleb chose to demonstrate his ability to cry on cue (impressive!) – and share his secret tips with his fellow peers in response to the question that casting directors often ask during auditions, “what else can you do?”; for this performance task, the learning goal was for students to approach the notion of “expect the unexpected” as an opportunity to show something else they can do that their teacher and peers would not expect!

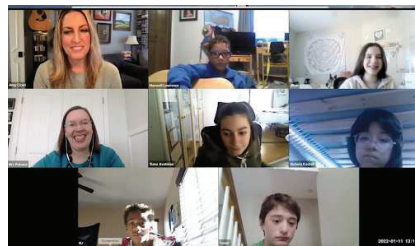


For her “expect the unexpected” task, Acting student Sage chose to showcase her triple-threat talents by performing the musical theatre song *All I've Ever Known* from *Hadestown*, and she was on point! Mrs. Ciceri was very proud to recently nominate Sage for the Broadway San Diego Awards – to help her achieve her dream of one day attending the Jimmy’s in NYC! BEST OF LUCK SAGE!!!!



VAPA Clubs:

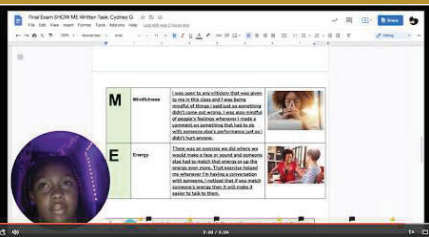
VAPA club CoreUs had a memorable last session with Advisor Ms. Ciceri – each student (and CoreUs member Teacher Mrs. Potrero too!) choosing to totally GO FOR IT and sing a song or play an instrumental piece that means something to them.



VAPA club ArtSeen gathered together one last time with Advisor Ms. Ciceri to express themselves in a range of artistic ways that valued diverse perspectives and allowed students to connect with their peers in FUN and truthful ways:



The above VAPA courses **SHOW ME** mantra returned full circle as the central reflection motif – supporting the range of diverse performance tasks that students completed for the final written and performance-based parts of the final assessment.



Pictured above, for the **SHOW ME** Reflection and Self-Evaluation portion of the final assessment, Acting student Cydney demonstrated her ability to articulate her thoughts and unique perspective by elaborating on a few of the specific ways she applied Mindfulness and Energy throughout the semester.



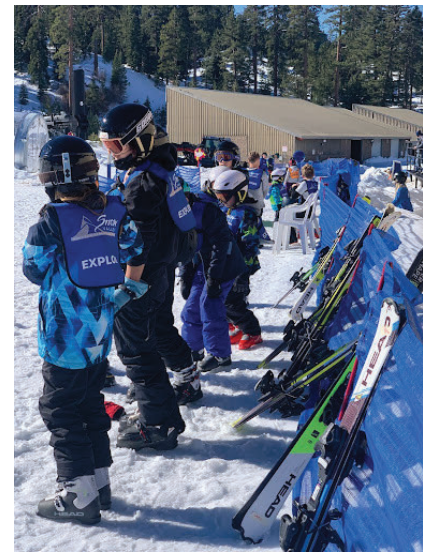
Adventure Academy & Quest Crew

The Adventure Academy wrapped up the first semester of courses in January and started a fresh set of courses. Introduction to Surfing concluded with a plastic hunt and identification lab and report, while Mechanics of Surfing concluded with an international surf trip report centered on identifying the different market sectors of surf tourism. **Students who chose to continue in the CTE pathway have Coastal Preparedness and Boating Careers to look forward to in the new semester.**

Coastal Preparedness takes students through the planning process of a backcountry excursion and introduces students to the consequences of failing to prepare as well as the reward of an amazing experience in nature. Splinting, shelter building and map reading are all topics that involve hands-on student engagement.

Boating Careers, new this semester, is focused on refining students' nautical knowledge and skills and takes students through the California Boating License certification process as well as industry research into job opportunities in the marine industry. Knot tying, tackle systems, and rescue techniques are important items that will be covered in this course. **All of the Adventure Academy courses include physical projects, which were packaged and mailed to our students at the beginning of the semester.**

January was a busy month in the Quest Crew. Students returned from winter break, but the frozen fun didn't stop. Our school convened at Icetown Carlsbad and Riverside for a go at ice skating. **We had a great turnout for these events and saw good representation from different grade levels.** The following day we took a trip up to Snow Valley for a morning of ski and snowboarding lessons! **These experiences were focused on exposing students to the tourism and recreation industry as well as promoting healthy, family-centered activities.**



TAKE A RIDE UP THE
PALM SPRINGS AERIAL TRAM
A QUEST CREW EVENT

What does the world look like from 8000 feet up? Come find out aboard the Palm Springs Aerial Tram! Join us for an evening in the mountains with the Quest Crew as we explore science-based topics and activities such as physics, ecology & geology. Enjoy the summit views until 5:30 and descend during sunset for an unforgettable desert view. See you there, crew!

AN AFTERNOON IN THE SKY
FEBRUARY 8TH, 2022
1 PM - 6 PM
RSVP ON PARENTSQUARE

AVAILABLE FOR 3RD GRADE & ABOVE
\$12.00 = STUDENTS
\$26.15 = ADULTS
FAMILY MEMBERS RSVP VIA PARENTSQUARE

Student's have more to look forward to in February; the Quest Crew is headed to the desert to explore the deep canyons and lofty sky islands of the Inland Empire.

STREAMING LIVE FROM
CATHEDRAL CANYON
IN PERSON & VIRTUAL QUEST CREW ADVENTURE

A TREK INTO THE DESERT
FEBRUARY 9TH, 2022
1:00 PM

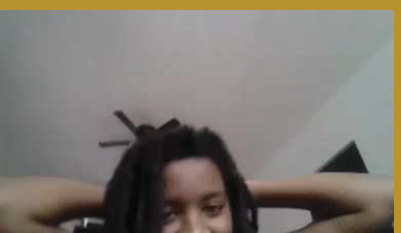
EXPLORE THE FOOTHILLS OF PALM SPRINGS
Join Mr. O on a rugged desert excursion to explore the plants and critters hiding in Cathedral Canyon. This event is offered both in-person & virtually, at least until we lose service.

RSVP FOR THE EVENT
TINYURL.COM/QUESTCREWCANYON



Upcoming Live PFT Events

579 Club members, Maxwell and Princess knockout 20 Sit-ups, kicking off our PFT testing season!!



San Diego - Community Rowing
March 28th 9am-11:30am
Riverside - D-Bat/Skyhawks
April 6th 10am-1pm
San Bernardino - EM Speed
April 7th 10am-1pm



Elite Athletic Enrichment

Lead: Mr. Andy Allanson

Director: Ms. Ashlea Kirkland- Haynes

Maleyna shared, "As some of you may know, the PGA Tour was in La Quinta (10 minutes down the road from my house) this past weekend for the American Express tournament! **I actually worked all four days carrying the scoreboard for some top names like Jason Day, Justin Rose, Patrick Cantlay, Harold Varner III, and Harry Higgs! So I got to walk with them for six hours inside the ropes watching them hit right in front of me while also talking to them!** I even got to have a conversation with Phil Mickelson and Rickie Fowler, which was pretty amazing!!"



Phil Mickelson



Rick Fowler



EERC

Elite Equestrian & Riding Club member Brandt Swann, not only enjoys riding and training horses, but like his mom has a knack for capturing the perfect Equine Photos as well



Brandt Training



Brandt getting the perfect shot



Brandt's Photos

Gymnastics

Amelie's Helfrich first gymnastics meet in Las Vegas! Earns All-around 4th !!!!! First Place Team!!



Amelie front center, hands on her knees





Director: Dr. Laura Spencer

Leads: Mr. Christopher Waithe (IT) and Ms. Kiley Allen (Marketing)

Spring Semester has begun!

We have 209 courses in Canvas for the Spring term, with 694 students participating in digital learning.

Tech



CAAPP is approaching and our team is working hard to update content and provide solutions to our students, families, and staff to make testing a smooth process this year.

Marketing

Engagement

Our top virtual event in December and January was the **Virtual Winter Celebration**, where our **Senior Kindness Ambassadors** taught art and craft segments, then we discussed every student's winter holiday tradition. Our most popular in-person event was a trip to the Chino Water Basin. Students learned how surface albedo and the heat island affect our local community by documenting temperatures around the Waterwise Community Center and creating a social media call-to-action.

Social Media Reach – December 23, 2021 - Jan 29, 2022

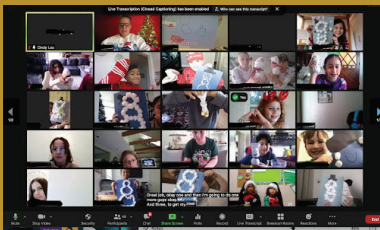
- 90.7k Facebook Page Reach - 36% increase from previous month
- 39.8k Instagram Page Reach - 73.9% increase from previous month
- 26 New FB Page Likes - 16% increase from previous month
- 18 New IG Followers - 1.7% increase from previous month
- 2.5k Facebook Post Engagement - 18% decrease from previous month
- 28 New FB Page Followers - 1.8% increase from previous month
- Top Cities Reached this Month:
San Diego, Indio, Los Angeles

Social Media

Top two social media posts from December 23, 2021 - January 29, 2022



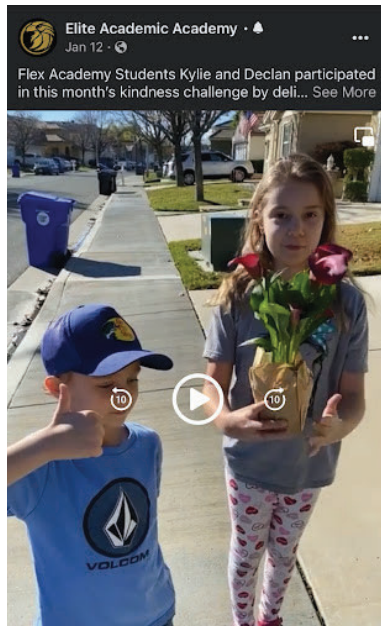
Maverick: Canned Food Drive



Winter Holiday Party showing off Snowman Crafts



Ms. Baker at Ice Skating Field Trip

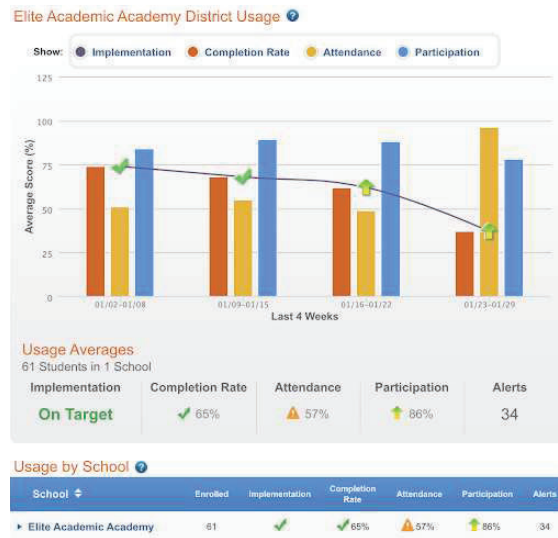




At Promise

New semester = More Engagement in our Literacy Program
Fast ForWard: 61 students are working diligently and seeing significant growth.

Engagement SST Meetings have begun in the At Promise Department. These meetings are meant to wrap our arms around and implement Tier 1 and Tier 2 support from our MTSS process to help students re-engage in school. 19 Engagement SSTs have been requested. 15 of these meetings have been held to get those students on the right track to finding success in school. The other 4 meetings are set to happen within the week.



Assessment

In preparation for the new semester, all Monday.com assessment data boards and assessment program rosters have been updated.

Middle-of-Year Assessment Window Opened: Of the 783 students who need to take the MOY assessment due to lack of grade-level proficiency, 98 students have completed their assessment so far. Assessments will continue through February, and growth measures will be reported next month.

Small Group: We are currently providing Tier 2 MTSS support for 191 students. 60% attend their sessions on a regular basis and are seeing improvements in academic performance as well as growth in learning skills and growth mindset. Our tutor management system now provides progress reports and improved attendance and participation reports.

CAASPP Prep - Antonette Sims attended the CDE Coordinator Training and has created the TOMS staff accounts. She is working with Directors and the IT Department to roll out a comprehensive testing plan for parents, teachers and students.

English Language Learner Celebrations: 6 students Reclassified Fluent English Proficient!

SPED

The Special Education Department has been busy implementing IEP services, holding IEP meetings, holding 504 Plan meetings, and aiding with the teachers' understanding of the MTSS model. **Between the start of the school year and January, our team has held 235 IEPs, including 30-day IEPs, initial IEPs, annual IEPs, and triennial IEPs. 34 504 Plans have also been held.**

Who we are...

We foster positive

relationships among educators and students through social-emotional learning, academic interventions and support, college and career readiness plans, and collaborative problem solving to ensure every student thrives - all in one team.

What we do...

Social Emotional Support
Community/Educator/Student Engagement
Academic Support
Assessment and Data





Elite Counseling Department

Ms. Nicole Lively M. Ed., M.A.
and Ms. Melissa Schulze, MSW, PPSC

Director: Dr. Laura Spencer



Counseling Services

The school counselor approved over 350 students' spring course enrollments.

The Elite Cares Family check-in generated 55+ responses from families so far. School Social Worker, Melissa Jensen-Schulze and School Counselor, Nicole Lively, personally responded to each family offering support and resources.

Individual counseling to support students' mental health needs continues, with 18 face-to-face hours provided by Melissa so far this month. Nicole provided an additional 18 hours of combined social emotional and academic individual counseling to students.

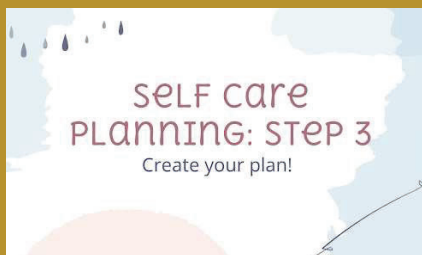
Stress Busters, a counseling group, will be launching early February! Our counseling team has been hard at work finding interested families through teacher recommendations, advertising on ParentSquare, and our Elite Cares Family check in.



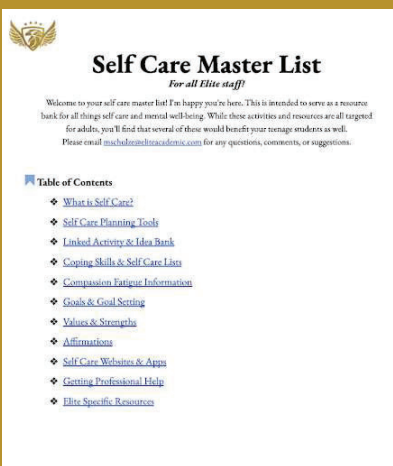
Our school social worker presented a self-care-focused PD for staff, to support our teachers in a well-rounded and sustainable start to the new semester. Alongside this is a Self Care Master List, for all staff to access anytime for ideas, information, resources, and more.

Early Graduates: we have 8 early January graduates this year!

Early Graduates pictured: Yonathan R. and Anisah A.






Yonathan is the first in his family to graduate from high school and is so proud to be an Elite student!



20 credit deficient seniors have found success on our alternative graduation path. These students would otherwise not have graduated and are proud to now be part of the graduating Class of 2022!

Elite Accomplishment Summary

- 
 With a focus on **Families and Community** we are launching new clubs, holding parent workshops and responding to our families needs.
- 
 With a focus on **Responsive Instruction** we launched our tutoring platform. It is a robust platform that reminds, monitors and communicated student progress to all stakeholders.
- 
 With a focus on **Shared Leadership** we are continuing our Marzano accreditation process!



Grade Span	Track B (Projected Enrollment)
Tk-3	234
4-6	162
7-8	100
9-12	174
Total	670

* As of 01/27/2022

Goals For Feb

- Attend the **Marzano conference in Texas.**
- Complete the **Marzano application.**
- Complete our **middle of the year assessments** to monitor student progress.





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2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Mountain Empire	Meghan Freeman, M.Ed. CEO	MFreeman@eliteacademic.com 866-354-8302 x704

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. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

Rationale

To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math, identify SST/RTI and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed meet state and local priorities 1,2,4,5,7,8.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
2	CAASPP	ELA: 33% Math: 6%	CAASPP is administered in May so progress cannot be reported. However, students performed above the baseline in 20/21. ELA: 67.94% Math: 46.98%	ELA: 55% Math: 30%
2	CA Dashboard	N/A	Due to COVID-19, the CA Dashboard does not currently display accountability measures.	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<p>Student Academic Performance Evaluate students' levels of academic performance based on local and state assessment results and provide targeted intervention or acceleration, such as:</p> <ul style="list-style-type: none"> Participate in the SST process Receive tutor support from in house and approved partners Learn test-taking and time - management strategies Enroll in Dual Enrollment, 	Ongoing	No	Federal 170,000	LCFF 25,000 Federal 42,500	\$237,500.00	\$370,758 expensed 156.11% of budget used

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	CTE, or other elective opportunities Social and Emotional Learning Opportunities (All Students) <ul style="list-style-type: none"> Fast ForWord Literacy Interventions 						
1.2	Targeted Monitoring Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success and refer to the RtI/SSST or IEP team or provide academic acceleration. (LI, FY, EL, SWD) <ul style="list-style-type: none"> ELPAC results will be reviewed each year, analyzed, shared with parents, and curriculum and EL minutes verified. Also, re-designation completed for students who qualify. 	Ongoing	Yes	LCFF 100,000 Federal 48,738	LCFF 50,000	\$198,738.00	\$88,531 expensed 44.55% of budget used

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.3	<p>Equal Access to Common Core Aligned Materials/Content All students will have access to materials/learning experiences aligned to common core standards (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year intervention for grades K-8 • Extended School year credit recovery/acceleration for grades 9-12 • Digital curriculum aligned to common core • UC/CSU A-G approved curriculum • Service vendors offering educational opportunities across a geographical area • Integrated Core CTE courses A-G • Approved • Implement processes for 	Ongoing	No		LCFF 1,100,000	\$1,100,000.00	\$419,348 expensed. 38.12% of budgeted used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	curricular review (including course rubrics) and evaluation, including graduation requirements, credits, and grading policies.						
1.4	Professional Development Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, 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. (All Students)	Ongoing	No Yes	Federal 10,706	LCFF 70,000	\$80,706.00	\$36,237 expensed 44.90% of budget used
1.7	Expanded Student Support Team Services Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students). <ul style="list-style-type: none"> Develop a tutoring hub to provide 1:1 academic support that targets Math 	Ongoing	Yes		LCFF 100,000	\$100,000.00	\$65,353 expensed 65.35% of budget used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and ELA content standards <ul style="list-style-type: none"> Increase Chromebook deployment to provide access to digital intervention tools Increase SEL courses and programs to support student success Implement MTSS school-wide						

Goal 2

We will promote a high ADA and climate outcomes by providing high-quality teachers, best practices, streamlined communication and interventions to ensure student success. We will work to reach a goal of 95% ADA and decrease chronic absenteeism by 1% annually (until less than 5%) and maintaining 0% expulsion and suspension rate.

Rationale

We recognize that students who attend school regularly have been shown to be engaged, achieve at higher levels, and graduate from high school.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Chronic Absenteeism	11.5%	Data is not reported until end of year.	8.5%
6	Suspension	0%	We continue to have a 0% suspension rate.	0%
6	Expulsion	0%	We continue to have a 0% expulsion rate.	0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	ADA		Data is not reported until end of year.	95%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	MTSS/RTI/At-Promise Focus on school climate and student engagement, and maintain a high rate of ADA Availability of Response To Instruction 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. (All Students)	Ongoing	No	LCFF 25,000	LCFF 25,000	\$50,000.00	\$37,866 expensed 75.77% of budget used
2.2	Highly Qualified Teaching Staff and Professional Development Improve instructional practice through recruiting and 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. (All Students)	Ongoing	No		LCFF 2,850,000 Other State 450,000	\$3,300,000.00	\$1,415,615 expensed 42.90% of budget used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.5	<p>School-Based Enrichment Activities School-Based Enrichment Activities (All Students) Support of VAPA programs at Elementary and Middle school level Support Athletics and Math Field day. Continue to support innovative projects that support student learning and growth.</p>	Ongoing	No		LCFF 901,019	\$901,019.00	\$197,515 expensed 21.92% of budget used

Goal 3

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

Rationale

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

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent participation will increase by 2% as measured by participation rate of surveys and sign-in sheets at meetings.	10% of parents participated in surveys last year.	The annual parent survey is sent in March. However, "We Care" surveys sent by the Student Support team throughout the school year have seen an increase in parent participation.	16% of families will participate in surveys.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	Parent and student satisfaction will increase by 2% until we reach 95% or greater as measured by survey results.	90% of families surveyed were satisfied with the child's education.	As with above, we will not have information for this goal until the annual survey is sent in March.	95% or greater of parents and student surveyed are satisfied with their education.

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>Meaningful and Transparent Communication Provide meaningful and transparent communication to ensure a positive learning environment through social media, marketing, communication apps, technology, and in-person meetings with all stakeholders so that parents, students, and teachers feel that our schools are providing opportunities for participation and input.</p> <ul style="list-style-type: none"> • Surveys • Parent Meetings • Student Meetings • Important updates and Information • SEL Surveys • Anti-bullying Webinars, Parent Training, Suicide Awareness, State Testing, Test Prep 	Ongoing	No		LCFF 200,000	\$200,000.00	\$166,007 expensed 83% of budget used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>communication, and more. (All Students)</p> <ul style="list-style-type: none"> • ParentSquare • Elite website 						
3.2	<p>Mental and Physical Health Establish Mental and Physical Health Services for students and staff.</p> <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional - Courses • Parent Workshops 	Ongoing	No		Federal 80,000	\$80,000.00	<p>\$12,664 expensed 15.83% of budget used Most of our contracts in this category bill in June, which is why this category is currently lower than projected.</p>
3.3	<p>Safe Learning Environment The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe</p>	Ongoing	No		LCFF 30,000	\$30,000.00	<p>\$2,394 expensed 7.98% of budget used Most of our contracts in this category bill in June, which is why this category is currently lower than projected.</p>

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Schools. Fingerprinting and vetting all contracted service providers. School-wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.						
3.4	English Language Family Support Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law. (EL)	Ongoing			LCFF 20,000	\$20,000.00	\$17,727 expensed 88.64% of budget used
3.5	Leadership Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the Business Department, Directors, and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer and Chief Student Services officer.	Ongoing	No	LCFF 716,273		\$716,273.00	\$333,418 expensed 46.55% of budget used
3.6	Operations Operations and Business services that are contracted with industry experts to ensure high quality	Ongoing	No	LCFF 802,989		\$802,989.00	\$428,605 expensed 53.38% of budget used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	reporting, compliance and alignment with education code.						
3.7	<p>Mental and Physical Health Establish Mental and Physical Health Services for students and staff.</p> <ul style="list-style-type: none"> Mental health Awareness Solace Care Mental Health Community Partnership Staff Mental and Physical Awareness with Sports Academy Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional - Courses Parent Workshops 	Ongoing			LCFF 75,000	\$75,000.00	\$25,714 expensed 34.29% of budget used

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.

Rationale

It is our goal to ensure that when students graduate from Elite Academic Academy they are prepared for their 21st century future.

Expected Annual Measurable Objectives for Goal 4

2122-22 Local Control Accountability Plan for Elite Academic Academy-Mountain Empire
 Actions & Services Mid-Year Report

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	Increase % of Graduation Rate by 2% annually	67%	Graduation rates cannot be provided mid-year. Approval of DASS graduation program will increase graduation opportunities to students.	73%
4	Increase the % of UC/CSU enrolled courses by 2% annually	88%	88.65% of students were enrolled in UC/CSU approved courses last year due to the increase in A-G written and approved Elite courses.	95%
7	Increase students who complete CTE certification course by 2% annually	0%	Due to the newness of the CTE program, this is the first year students will be able to complete a CTE certification program.	6%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<p>CTE Program Creation Develop a comprehensive Career Technical Education Program for middle and high school, students that help align student strengths and interests to post-secondary goals and interests and increases Career Technical Education Pathways (CTE) to prepare students for the 21st-century workforce and global competencies. (All Students)</p> <ul style="list-style-type: none"> Develop CTE integrated 	Ongoing	No		LCFF 17,988 Other State 182,012	\$200,000.00	\$214,067 expensed 107.03% of budget used

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Curriculum in Core Academics</p> <ul style="list-style-type: none"> • Continue to provide Professional Development for CTE teachers • Continue to fund CTE -Director • Continue to provide and implement pathways and support for CTE in grades 7-12 • Create a pathway in grades 7-8 to bridge to high school CTE pathway • Create a Career Exploration course for middle school students • Continue to fund participation costs and training • Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways. 						

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.3	<p>Assessment Preparation Ensure all students have the opportunity for intensive CAASPP/ACT and SAT preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p> <ul style="list-style-type: none"> Provide opportunities for students to take the PSAT for 8th, 9th, & 10th grade students and provide opportunities for AP courses and exams. Provide for the cost of PSAT and SAT Fee waivers for students who are eligible low income students. Continue providing AP courses through accredited Curriculum providers Continue providing AP students with AP course textbook/materials 	Ongoing	Yes		LCFF 100,000	\$100,000.00	\$54,855 expensed 54.86% of budget used

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.4	<p>Year Round Track Provide a Year-round track to increase the academic days and reduce the summer slide for low-income, SWD, EL, Foster Youth students that allow for credit recovery. CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.</p> <ul style="list-style-type: none"> DASS Opportunities for graduation 	Ongoing	No Yes	LCFF 150,000	Federal 50,000	\$200,000.00	\$164,634 expensed 82.32% of budget used
4.5	<p>Mentoring/Coaching Creation of Mentoring and Coaching program for Middle/High School students.</p> <ul style="list-style-type: none"> Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school. (All Students) 	Ongoing	Yes	LCFF 85,000		\$85,000.00	This goal has been moved to 2.1 (MTSS/RTI/AtPromise) to remove redundancy of funding purpose.
4.6	<p>College and Career Counseling College and career counseling and high school</p>		No	LCFF 89,000	LCFF 89,000	\$178,000.00	This goal has been moved to 4.1 (CTE Program Creation) to

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>courses/curriculum and tools that will be meaningfully connected to life goals. Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework.</p> <ul style="list-style-type: none"> • Create internship and project experiences to create a more diverse understanding of life opportunities. • Create externships, job shadowing experiences, and internships for Career Technical Education Students. • Increase relationships with community college partners to increase the number of students taking college coursework concurrently, dual enrollment, or CTE courses • Develop a comprehensive college application and support series 						remove redundancy of funding purpose.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	for 9- 12th-grade students <ul style="list-style-type: none"> • Purchase of Industry Certification opportunities for CTE or college-bound Students • Purchase of appropriate technology to support CTE learning goals/objectives • Continue with College and Career Counselor to guide and plan students' 4-year plan and post-secondary desires, • CTE completion, A- G completion, and NCAA completion (All Students)						



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Mountain Empire		

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

We are a non-classroom-based school with a large geographic area. Due to the fact we do not have a physical school site, we were creative with how to communicate with our stakeholders and use digital platforms that are successful for us as a school. We sent draft plans of both

the ESSER III and Expanded Learning Opportunities (ELO) grant to all stakeholders (parents, staff, and students) via Parent Square to allow for input on specific needs faced by students and the school. Results were collected both through a Google survey and during Parent Empowerment Workshops conducted via Zoom. We also invited community members to our Parent Empowerment Session.

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

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

The public was welcome to comment on each plan:

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

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

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

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

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

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

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

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

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

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

1. Provide a 9-12 Year-round track to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth, and students that need credit recovery. There will be CTE pathway discovery, SEL classes, reviewing of essential skills, enrichment, and the opportunity for students to get ahead.
Challenges: Student engagement was a challenge as many students had struggled during the traditional school year with online learning. We had a 35% drop rate from the beginning of the first learning period until the end. Students did not want to attend Live Sessions and tutoring services. Over 50% of the students in both Life A and Life B did not complete one of their courses.
Success: Orientation Meetings were well attended. Students who completed their courses earned credit for two high school courses. Students' grades were updated within 48 hours once assignments were completed. Instructional Assistants were added as a level of support. Students and teachers felt supported with all the support we had in place. 95% of students who attended study sessions completed both of their courses.
2. Provide a K-8 Targeted Acceleration program over the summer months for EL, Foster, Low Income and student performing low on local and state assessments. Credentialed teachers will work in small group, 1/1 and focus on accelerating targeting standards and working to close achievement gaps.

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

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

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

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

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

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

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

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

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

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

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

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

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

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

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

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

Instructions

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

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

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

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

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE

CHARTER SCHOOL NUMBER: #1924

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2021



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**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Elite Academic Academy - Mountain Empire
Temecula, California

We have audited the accompanying financial statements of Elite Academic Academy - Mountain Empire (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Elite Academic Academy - Mountain Empire

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the Academy as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the Academy's financial statements as a whole. The accompanying supplementary schedules, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole

In accordance with Government Auditing Standards, we have also issued a report dated December 13, 2021 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance



CliftonLarsonAllen LLP

Glendora, California
December 13, 2021

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021**

ASSET

CURRENT

Cash and Cash	\$ 1,063,16
Accounts Receivable - Federal and	786,23
Prepaid Expenses and Other	21,675
Total Current	1,871,07
Total	\$ 1,871,07

LIABILITIES AND NET

CURRENT

Accounts Payable and Accrued	\$ 379,29
Due to Related	154,60
Revolving Loan Payable, Current	62,502
Deferred	221,43
Total Current	817,83

LONG-TERM

Revolving Loan	62,494
Total Long-Term	62,494

NET

Without Donor	990,74
Total Net	990,74
Total Liabilities and Net	\$ 1,871,07

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

REVENUES, WITHOUT DONOR

State	
State	\$ 5,352,83
Other State	389,26
Federal	
Grants and	360,62
Local	
In-Lieu Property Tax	1,378,81
Paycheck Protection Program Grant Revenue	344,60
Other	(3,477)
Total	<u>7,822,65</u>

EXPENSE

Program	5,105,25
Management and	<u>2,014,93</u>
Total	<u>7,120,18</u>

CHANGE IN NET ASSETS WITHOUT

702,47

Net Assets Without Donor Restriction - Beginning of

288,26

NET ASSETS WITHOUT DONOR RESTRICTION - END OF

\$ 990,74

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021

	<u>Progra Service</u>	<u>Managemen and</u>	<u>Total Expense</u>
Salaries and	\$ 2,345,54	\$ 475,86	\$ 2,821,40
Pension	311,66	63,230	374,89
Other Employee	213,29	43,273	256,56
Payroll	48,627	9,866	58,493
Accounting	-	11,681	11,681
Legal	-	11,095	11,095
Other Fees for	782,21	856,18	1,638,39
Advertising and Promotion	-	182,77	182,77
Office	-	17,927	17,927
Information	-	201,27	201,27
Occupancy	-	75,090	75,090
Travel	1,175	-	1,175
Conference and Meeting	9,947	-	9,947
Interest Expense and Financing	-	18,292	18,292
Instructional	1,385,28	-	1,385,28
Insuranc	-	16,141	16,141
Other	7,499	32,250	39,749
	<u>7,499</u>	<u>32,250</u>	<u>39,749</u>
Total	<u>\$ 5,105,25</u>	<u>\$ 2,014,93</u>	<u>\$ 7,120,18</u>

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021**

CASH FLOWS FROM OPERATING

Change in Net	\$ 702,47
Adjustments to Reconcile Change in Net Assets to Net Provided by Operating	
Change in Operating	
Accounts Receivable - Federal and	363,65
Prepaid Expenses and Other	(3,112)
Change in Operating	
Accounts Payable and Accrued	(21,549)
Due to Related	83,616
Deferred	221,43
Net Cash Provided by Operating	1,346,51

CASH FLOWS FROM FINANCING

Net Change in Factored	(492,792)
Repayments of	(62,502)
Net Cash Used by Financing	(555,294)

NET CHANGE IN CASH AND CASH

791,22

Cash and Cash Equivalents - Beginning of

271,93

CASH AND CASH EQUIVALENTS - END OF

\$ 1,063,16

SUPPLEMENTAL DISCLOSURE OF CASH FLOW

Cash Paid for	\$ 18,292
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ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Elite Academic Academy - Mountain Empire (the Academy) is a California nonprofit public benefit corporation and is organized to manage and operate a public charter school.

The Academy is funded principally through the state of California public education monies received through the California Department of Education and the Mountain Empire Unified School District (the District).

The District has granted the charter through June 30, 2025. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Cash and Cash Equivalents

The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes (Continued)

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2021. Management believes that all receivables are fully collectible, therefore, no provisions for uncollectible accounts were recorded.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as contributions without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021, the School has conditional grants of \$692,088, of which \$221,433 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the Academy is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The Academy is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. The Academy is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Academy is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The Academy files an exempt Academy return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The Academy has evaluated subsequent events through December 13, 2021, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$1,849,398.

As part of its liquidity management plan, the Academy monitors liquidity required and cash flows to meet operating needs on a monthly basis. The Academy structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 3 CONCENTRATION OF CREDIT RISK

The Academy maintains its cash in bank deposit accounts at various institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At times, cash in these accounts exceeds the insured amounts. The Academy has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 4 REVOLVING LOAN PAYABLE

In August 2018, the Academy received a revolving loan from the California Department of Education (CDE) in the amount of \$250,000. The loan requires annual principal payments of \$62,502. The loan has a term of four years and carries an interest rate of 2.232%. Annual payments of principal and interest are deducted from the Academy's apportionment.

The loan repayment is as follows:

Year Ending June	Amount
2022	\$ 62,502
2023	62,494
Total	\$ 124,99

NOTE 5 PAYCHECK PROTECTION PROGRAM

On July 9, 2020, the Academy received proceeds in the amount of \$344,600 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the "PPP Loan") administered by the U.S. Small Business Administration. The PPP loan may be forgiven by the U.S. Small Business Administration (SBA) subject to certain performance barriers, as outlined in the loan agreement, which is part of the Coronavirus Aid Relief and Economic Security Act.

The Academy has classified this loan as a PPP grant for accounting purposes. The Academy recognized \$344,600 of other income related to this agreement during the year ended June 30, 2021, which represents the portion of the PPP loan funds for which the performance barriers have been met. As of June 30, 2021, the School has satisfied the performance barriers attributable to the PPP loan proceeds. The SBA has not formally forgiven any portion of the School's obligation under this PPP loan. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the Academy fails to apply for forgiveness within 10 months after the covered period, then payment of principal and interest shall begin on that date. The covered period from July 9, 2020, to October 24, 2020, is the time that an organization has to spend their PPP Loan funds.

Subsequently, in October 2021, the principal amount of \$344,600, along with accrued interest, was forgiven by the financial institution and U.S. Small Business Administration.

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 5 PAYCHECK PROTECTION PROGRAM (CONTINUED)

Management determined they met the forgiveness requirements as of June 30, 2021 and recognized grant revenue for the year ended June 30, 2021.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the Academy's financial position.

NOTE 6 OPERATING LEASES

In December 2018, the Academy entered into a lease agreement to occupy an office building in Temecula, California. The site will be used as administrative offices for the school to utilize in operating the charter school. The lease agreement covers a term of four years, which commenced on January 1, 2019 and is set to end on December 31, 2022. The Academy paid a total of \$30,557 in lease payments in the fiscal year ended June 30, 2021

Future lease payments are as follows:

Year Ending June	Amount
2022	\$ 43,256
2023	25,808
Total	\$ 69,064

NOTE 7 EMPLOYEE RETIREMENT

State Teachers' Retirement System (STRS)

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2020, total STRS plan net assets are \$283 billion, the total actuarial present value of accumulated plan benefits is \$405 billion, contributions from all employers totaled \$6.1 billion, and the plan is 67.1% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2021 was 19.1% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Academy's contributions to STRS for the past three years are as follows:

<u>Year Ending June</u>	<u>Require Contribution</u>	<u>Percent Contribute</u>
2019	\$ 184,51	100%
2020	298,77	100%
2021	372,92	100%

Defined Contributions Benefit Plan

We sponsor a tax-deferred annuity plan (the Plan) qualified under IRC Section 403(b) covering substantially all full-time employees. The plan provides that employees who have attained the age of 21 and completed one year of service may voluntarily contribute from 3% to 10% of their earnings to the Plan, up to the maximum contribution allowed by the IRS. Employer contributions are discretionary and are determined and authorized by the board of directors each Plan year. During the year ended June 30, 2021, the Academy matched contributions amounting to \$4,041.

SchoolFirst Federal Credit Union 401(a) Plan

In July 2020, the Academy adopted a 401(a) plan administered by SchoolsFirst Plan Administration. The Academy makes discretionary employer non-elective contributions as defined in the 401(a) plan and eligible employees are vested based on years of service as defined in the 401(a) plan. Contributions to the 401(a) plan for the year ended June 30, 2021 was \$21,435.

NOTE 8 RELATED PARTY TRANSACTIONS

The Academy has a sister school, Elite Academic Academy – Lucerne, which has an independent board of directors from Elite Academic Academy - Mountain Empire and do not require consolidation under accounting principles generally accepted in the United States of America. At June 30, 2021 the amounts due to Elite Academic Academy – Lucerne totaled \$154,603.

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 9 CONTINGENCIES AND COMMITMENTS

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In prior fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Academy, COVID-19 may impact various parts of its 2022 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Academy is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

NOTE 10 FUNCTIONALIZED EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

SUPPLEMENTARY INFORMATION

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2021**

The Academy began serving students in September 2018 and is sponsored by the Mountain Empire Unified School District (the District).

Charter school number authorized by the State: 1924

The board of directors and the administrators as of the year ended June 30, 2021 were as follows:

BOARD OF

<u>Member</u>	<u>Office</u>	<u>Term End</u>
Morgen	Board President	September 2021 (1
Patrick	Board Vice	September 2021 (1
Ronald	Board	March 2022 (1

ADMINISTRATOR

Meghan Freeman	Chief Executive
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**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2021**

<u>Grade</u>	<u>Traditiona Calendar</u>	<u>Status</u>
Kindergarte	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grade	175	In
Grad9	175	In
Grade	175	In
Grade	175	In
Grade	175	In

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

June 30, 2021 Annual Financial Report Fund Balances (Net)	\$ 861,216
Adjustments and	
Decrease of Fund Balance (Net	
Cash and Cash	(426,121)
Accounts Receivable - Federal and	443,99
Prepaid Expenses and Other	(2,374)
Accounts Payable and Accrued	(47,859)
Factored	<u>161,88</u>
Net Adjustments and	<u>129,52</u>
June 30, 2021 Audited Financial Statement Fund Balances (Net)	<u><u>\$ 990,74</u></u>

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2021**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by Academy and whether Academy complied with the provisions of the Education Code.

NOTE 2 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.



CliftonLarsonAllen LLP
CLAAconnect.com

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Elite Academic Academy - Mountain Empire
Temecula, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Elite Academic Academy - Mountain Empire (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows, for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 13, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Elite Academic Academy - Mountain Empire

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in cursive script that reads "CliftonLarsonAllen LLP".

CliftonLarsonAllen LLP

Glendora, California
December 13, 2021



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Elite Academic Academy - Mountain Empire
Temecula, California

We have audited Elite Academic Academy - Mountain Empire's (the Academy) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2021. The Academy's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academy's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies:	
Attendance and Distance Learning	Not Applicable
Instructional Time	Yes
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors
Elite Academic Academy - Mountain Empire

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Attendance	
Independent Study-Course Based	Not Applicable
Mode of Instruction	Yes
Nonclassroom-Based Instructional/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Charter School Facility Grant Program	Not Applicable

Opinion on State Compliance

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Glendora, California
December 13, 2021

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2021**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.



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

Elite Academic Academy - Mountain Empire

Meeting Location

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

Time: 10:00 am

1.0 Call To Order

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

Present Not Present Present

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of December 16, 2021.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.
Item Carries 2-0.

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time: 10:00 am

6.0 Pledge Of Allegiance

Led By: Ashlea Kirkland

7.0 Open Session

8.0 Public Comment

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

9.0 General Functions

9.1 Consent Agenda

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.
Item Carries 2-0.

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

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

EAA-ME 12.02.2021.pdf

10.0 Personnel Services

11.0 Public Hearing

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

Move to strike 11.0 from the agenda.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.

Item carries 2-0.

Time: 11:02 am

12.0 Business Services

12.1 Educator Effectiveness Grant Application

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.

Item Carries 2-0.

2021_Educator_Effectiveness_Block_Grant_Plan_(Tulare_COE)_Elite_Academic_Academy_-_Mountain_Empire_20211119.pdf

12.2 CTE Incentive Grant Application 21-22

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.

Item Carries 2-0.

EliteAcademicAcademyMountainEmpire_37682130136978 (1).pdf

13.0 Educational Services/Policy Development

14.0 Report of Action Taken in Closed Session

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

15.0 Calendar

The next regularly scheduled meeting is February 3, 2022 at 10:00 am.

16.0 Board Comments and Future Planning

Time: 10:06 am

17.0 Adjournment

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Ronnie; Aye.

Item Carries 2-0.

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.

Staff Present:

Meghan Freeman

Tracy Hasper

Gena Altamirano

Laura Spencer

Ashlea Kirkland-Haynes

Karen Makkai

Catherine Heredia

Monique Waithe

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
11/30/2021	ULINE *SHIP SUPPLIES	Postage & Delivery - Educational	Credit Card 0348	\$886.20
11/30/2021	ULINE *SHIP SUPPLIES	Postage & Delivery - Educational	Credit Card 0348	\$936.97
12/1/2021	Guardian	Health Insurance	012Dec2021	\$2,206.00
12/1/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1689742	\$669.00
12/1/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$1,163.52
12/2/2021	Code Ninjas North Carlsbad	Educational Services	524444236	\$792.00
12/2/2021	Temecula Tutor LLC	Educational Services	525229301	\$260.00
12/2/2021	Anthem Blue Cross	Health Insurance	202111922847	\$12,061.03
12/2/2021	SCW	Professional Development	Credit Card 0348	\$6,136.22
12/2/2021	PANTAGES THEATRE	Educational Services	Credit Card 0348	\$3,850.00
12/3/2021	CliftonLarsonAllen LLP	Accounting Fees / Audit	3083084	\$4,200.00
12/3/2021	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	223011	\$92.69
12/3/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31183170	\$241.35
12/3/2021	Heather Machulsky	Approved Core Curriculum, Teacher Manuals &	MAC111921	\$29.62
12/3/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	28453	\$169.46
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3593035	\$54.91
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3596469	\$24.69
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3596701	\$168.57
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3596472	\$25.93
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3604863	\$43.28
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3607954	\$57.01
12/3/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3607953	\$61.32
12/3/2021	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	102393	\$798.00
12/3/2021	Usborne & Kane Miller Books	Approved Core Curriculum, Teacher Manuals &	DIR0336067	\$194.32
12/3/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M3J-T4G1-LGX3	\$109.28
12/3/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE- EE37229511152118	\$168.45
12/3/2021	Staples Business Credit	Core Teaching/Student Supplies	7343731995-0-2	\$1.61
12/3/2021	Staples Business Credit	Core Teaching/Student Supplies	7343731995-0-1	\$62.87
12/3/2021	Caroline Beus	Educational Services	525223975	\$225.00
12/3/2021	HOPE Vision Center	Educational Services	350	\$2,195.00
12/3/2021	Jaclyn Thomas	Educational Services	TH0111921	\$60.00
12/3/2021	Neesha N. Rahim	Educational Services	111921	\$3,750.00
12/3/2021	Selene A. Gomez	Educational Services	525246374	\$100.00
12/3/2021	CSC	Legal Fees	80673832	\$42.00

Elite Academic Academy - Mountain Empire

12/3/2021	San Diego County Office of Education	Professional Development	099-036022	\$620.00
12/3/2021	Pioneer Nashville II, LLC	Rent - Facilities Lease	012Dec21STE130	\$1,000.50
12/3/2021	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	12Dec2021Lease	\$2,574.75
12/3/2021	Curriculum Associates	Student Assessments	90092631	\$10,420.00
12/3/2021	OPS	Technology Services & Software - Educational	2246	\$888.44
12/3/2021	Southern California Edison	Utilities - Gas/Electric/Water	12DecSCE2021ME	\$87.35
12/6/2021	Morgen Oelckers	Board Stipends - Attendance	12Dec2021ME	\$300.00
12/6/2021	Ronald Lloyd Jackson	Board Stipends - Attendance	12Dec2021ME	\$300.00
12/7/2021	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	263012	\$66.71
12/7/2021	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	263014	\$81.75
12/7/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345697361	\$15.00
12/7/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345697362	\$84.00
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541137	\$338.04
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541157	\$448.27
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541123	\$285.98
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3543310	\$422.81
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3548688	\$444.37
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541130	\$281.15
12/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3543312	\$293.72
12/7/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	424593	\$64.54
12/7/2021	Melissa Schulze	Professional Development	SCH120221	\$275.00
12/7/2021	Monique Waithe	Student Assessments	WAI120221	\$170.00
12/7/2021	BERNARD VANN	UNALLOCATED WAGES	120321	\$101.26
12/7/2021	CATHERINE POLLOCK	UNALLOCATED WAGES	120321	\$77.24
12/7/2021	DARREN PYLE	UNALLOCATED WAGES	120321	\$135.00
12/7/2021	JARROD SILLS	UNALLOCATED WAGES	120321	\$101.26
12/7/2021	KRISTYLYN BAKER	UNALLOCATED WAGES	120321	\$48.38
12/7/2021	LAURIE PETTAY	UNALLOCATED WAGES	120321	\$77.73
12/7/2021	Michelle Wood	UNALLOCATED WAGES	120321	\$1,179.24
12/7/2021	SANDY SKAL-GERLOCK	UNALLOCATED WAGES	120321	\$37.54
12/7/2021	TAMARA RADFORD	UNALLOCATED WAGES	120321	\$41.81
12/10/2021	RAINBOW RESOURCE CENTER	Approved Core Curriculum, Teacher Manuals &	Credit Card 0348	\$82.30
12/10/2021	RAINBOW RESOURCE CENTER	Approved Core Curriculum, Teacher Manuals &	Credit Card 0348	\$82.63
12/13/2021	McColgan & Associates, Inc.	Special Education Services	4368	\$10,618.95
12/13/2021	McColgan & Associates, Inc.	Special Education Services	4397	\$7,614.20

Elite Academic Academy - Mountain Empire

12/14/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	909542	\$195.06
12/14/2021	Angela Froistad	Approved Core Curriculum, Teacher Manuals &	FR0120121	\$239.12
12/14/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31184604	\$170.62
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921	\$25.00
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921f	\$8.93
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921d	\$56.57
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921g	\$95.84
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921h	\$39.20
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921c	\$51.95
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921b	\$628.00
12/14/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS112921a	\$390.00
12/14/2021	Kayo (Yoshida) Myers	Approved Core Curriculum, Teacher Manuals &	MYE113021a	\$275.00
12/14/2021	Kayo (Yoshida) Myers	Approved Core Curriculum, Teacher Manuals &	MYE113021	\$275.00
12/14/2021	Kelsey Swann	Approved Core Curriculum, Teacher Manuals &	SWA112921a	\$110.85
12/14/2021	Lynn Ekairieb	Approved Core Curriculum, Teacher Manuals &	EKA120121	\$97.50
12/14/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	DS202111806	\$338.44
12/14/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	AS202111805	\$338.44
12/14/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	JF2021113001	\$338.44
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3593032	\$61.55
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3593037	\$23.76
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3593031	\$62.42
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3597576	\$20.33
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3607476	\$191.90
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3607949	\$79.14
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3607950	\$118.46
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3609592	\$21.45
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3609602	\$6.75
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541161	\$367.77
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541159	\$364.57
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541160	\$28.85
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3552205	\$178.01
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620588	\$51.89
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620633	\$372.37
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620538	\$290.53
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620595	\$50.49

Elite Academic Academy - Mountain Empire

12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620541	\$60.30
12/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620615	\$54.32
12/14/2021	Renee Hilly	Approved Core Curriculum, Teacher Manuals &	HIL113021	\$469.95
12/14/2021	Renee Hilly	Approved Core Curriculum, Teacher Manuals &	HIL113021a	\$599.88
12/14/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	447420	\$154.42
12/14/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	424437	\$64.54
12/14/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	424510	\$64.54
12/14/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	175123623	\$85.12
12/14/2021	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	41307	\$43.08
12/14/2021	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	41368	\$55.08
12/14/2021	Time4Learning	Approved Core Curriculum, Teacher Manuals &	4651891	\$90.00
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2189	\$62.50
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2245	\$106.25
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2223	\$106.25
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2244	\$106.25
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2222	\$62.50
12/14/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2243	\$106.25
12/14/2021	All About Learning Press, Inc.	Core Teaching/Student Supplies	909245	\$17.83
12/14/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C94-4NXG-9GJK	\$56.55
12/14/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KIP-V1X3-QJJJ	\$325.18
12/14/2021	Audrey Churchward	Core Teaching/Student Supplies	CHU112921	\$117.00
12/14/2021	BookShark, LLC	Core Teaching/Student Supplies	31184604	\$61.27
12/14/2021	Cherylyn Pasetto	Core Teaching/Student Supplies	PAS112921e	\$82.14
12/14/2021	Heather Machulsky	Core Teaching/Student Supplies	Mac101921	\$67.45
12/14/2021	Home Science Tools	Core Teaching/Student Supplies	371039	\$153.45
12/14/2021	Kelsey Swann	Core Teaching/Student Supplies	SWA112921b	\$20.00
12/14/2021	Kelsey Swann	Core Teaching/Student Supplies	SWA112921c	\$24.99
12/14/2021	Kelsey Swann	Core Teaching/Student Supplies	SWA112921	\$13.95
12/14/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-DE020A7310242158	\$64.65
12/14/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-BAEE7D6611182125	\$119.63
12/14/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE- 8B72767711182114	\$81.73
12/14/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE- DDE8EF7A12012128	\$118.53
12/14/2021	Little Passports, Inc	Core Teaching/Student Supplies	117578720	\$233.17
12/14/2021	Little Passports, Inc	Core Teaching/Student Supplies	117578718	\$178.07
12/14/2021	Little Passports, Inc	Core Teaching/Student Supplies	117586235	\$169.32

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12/14/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1785510	\$780.31
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3579080	\$22.53
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3593033	\$32.55
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3607476	\$42.21
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3607952	\$123.74
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3609599	\$40.68
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3609602	\$21.80
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3543306	\$152.84
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3555120	\$174.27
12/14/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3620633	\$97.35
12/14/2021	Singapore Math Inc.	Core Teaching/Student Supplies	447421	\$115.30
12/14/2021	Staples Business Credit	Core Teaching/Student Supplies	7344734119-0-1	\$96.86
12/14/2021	Staples Business Credit	Core Teaching/Student Supplies	7344834600-0-2	\$35.71
12/14/2021	Ana Gutierrez-Soto	Educational Services	GUT113021	\$450.00
12/14/2021	CN Poway LLC	Educational Services	525246273	\$199.00
12/14/2021	Carol Osborne	Educational Services	OSB113021	\$165.00
12/14/2021	Caroline Beus	Educational Services	525252332	\$912.50
12/14/2021	Cece's Artistic Touch	Educational Services	525246250	\$125.00
12/14/2021	Cindy Warner	Educational Services	525248740	\$500.00
12/14/2021	EMH Sports USA, Inc	Educational Services	525246279	\$240.00
12/14/2021	Erin Burhans	Educational Services	525246245	\$360.00
12/14/2021	Gymniny Kids Inc	Educational Services	525248763	\$199.50
12/14/2021	Jaimee Brant	Educational Services	525246381	\$46.00
12/14/2021	Kimberly Keeth	Educational Services	525248759	\$2,090.00
12/14/2021	Kimberly Keeth	Educational Services	525252348	\$50.00
12/14/2021	Laura Meer	Educational Services	525246389	\$185.00
12/14/2021	Laura Saldana	Educational Services	SAL112921a	\$85.50
12/14/2021	Laura Saldana	Educational Services	SAL112921	\$85.50
12/14/2021	Leading Note Studios	Educational Services	525246296	\$702.75
12/14/2021	Lidia Lednev	Educational Services	LED113021	\$800.00
12/14/2021	Marcelle Caratti	Educational Services	525246375	\$150.00
12/14/2021	Markley Sports	Educational Services	525252389	\$150.00
12/14/2021	Melissa Leonard	Educational Services	525252368	\$175.00
12/14/2021	Mikala Janse van Rensburg	Educational Services	525246281	\$150.00
12/14/2021	Noonan Family Swim School, Inc.	Educational Services	525252384	\$157.50

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12/14/2021	Renea Ree	Educational Services	525252369	\$660.00
12/14/2021	Rock Creek Education Center	Educational Services	525246383	\$2,643.72
12/14/2021	Scripps National Spelling Bee	Educational Services	SK32-382627	\$91.25
12/14/2021	Sonya Rosenberg	Educational Services	525248787	\$1,665.00
12/14/2021	Steffani Clark-Jijon	Educational Services	525252338	\$260.00
12/14/2021	weXplore LLC	Educational Services	525246394	\$280.00
12/14/2021	weXplore LLC	Educational Services	525252399	\$1,348.26
12/14/2021	Snow Valley LLC	Educational Services	TRIP010722	\$690.00
12/14/2021	Aflac	Health Insurance	225223	\$448.33
12/14/2021	Staples Business Credit	Materials & Supplies - Office	7344834600-0-1	\$139.82
12/14/2021	NCS Pearson, Inc.	Special Education Services	16503337	\$40.00
12/14/2021	Riverside Insights	Special Education Services	INV097580	\$135.90
12/14/2021	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV2723	\$3,406.51
12/17/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	PB2021092710	\$225.63
12/17/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3528317	\$497.16
12/17/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3519498	\$452.27
12/17/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620544	\$78.50
12/17/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620636	\$208.22
12/17/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3620642	\$24.85
12/17/2021	Prime Educational Solutions	Back Office Fees	1049	\$76,906.78
12/17/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3620620	\$104.99
12/17/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3620636	\$157.48
12/17/2021	Prime Educational Solutions	Educational Services	1049	\$8,500.00
12/17/2021	Vanessa Anderson	Educational Services	525213484	\$240.00
12/17/2021	LA Kings Icetown Riverside	Educational Services	153581	\$250.00
12/17/2021	Great American Insurance Group	General Liability Insurance	012Dec2021ME	\$1,769.50
12/17/2021	Blank Rome LLP	Legal Fees	1999136	\$632.50
12/17/2021	McColgan & Associates, Inc.	Special Education Services	4410	\$6,658.75
12/17/2021	Prime Educational Solutions	Special Education Services	1049	\$16,201.50
12/17/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1710865	\$1,911.00
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	176L-TXH7-VRH9	\$29.72
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RDF-XNHD-TPP3	\$296.78
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14Y1-DV6R-NC9M	\$44.40
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1M9Q-RJNV-RPW7	\$21.20
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1K6X-XFW1-W4MC	\$18.57

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12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1JDO-R1M6-4YPW	\$23.69
12/20/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14FY-YY7V-4GJR	\$125.89
12/20/2021	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV128934	\$63.42
12/20/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345697850	\$60.00
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3625725	\$25.76
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3625724	\$52.58
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3626482	\$44.03
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627360	\$105.75
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627359	\$59.97
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627365	\$43.93
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627367	\$25.76
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627358	\$15.55
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627551	\$40.07
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627361	\$48.83
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3627363	\$178.10
12/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3632151	\$75.12
12/20/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	448105	\$58.08
12/20/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409666	\$14.95
12/20/2021	Branche Jones	Business Services	120221	\$1,500.00
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13YP-FY7M-KYW1	\$63.02
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11VX-1R9W-WF6Y	\$36.25
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	176L-TXH7-VNMY	\$43.38
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XK7-C9YG-7MRG	\$155.84
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16V4-WKCN-FR61	\$90.91
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JRL-C7PG-W1TN	\$39.64
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PKR-L69L-WCXH	\$1,758.28
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RTQ-F3LD-LXT6	\$24.72
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14Y1-DV6R-LQWX	\$16.39
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LTL-TYX6-3LVG	\$69.85
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14Y1-DV6R-JK7T	\$46.10
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YN3-CVXX-4LCG	\$118.73
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MK4-41P9-P9VC	\$40.92
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KTT-VJH9-VM3K	\$62.57
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YCK-V91D-GYXC	\$61.35
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KK7-FJY3-JP6F	\$58.19

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12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FFW-XXGM-6WLR	\$46.07
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TWQ-FFDH-L4DX	\$203.64
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MXW-R1RG-GV4J	\$167.10
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11GD-D66G-7G4R	\$140.06
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11R1-DKXM-7WV1	\$263.89
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	119C-HPFG-FKKM	\$126.35
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13QQ-XDK9-X3MC	\$77.55
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X6G-HV41-W4PG	\$77.55
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146K-14DP-WV9T	\$77.55
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLC-NLX4-CPDT	\$79.11
12/20/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13NN-4WFX-94TD	\$86.19
12/20/2021	Eugenia Fernandes	Core Teaching/Student Supplies	FER031721	\$168.71
12/20/2021	Home Science Tools	Core Teaching/Student Supplies	353141	\$184.10
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3625724	\$44.75
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3627360	\$271.41
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3627550	\$421.12
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3627549	\$466.03
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3627547	\$294.09
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3632272	\$385.78
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3632273	\$418.60
12/20/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3632274	\$33.87
12/20/2021	Staples Business Credit	Core Teaching/Student Supplies	7345256935-0-1	\$79.59
12/20/2021	Staples Business Credit	Core Teaching/Student Supplies	7345309766-0-1	\$56.65
12/20/2021	Staples Business Credit	Core Teaching/Student Supplies	7345309766-0-2	\$22.58
12/20/2021	Staples Business Credit	Core Teaching/Student Supplies	7345309766-0-3	\$20.11
12/20/2021	EM Sports LLC	Educational Services	525256079	\$1,200.00
12/20/2021	Edward Walker	Educational Services	WAL121721	\$144.00
12/20/2021	Edward Walker	Educational Services	WAL121721a	\$144.00
12/20/2021	Edward Walker	Educational Services	WAL121721b	\$144.00
12/20/2021	Edward Walker	Educational Services	WAL121321a	\$28.00
12/20/2021	Edward Walker	Educational Services	WAL121321c	\$125.00
12/20/2021	Edward Walker	Educational Services	WAL121321b	\$125.00
12/20/2021	Edward Walker	Educational Services	WAL121321	\$125.00
12/20/2021	Edward Walker	Educational Services	WAL121721c	\$72.00
12/20/2021	Edward Walker	Educational Services	WAL121721e	\$144.00

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12/20/2021	Edward Walker	Educational Services	WAL121721d	\$144.00
12/20/2021	HOPE Vision Center	Educational Services	351	\$3,290.00
12/20/2021	Tutoring by Patty Orlaski LLC	Educational Services	525256081	\$480.00
12/20/2021	Amazon Capital Services, Inc.	Materials & Supplies - Office	1KKW-PLDV-1NT1	\$364.29
12/20/2021	Frontier	Phone / Internet / Website Fees	001Jan2022	\$110.46
12/20/2021	Riverside Insights	Special Education Services	INV102290	\$190.47
12/20/2021	TSW Therapy, Inc.	Special Education Services	1027	\$7,706.25
12/20/2021	TSW Therapy, Inc.	Special Education Services	1028	\$250.00
12/20/2021	TSW Therapy, Inc.	Special Education Services	1026	\$1,281.25
12/20/2021	Amazon Capital Services, Inc.	Technology Equipment - Students	19KJ-M33M-R6D6	\$226.16
12/20/2021	Sprint	Technology Equipment - Students	203114558-025	\$2,116.67
12/20/2021	San Joaquin County Office of Educatio	Technology Services & Software - Educational	22-01965	\$1,968.75
12/28/2021	Kaiser Foundation Health Plan	Health Insurance	001Jan2022ME	\$6,048.12
12/31/2021	Candace Nielson	Approved Core Curriculum, Teacher Manuals &	NIE121321c	\$41.27
12/31/2021	Candace Nielson	Approved Core Curriculum, Teacher Manuals &	NIE121321	\$36.15
12/31/2021	Candace Nielson	Approved Core Curriculum, Teacher Manuals &	NIE121421a	\$16.15
12/31/2021	Grace Mun	Approved Core Curriculum, Teacher Manuals &	MUN120321	\$49.49
12/31/2021	Heather Machulsky	Approved Core Curriculum, Teacher Manuals &	MAC121421	\$29.62
12/31/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1787607	\$68.77
12/31/2021	Mystery Science	Approved Core Curriculum, Teacher Manuals &	161689	\$89.00
12/31/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	29352	\$28.99
12/31/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3548716	\$25.93
12/31/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3581513	\$16.95
12/31/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3636602	\$149.47
12/31/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	425322	\$65.14
12/31/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	425320	\$64.54
12/31/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	176092642	\$8.95
12/31/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	176092322	\$3.75
12/31/2021	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	41465	\$67.08
12/31/2021	Usborne & Kane Miller Books	Approved Core Curriculum, Teacher Manuals &	DIR0461392	\$85.50
12/31/2021	All About Learning Press, Inc.	Core Teaching/Student Supplies	909601	\$10.30
12/31/2021	Amorsolo Lacañilao	Core Teaching/Student Supplies	LAC121321	\$119.98
12/31/2021	Angela Froistad	Core Teaching/Student Supplies	FR0120621b	\$6.00
12/31/2021	Blick Art Materials	Core Teaching/Student Supplies	7626923	\$131.03
12/31/2021	Candace Nielson	Core Teaching/Student Supplies	NIE121321b	\$180.00

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12/31/2021	Candace Nielson	Core Teaching/Student Supplies	NIE121321a	\$180.00
12/31/2021	Candace Nielson	Core Teaching/Student Supplies	NIE121421b	\$144.00
12/31/2021	Candace Nielson	Core Teaching/Student Supplies	NIE121421c	\$144.00
12/31/2021	Grace Mun	Core Teaching/Student Supplies	MUN121321	\$256.51
12/31/2021	Home Science Tools	Core Teaching/Student Supplies	353143	\$113.42
12/31/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-6D542B5812042157	\$64.65
12/31/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-378B0C1812082128	\$64.64
12/31/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-780BD09412082139	\$69.98
12/31/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-F048378012092133	\$105.54
12/31/2021	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-61A62E4612102136	\$65.24
12/31/2021	Little Passports, Inc	Core Teaching/Student Supplies	117751003	\$311.11
12/31/2021	Little Passports, Inc	Core Teaching/Student Supplies	117761256	\$64.54
12/31/2021	Little Passports, Inc	Core Teaching/Student Supplies	117830677	\$232.09
12/31/2021	Rainbow Resource Center	Core Teaching/Student Supplies	3581513	\$170.84
12/31/2021	Shelley Wright	Core Teaching/Student Supplies	WR1121421a	\$39.95
12/31/2021	Alessandra Battisti	Educational Services	BAT120621	\$450.00
12/31/2021	Amy Enger	Educational Services	ENG120321a	\$475.00
12/31/2021	Amy Enger	Educational Services	ENG120321b	\$427.50
12/31/2021	Amy Enger	Educational Services	ENG120321	\$403.75
12/31/2021	Andrew Lovasz	Educational Services	LOV121421	\$88.00
12/31/2021	Andrew Lovasz	Educational Services	LOV121421a	\$88.00
12/31/2021	Andrew Lovasz	Educational Services	LOV121421b	\$88.00
12/31/2021	Angela Froistad	Educational Services	FRO120621	\$104.50
12/31/2021	Candace Nielson	Educational Services	NIE121421d	\$80.00
12/31/2021	Candace Nielson	Educational Services	NIE121421e	\$80.00
12/31/2021	Candace Nielson	Educational Services	NIE121421	\$80.00
12/31/2021	Carol Osborne	Educational Services	OSB120621	\$154.00
12/31/2021	Carol Osborne	Educational Services	OSB121321	\$138.00
12/31/2021	Caroline Beus	Educational Services	525257672	\$210.00
12/31/2021	Charlotte Littlehales	Educational Services	525261443	\$175.00
12/31/2021	Coastal Music Studios	Educational Services	525261435	\$640.00
12/31/2021	Creative Creatures & Co.	Educational Services	525267289	\$61.25
12/31/2021	Friends of Willow Tree	Educational Services	525261440	\$7,053.11
12/31/2021	Grace Mun	Educational Services	MUN121321a	\$37.00
12/31/2021	Henry Doktorski	Educational Services	525261437	\$266.00

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12/31/2021	Jaclyn Thomas	Educational Services	TH0121321	\$60.00
12/31/2021	Jamie Kjelstrom	Educational Services	525194619	\$75.00
12/31/2021	Jamie Kjelstrom	Educational Services	525204854	\$75.00
12/31/2021	Linda McDonald	Educational Services	MCD120321b	\$92.00
12/31/2021	Linda McDonald	Educational Services	MCD120321	\$92.00
12/31/2021	Linda McDonald	Educational Services	MCD120321a	\$92.00
12/31/2021	Melissa J. Diwa Enterprises	Educational Services	525261430	\$336.00
12/31/2021	Nicole the Math Lady, LLC	Educational Services	4116	\$79.00
12/31/2021	Rebecca Shue	Educational Services	525272755	\$540.00
12/31/2021	Rock Creek Education Center	Educational Services	525261446	\$505.00
12/31/2021	Rovena Jaggernaut	Educational Services	JAG120621	\$165.00
12/31/2021	San Diego Liberal Arts Academy	Educational Services	525221153	\$900.00
12/31/2021	San Diego Liberal Arts Academy	Educational Services	525252386	\$450.00
12/31/2021	Sara Krause-Whyte	Educational Services	525284462	\$1,054.00
12/31/2021	Shelley Wright	Educational Services	WRI121421	\$225.00
12/31/2021	Shelley Wright	Educational Services	WRI121421b	\$150.00
12/31/2021	U.S. Music Lessons	Educational Services	525257677	\$857.00
12/31/2021	Vanessa Anderson	Educational Services	525257676	\$180.00
12/31/2021	Anthem Blue Cross	Health Insurance	202112923373	\$10,547.63
12/31/2021	Guardian	Health Insurance	001Jan2022	\$2,287.44
12/31/2021	NCS Pearson, Inc.	Special Education Services	16506383	\$98.34
12/31/2021	Specialized Therapy Services, Inc.	Special Education Services	ELAA01-1121	\$885.00
12/31/2021	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV2703	\$3,532.85
1/4/2022	Bagger Sports	Marketing	3955	\$383.25
1/4/2022	Bagger Sports	Marketing	4172	\$1,049.29
1/4/2022	Bagger Sports	Marketing	4358	\$1,302.44
1/4/2022	Bagger Sports	Marketing	4359	\$951.86
1/4/2022	Bagger Sports	Marketing	4357	\$566.66
1/4/2022	Pioneer Nashville II, LLC	Rent - Facilities Lease	001Jan22STE130	\$1,000.50
1/4/2022	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	01Jan2022Lease	\$2,633.50
1/4/2022	Southern California Edison	Utilities - Gas/Electric/Water	001JanSCE2022ME	\$99.57
1/7/2022	CliftonLarsonAllen LLP	Accounting Fees / Audit	3104088	\$2,520.00
1/7/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LCH-CDDP-1C7X	\$12.60
1/7/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1KYF-1JDX-DFGM	\$31.72
1/7/2022	Learning Unbound	Approved Core Curriculum, Teacher Manuals &	498	\$115.56

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1/7/2022	Learning Unbound	Approved Core Curriculum, Teacher Manuals &	497	\$114.66
1/7/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	413957	\$65.14
1/7/2022	Pitney Bowes Global Financial Services	Business Services	3105236760	\$179.28
1/7/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11GQ-7Y1C-6VG7	\$27.98
1/7/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LP6-TFRD-9JFN	\$8.61
1/7/2022	Brooke Thompson	Educational Services	THO121521	\$700.00
1/7/2022	Debra Palmer	Educational Services	PAL121521	\$95.00
1/7/2022	Kayo (Yoshida) Myers	Educational Services	MYE121521	\$700.00
1/7/2022	Natalia Petrova	Educational Services	PET121521	\$95.00
1/7/2022	Rebecca Muenkel	Educational Services	MUE121521	\$95.00
1/7/2022	Rebecca Shue	Educational Services	525206964	\$380.00
1/7/2022	Tracy Andrews	Educational Services	AND121521	\$445.00
1/7/2022	McColgan & Associates, Inc.	Special Education Services	4442	\$9,569.30
1/7/2022	Stukent, Inc.	Technology Services & Software - Educational	11690	\$500.00
1/18/2022	Morgen Oelckers	Board Stipends - Attendance	12Dec2021ME-2	\$300.00
1/18/2022	Ronald Lloyd Jackson	Board Stipends - Attendance	12Dec2021ME-2	\$300.00
1/18/2022	Great American Insurance Group	General Liability Insurance	001Jan20222ME	\$1,769.50
1/18/2022	Sprint	Technology Equipment - Students	203114558-026	\$2,222.10
1/19/2022	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	221815	\$595.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1067	\$598.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1059	\$299.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1032	\$448.50
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1015	\$299.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1054	\$507.50
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1074	\$299.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1025	\$897.00
1/19/2022	Athena's Advanced Academy, Inc.	Approved Core Curriculum, Teacher Manuals &	1070	\$598.00
1/19/2022	Bryan Thunstrom	Approved Core Curriculum, Teacher Manuals &	THU010722	\$53.71
1/19/2022	Grace Mun	Approved Core Curriculum, Teacher Manuals &	MUN121721a	\$194.18
1/19/2022	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	HT2021122007	\$338.44
1/19/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1788565	\$2,329.77
1/19/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1789365	\$805.64
1/19/2022	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345697904	\$27.00
1/19/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3640137	\$34.38
1/19/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3640614	\$28.94

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1/19/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	426312	\$64.54
1/19/2022	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	498	\$309.34
1/19/2022	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2250	\$62.50
1/19/2022	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2270	\$106.25
1/19/2022	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	2251	\$106.25
1/19/2022	Prime Educational Solutions	Back Office Fees	1051	\$74,014.00
1/19/2022	Branche Jones	Business Services	10322	\$1,500.00
1/19/2022	Damian Potrero Rosas	Business Services	EAA12	\$115.00
1/19/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QJQ-6FLC-MWD3	\$6.47
1/19/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V7M-4YNV-PC3D	\$20.46
1/19/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QYX-3XY1-VTRH	\$121.75
1/19/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RPX-G7V3-JCTK	\$80.42
1/19/2022	Daisy Brum	Core Teaching/Student Supplies	BRU111621b	\$18.09
1/19/2022	Grace Mun	Core Teaching/Student Supplies	MUN121721	\$86.52
1/19/2022	Grace Mun	Core Teaching/Student Supplies	MUN121721b	\$171.47
1/19/2022	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-AB5FFE3A1217217	\$81.03
1/19/2022	Brette Space	Educational Services	SPA121621	\$275.00
1/19/2022	Caroline Beus	Educational Services	525307206	\$595.00
1/19/2022	Caroline Beus	Educational Services	525307610	\$630.00
1/19/2022	Cece's Artistic Touch	Educational Services	525307211	\$150.00
1/19/2022	Christina Barber	Educational Services	525307613	\$112.50
1/19/2022	Cindy Warner	Educational Services	525307209	\$75.00
1/19/2022	Coastal Music Studios	Educational Services	525307212	\$640.00
1/19/2022	Code Ninjas North Carlsbad	Educational Services	524435639	\$247.00
1/19/2022	Company Success Management	Educational Services	525307210	\$320.00
1/19/2022	Creative Creatures & Co.	Educational Services	525307213	\$61.25
1/19/2022	Creative Freedom Enrichment	Educational Services	525307214	\$368.75
1/19/2022	Desert Baseball Network	Educational Services	525307219	\$549.06
1/19/2022	EM Sports LLC	Educational Services	525307221	\$450.00
1/19/2022	EMH Sports USA, Inc	Educational Services	525307222	\$276.00
1/19/2022	Edward Walker	Educational Services	WAL121721	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721n	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721g	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721p	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721f	\$144.00

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1/19/2022	Edward Walker	Educational Services	WAL121721h	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721o	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721j	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721k	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721m	\$144.00
1/19/2022	Edward Walker	Educational Services	WAL121721l	\$144.00
1/19/2022	Erin Burhans	Educational Services	525307208	\$420.00
1/19/2022	Friends of Willow Tree	Educational Services	525307224	\$7,176.11
1/19/2022	Gymniny Kids Inc	Educational Services	525307631	\$199.50
1/19/2022	Jaimee Brant	Educational Services	525307633	\$46.00
1/19/2022	Jamie Kjelstrom	Educational Services	525204855	\$75.00
1/19/2022	Jamie Kjelstrom	Educational Services	525307623	\$150.00
1/19/2022	Kimberly Keeth	Educational Services	525307616	\$1,210.00
1/19/2022	Laura Meer	Educational Services	525307653	\$185.00
1/19/2022	Laura Twitchell	Educational Services	TWI121721	\$98.60
1/19/2022	Leading Note Studios	Educational Services	525307618	\$702.75
1/19/2022	Lidia Ledhev	Educational Services	EID121721	\$900.00
1/19/2022	Linda McDonald	Educational Services	MCD121721	\$248.00
1/19/2022	Lindsey Eidsvold	Educational Services	EID121721	\$900.00
1/19/2022	Louvina Sheffield	Educational Services	525307647	\$2,805.00
1/19/2022	Marcelle Caratti	Educational Services	525307626	\$150.00
1/19/2022	Melissa J. Diwa Enterprises	Educational Services	525307207	\$474.00
1/19/2022	Mikala Janse van Rensburg	Educational Services	525307615	\$150.00
1/19/2022	Neesha N. Rahim	Educational Services	10322	\$3,750.00
1/19/2022	Noah Rabe Music	Educational Services	525307655	\$400.00
1/19/2022	Noonan Family Swim School, Inc.	Educational Services	525307628	\$210.00
1/19/2022	Online G3, Inc.	Educational Services	1084	\$2,490.00
1/19/2022	Rock Creek Education Center	Educational Services	525307637	\$2,462.95
1/19/2022	San Diego Liberal Arts Academy	Educational Services	525307644	\$450.00
1/19/2022	Sara Krause-Whyte	Educational Services	525307650	\$1,055.00
1/19/2022	Sonya Rosenberg	Educational Services	525307641	\$315.00
1/19/2022	Steffani Clark-Jijon	Educational Services	525307614	\$390.00
1/19/2022	Touch-It Productions	Educational Services	525307216	\$420.00
1/19/2022	TriFyft Sports	Educational Services	525307612	\$300.00
1/19/2022	U.S. Music Lessons	Educational Services	525307656	\$1,261.00

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1/19/2022	Vanessa Anderson	Educational Services	525307223	\$150.00
1/19/2022	weXplore LLC	Educational Services	525307657	\$1,041.50
1/19/2022	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13985	\$2,597.50
1/19/2022	Frontier	Phone / Internet / Website Fees	001Jan2022-43385	\$119.35
1/19/2022	Frontier	Phone / Internet / Website Fees	002Feb2022	\$148.44
1/19/2022	The Speech and Language Group, Inc.	Special Education Services	44501	\$937.50
1/19/2022	The Speech and Language Group, Inc.	Special Education Services	44470	\$1,437.50
1/19/2022	Labster Inc	Technology Services & Software - Educational	INV-14302	\$1,750.00
1/19/2022	OPS	Technology Services & Software - Educational	2261	\$888.44
1/19/2022	Marsh & McLennan Agency, LLC	Workers Compensation	1715022	\$1,661.50
1/27/2022	Teresa Schaffer	Misc. Operating Expense	SCH010622	\$172.07
1/27/2022	Reserve Account	Postage & Delivery - Educational	005.ME	\$5,000.00
1/27/2022	Teresa Schaffer	Postage & Delivery - Educational	SCH010622	\$100.00
1/27/2022	Teresa Schaffer	Travel, Lodging & Meals	SCH010622	\$12.50

Elite Academic Academy - Instructional Service Community Partner (February 2022)

Partner Name	Description of Services	Link to EAA VCI 2021-2022 Applications
Engineering for Kids of Kern	STEM for Engineering, Technology, and Art	Engineering for Kids of Kern_EAA VCI 21-22 Application
Top Billing Entertainment Performance Academy	Private and groups lessons (music, dance, and voice) / Musical Theater Shows	Top Billing Entertainment Performance Academy_EAA VCI 21-22 Application
Coachella Valley Music Therapy	Music Lessons	Coachella Valley Music Therapy_EAA VCI 21-22 Application
EverWild	Nature Immersion Program (Science)	EverWild_EAA VCI 21-22 Application
Murrieta Academy of Music and Performing Arts	Music lessons, drama and musical theatre	Murrieta Academy of Music and Performing Arts_EAA VCI 21-22 Application
Breakthrough Tutoring and Coaching	Tutoring, mindset coaching and mentorships	Breakthrough Tutoring and Coaching_EAA VCI 21-22 Application
Karin Leonard	Music instruction including piano, choir, and ensembles	Karin Leonard_EAA VCI 21-22 Application
Mountain Lake Chess Camp	Chess classes and camps	Mountain Lake Chess Camp_EAA VCI 21-22 Application
Amber Schreckengaust	Enrichment experience classes	Amber Schreckengaust_EAA VCI 21-22 Application
Annie's Tutoring	Supplementary tutoring in English and Math	Annie's Tutoring_EAA VCI 21-22 Application
Mary Longbottom	Enrichment classes (Spanish, Science, History, and Art)	Mary Longbottom_EAA VCI 21-22 Application
Deanna Westedt	Parent and Family University Sessions that cover pre- and early literacy activities for the home setting	Deanna Westedt_EAA VCI 21-22 Application
Brilliant Foreign Language Education LLC	Languages School	Brilliant Foreign Language Education LLC_EAA VCI 21-22 Application
5 Elements Martial Arts & Wellness Center	Martial Arts	5 Elements Martial Arts & Wellness Center_EAA VCI 21-22 Application
Aerial Theory Fitness	Aerial arts and acrobatics/Aerial silks, hammock, and lyra	Aerial Theory Fitness_EAA VCI 21-22 Application
Huckleberry Center for Creative Learning	Homeschool classes for all ages and subjects	Huckleberry Center for Creative Learning_EAA VCI 21-22 Application
Mikala Aragon	Tutoring and classes	Mikala Aragon_EAA VCI 21-22 Application
Julia Amonette-Hinke	Art, Language Arts, English, reading and tutoring	Julia Amonette-Hinke_EAA VCI 21-22 Application
Blackmore Learning Academy	Educational Classes and Tutoring (TK-8th grade)	Blackmore Learning Academy_EAA VCI 21-22 Application
Precious Lambs Academy	Tutoring: 1st-5th grade and Kinder Enrichment	Precious Lambs Academy_EAA VCI 21-22 Application

Elite Academic Academy - Educational Material Partners (February 2022)

Partner Name	Product Description	Link to EAA EMR 2021-2022 Applications
Labster Inc.	Educational Software	Labster Inc. EAA EMR 21-22 Application
Log Cabin Schoolhouse LLC	STEM resources: Algebra Club, Coding, etc.	Log Cabin Schoolhouse LLC EAA EMR 21-22 Application
Stukent, Inc.	Digital Courseware	Stukent, Inc. EAA EMR 21-22 Application
UnLock Math, Inc.	Online self-paced math curriculum for grades 6-12	UnLock Math, Inc. EAA EMR 21-22 Application
Demme Learning	Curriculum provider of Math, Spelling, Grammar, and Writing	Demme Learning EAA EMR 21-22 Application



Director of Virtual

Job Description

Position Title:	Director of Virtual (6-12)
Reports To:	CEO (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 (6-12) is responsible for administration, instructional leadership, and supervision of the operation and management of Elite Academy Academy Virtual 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 and Independent study experience 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.
- 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.
- Maintains current knowledge on best practices and trends for online learning.
- Communicates information regarding activities/ field trips/athletics
- Prepares miscellaneous requests, time sheets/absentee reports, memorandums, correspondence, and proposals.
- Manages OPS approvals for curriculum and extracurricular activities.
- Lead/oversee professional development and instructional/curriculum pedagogy.
- Work with School Academic counselor for student graduation plans.
- Works with SPED & Intervention team to support students.
- Creates and fosters the culture of Virtual Learning that aligns with Elite Academic Academy's Mission and Vision.
- Oversees and approves Educational Funds.
- Identify, analyze, and apply research findings to promote improvement.
- Use information systems and records necessary to show academy progress.

Faculty Oversight:

- Support, supervise and evaluate teachers.

- Encourage, create and support teacher professional development.
- Ensure the effective and quick resolution of conflicts.
- Communicates and promotes expectations for high-level performance to staff and students.
- Oversee teacher development and yearly goals set for the department.
- 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 through the LMS, SIS and teacher reports.
- Report any anomalies or concerns to the Chief Operating Officer (or designee).
- Collaborate with the Chief Operating Officer (or designee) to develop ADA monitoring and collection strategies and policies.

Student Performance:

- Monitor, assess and direct content teachers and teachers of record in instructional methods relative to Live & Synchronous 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 ELD at the school in accordance with school policies.
- Participate in IEP, SST. & 504 meetings, as necessary.
- Communicate with parents when major issues arise about individual students, policies, or other concerns.
- Collaborates with Cabinet Instructional and Curriculum leaders to facilitate opportunities for staff to expand skill sets and provide quality instruction in a virtual environment.

Family and Community Outreach:

- Promote the charter in the community.
 - Promote positive public relations.
 - Interact effectively with the media.
- Communicate with parents effectively relative to school issues.
- Write a monthly blog/newsletter article promoting school and/or scholarly issues.
- Host Informational Parent Meetings such as “Back to School night”, “Supporting your student in Virtual Learning” and more.

- Record and share necessary meetings with parents via the Parent Square app or website.

General Expectations:

- Report to Chief Executive Officer (or designee).
- Attend various meetings:
 - Organize and lead bi-weekly leadership meetings.
 - Organize and lead monthly department chair meetings.
 - Attend all meetings, 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 temperatures.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



NOTICE TO EMPLOYEE AS TO CHANGE IN RELATIONSHIP
(Issued pursuant to provisions of Section 1089 of the
California Unemployment Insurance Code)

Date: December 16, 2021

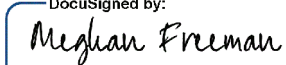
Re: [REDACTED]

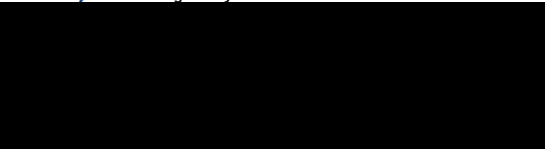
Effective January 1, 2022, your current full-time employment position with Elite Academic Academy - Mountain Empire, as *Coordinator of Student Systems*, will be changed to a **Remote position**, of the same title - *Coordinator of Student Systems*, as outlined in the job description you previously signed (see attached).

Due to your remote status, your annual salary will be decreased from \$89,250 to \$79,250, for 232 days of work. Your monthly income will be \$6,604.17 to be paid on, or around, the 26th of each month. However, in lieu of your \$250 monthly stipend, you will now receive a \$13,000 "Travel" stipend (\$1083.33 a month), to be used in order for you to travel to California, approximately 4 to 6 times in a school year. [Note: Such travel (including airfare, rental car, lodging, food, etc) must be *reasonable and comparable to non-profit organizational travel*; and not consist of First Class accommodations.]

All other elements of your contract (attached), including your 232 day staffing calendar, job description, and any health and welfare benefits, remain in full effect and are not changed based on this addendum.

Please contact Tracy Hasper, in Human Resources, if you have any questions or concerns.

DocuSigned by:
 12/16/2021
A4137E406BF5494...
Meghan Freeman
CEO

DocuSigned by:
 021



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter-Mountain Empire

Name: [REDACTED]

in the position of

Title: Coordinator of Student Systems

October 20, 2021

[REDACTED]
[REDACTED]
[REDACTED]

We are pleased to offer you the position of **Full Time (Exempt)** Coordinator of Student Systems, with Elite Academic Academy - Mountain Empire (the "School") which commenced August 16, 2021. We are delighted you chose to continue with the Elite Academic team. The terms of your employment offer are set forth in this At-Will Employment Agreement (the "Agreement"), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks (both of which have already been completed and cleared). They are as follows:

1. Your job duties are detailed in the job description you previously signed (on August 6, 2021) and you will report to the Director of Assessment, or designee. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability, perform all of the duties that may be required of you which shall include:
 - a. Fulfilling the functions enumerated in the job description attached hereto;
 - b. Such other duties as assigned by the Board of the School or your supervisor from time-to-time as necessary in the School's sole discretion and judgment to effectuate the purposes of this Agreement. You understand that the School may

at times make assignments that are in addition to those expressly described in this Agreement;

- c. Attending any scheduled School events or training or planning sessions before or during the school year; and
 - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that you will not render services in person or by electronic means, paid or otherwise, for any other entity during your work hours for the School.
 4. Due to funding uncertainties generally, and more specifically associated with the School's required participation in the SB 740 funding process for non-seat-time charter schools, as well as the unpredictability of legislation affecting charter schools, the total amount of School funds available for employee compensation is often unknown to the School at the outset of any academic year. Accordingly, you will be paid a minimum annual salary of \$89,250 less applicable withholdings for 232 days of work (per the staffing calendar you previously signed on June 2, 2021), which amount may be adjusted upward, during or at the conclusion of the academic year, by the School's governing board in its sole discretion. You will also receive a stipend of \$250 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. Please refer to the attached payroll calendar to confirm your exact pay dates.

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.

5. 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.
6. You will be eligible for all benefits as generally offered to similarly situated employees of the School, including accrual of vacation and sick pay, and California State Teachers Retirement System, (as outlined in the School's Employee Handbook).
7. The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the charter, and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.

8. 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 Chief Executive Officer of the School.
9. It is a condition of your employment that you sign the School's Arbitration Agreement (which you previously signed) 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 .
10. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement (which you previously signed), 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.
11. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected 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 of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. 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.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.
14. 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 7 days.

We are looking forward to you contributing to the Elite Academic Team and personally growing with the School.

Sincerely,

DocuSigned by:
Meghan Freeman
A4137E406BF5494...
Meghan Freeman
CEO/Designee Signature:

Date: 10/22/2021

AGREED TO: [REDACTED]
Employee: [REDACTED]
Address: [REDACTED]
Telephone: [REDACTED]

Date: 10/22/2021



Coordinator of Student Systems

Job Description

Position Title:	Coordinator of Student Systems
Reports To:	Director of Assessment (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: *This position will work with the Director of Assessment to establish procedures and protocols for, and ensure all Elite Academic Academy students are prepared for (and take), any and all state required assessments. This position will create data systems and structures to ensure that all staff are able to provide the intervention and acceleration needed for academic success. Reporting to the Director of Assessment, or designee, this individual will leverage deep knowledge of research regarding student learning to support all stakeholders in annually increasing the Elite Academic Academy assessment scores. The Coordinator of Student Systems will work with partners to identify resources and creative solutions to finding 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 is preferred but not required. 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.

*Coordinator of Student Systems Job Description
Pending Board Approval*

- 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:

- Monitor student information system data for accuracy and data integrity.
 - Manage and manipulate large amounts of data.
 - Gather, compile or summarize data to assist with internal and external reports and generate charts, graphs or reports in documents, spreadsheets, and slide presentations in an accessible, clear format.
 - Create complex queries to produce custom reports and disaggregate student data.
- Collaborate with the Student Support Team to analyze (and build systems as needed) and monitor student progress towards completion of graduation requirements.
 - Bring data to the Director of Assessment for the leadership team on a monthly basis.
- Build/Maintain systems to monitor intervention and benchmark assessment programs.
 - Build analysis reports of assessment data for Academy Directors and Student Support Team.
 - Track performance of students to inform growth celebrations and to determine students not meeting predicted progress.
- Administer school and state required benchmark assessments.
 - Based on assessment results, assist teachers in creating intervention and acceleration plans to meet the needs of Elite students.

- Build a system for regular academic updates for students and families.
 - Collaborate with counselors and the leadership team to develop a system of regular communication about student academic progress.
 - Monitor trends: course level, teacher level, student level, subgroup level and bring to the leadership team on a monthly basis.
- Coordinate with the Assessment Director to provide all data needed to update the LCAP for each school and ensure that we are working towards our assessment goals and objectives.
- Ensure all local and formal assessment and survey data is in the SIS and Monday.com for each student.
 - Support the Assessment Director in providing training to directors, teachers and parents in learning how to access the content and run reports.
- Other duties as assigned.

General Expectations

- Encourage, create and support all Elite Academic Staff.
- Maintain confidentiality of sensitive employee and student information.
- Attend various meetings as required
- 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.

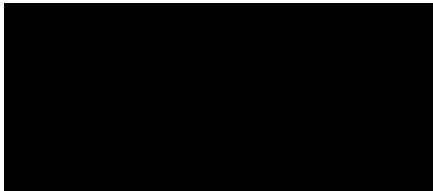
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing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



Printed Name

8/6/2021

Date



NOTICE TO EMPLOYEE AS TO CHANGE IN RELATIONSHIP
(Issued pursuant to provisions of Section 1089 of the
California Unemployment Insurance Code)

Date: January 27, 2022

Re: [REDACTED] - 21.22 Change in Relationship

Effective as of February 1, 2022, your full-time employment position with Elite Academic Academy - Mountain Empire, as *Interim* Assistant Director of Virtual, will be changed to Assistant Director of Virtual, as outlined in the attached job description (which you previously signed on August 5, 2021).

As a result of this change, you will now be paid an annual salary of \$105,000 (monthly salary of \$8,750.00), less applicable withholdings for **232 days** of work. You will continue to receive a stipend of \$250 a month for travel and mileage (in lieu of mileage reimbursement). You will continue to be paid on, or around, the 26th of each month.

All other elements of your 21.22 Change of Relationship, and contract (attached), including your health and welfare benefits, remain in full effect and are not changed based on this addendum.

Please contact Tracy Hasper, in Human Resources, if you have any questions or concerns.

DocuSigned by:
 1/27/2022
A4137E406BF5494...
Meghan Freeman
CEO

[REDACTED] 1/27/2022



NOTICE TO EMPLOYEE AS TO CHANGE IN RELATIONSHIP

(Issued pursuant to provisions of Section 1089 of the
California Unemployment Insurance Code)

Date: August 27, 2021

Re: [REDACTED] s - 21.22 Change in Relationship/Charter

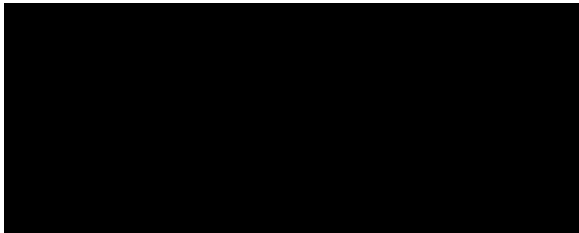
Effective as of August 1, 2021, your full-time employment position with Elite Academic Academy - Lucerne, as Lead Virtual Teacher, was changed to Interim Assistant Director of Virtual with Elite Academic Academy - Mountain Empire.

Please refer to the attached, revised, 21.22 contract for your review and signature.

Please contact Tracy Hasper, in Human Resources, if you have any questions or concerns.

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

Meghan Freeman
CEO





AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter-MOUNTAIN EMPIRE

Name: [REDACTED]

in the position of

Title: INTERIM ASSISTANT DIRECTOR OF VIRTUAL

August 27, 2021

[REDACTED]

[REDACTED]

We are pleased to offer you the position of **Full Time (Exempt) Interim Assistant Director of Virtual** which commenced August 1, 2021 (please refer to the attached Change of Relationship). We are delighted you chose to join the Elite Academic Academy - MOUNTAIN EMPIRE (the "School") team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the "Agreement"), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

1. Your job duties are detailed in the attached job description ("Exhibit A") (which you previously signed, and is attached with your Change of Relationship) and you will continue to report to the Director of Virtual, or designee. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability, perform all of the duties that may be required of you which shall include:
 - a. Fulfilling the functions enumerated in the job description attached hereto;
 - b. Such other duties as assigned by the Board of the School or your supervisor from time-to-time as necessary in the School's sole discretion and judgment to

effectuate the purposes of this Agreement. You understand that the School may at times make assignments that are in addition to those expressly described in this Agreement;

- c. Attending any scheduled School events or training or planning sessions before or during the school year; and
 - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that you will not render services in person or by electronic means, paid or otherwise, for any other entity during your work hours for the School.
 4. Due to funding uncertainties generally, and more specifically associated with the School's required participation in the SB 740 funding process for non-seat-time charter schools, as well as the unpredictability of legislation affecting charter schools, the total amount of School funds available for employee compensation is often unknown to the School at the outset of any academic year. Accordingly, you will be paid a minimum annual salary of \$95,000 (monthly salary of \$7,916.67) less applicable withholdings for 232 days of work (see calendar attached which you previously signed and is attached with your change of relationship), which amount may be adjusted upward, during or at the conclusion of the academic year, by the School's governing board in its sole discretion. You will also receive a stipend of \$250 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. Please refer to the attached payroll calendar to confirm your exact pay dates.

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.

5. 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.
6. You will be eligible for all benefits as generally offered to similarly situated employees of the School, including accrual of vacation and sick pay, and California State Teachers Retirement System, (as outlined in the School's Employee Handbook).
7. The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the

charter, and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.

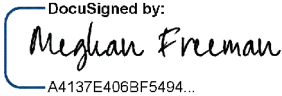
8. Your employment at the School is "at will," which means that it is of no definite duration and will continue only as long as both you and the School consider it of mutual benefit. Either you or the School is free to terminate the employment relationship at any time, with or without cause, and with 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 Chief Executive Officer of the School.
9. It is a condition of your employment that you sign the School's Arbitration Agreement (which you previously signed) 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 .
10. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement (which you previously signed) 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.
11. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected 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 of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. 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.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.

14. 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 7 days.

Once again, we are looking forward to you joining the Elite Academic team, contributing to the Director Department and personally growing with the School.

Sincerely,

DocuSigned by:

A4137E406BF5494...

Meghan Freeman
CEO/Designee Signature:

Date: 8/30/2021

AGREED TO AND ACCEPTED BY:

Employee S

Address:

Telephone:

Date: 8/30/2021



NOTICE TO EMPLOYEE AS TO CHANGE IN RELATIONSHIP
(Issued pursuant to provisions of Section 1089 of the
California Unemployment Insurance Code)

Date: August 5, 2021

Re: [REDACTED] - 21.22 Change in Relationship

Effective as of August 1, 2021, your full-time employment position with Elite Academic Academy - Lucerne, as Lead Virtual Teacher, has been changed to Interim Assistant Director of Virtual, as outlined in the attached job description.

You will now be paid an annual salary of \$95,000 (monthly salary of \$7,916.67), less applicable withholdings for **232 days** of work (see calendar attached). You will also receive a stipend of \$250 a month for travel and mileage (in lieu of mileage reimbursement). You will continue to be paid on, or around, the 26th of each month.

Please refer to the attached 21/22 payroll calendar.

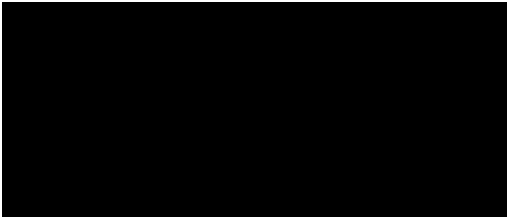
All other elements of your original 21.22 contract (attached), including your health and welfare benefits, remain in full effect and are not changed based on this addendum.

Please contact Tracy Hasper, in Human Resources, if you have any questions or concerns.

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

8/5/2021

Meghan Freeman
CEO



/5/2021

Assistant Director of Virtual

Job Description



Position Title:	Assistant Director of Virtual
Reports To:	Director of Virtual 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 of Virtual has the responsibility, along with the Director of Virtual, for all operational functions of the Charter School's Virtual 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:

In collaboration with the Virtual Director

- 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.
- Collaborate with the Director in effective instructional approaches and accountability for Virtual Staff and Teachers.

Educational Leadership:

In collaboration with the Virtual Director

- 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:

In collaboration with the Virtual Director

- Provide training and support to teachers, students and families.

*Assistant Director of Virtual Job Description
Board Approved: September 7, 2019*

- 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:

In collaboration with the Virtual Director

- 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.
- 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:

In collaboration with the Virtual Director

- 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.

General Expectations

In collaboration with the Virtual Director

- 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.

*Assistant Director of Virtual Job Description
Board Approved: September 7, 2019*

- 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

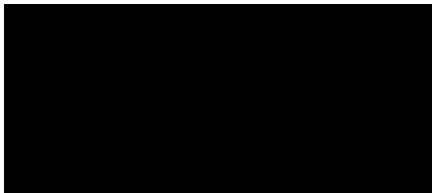
*Assistant Director of Virtual Job Description
Board Approved: September 7, 2019*

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:



A small black rectangular redaction box covering the printed name.

8/5/2021

Printed Name

Date



July 16, 2021

Re: 21/22 Contract Addendum - COLA

Effective July 1, 2021, your 21/22 contract (attached) will be amended to include a COLA increase of 5%, as approved by Resolution, by the Board of Directors, on June 17, 2021.

[Note: You will see this change on your upcoming payroll - July 26, 2021.]

All other elements of your completed 21/22 contract (attached), including your job description, and staffing calendar, remain in full effect and are not changed based on this addendum; however, the Human Resources department will be preparing a revised contract (including your new pay rate) for your review and signature.

This updated contract will be sent out within the next few weeks.

In the meantime, please confirm acknowledgment of this addendum by signing the below; and please contact Tracy Hasper, in Human Resources, if you have any questions or concerns.

DocuSigned by:
Meghan Freeman
A4137E4063F5494...

Meghan Freeman
Chief Executive Officer

7/16/2021

Date

[Redacted Signature]

Lead Virtual Teacher

7/16/2021

Date

Employee Title



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Lucerne

Name: [REDACTED]

in the position of

Title: Lead Virtual Teacher

June 1, 2021

[REDACTED]

[REDACTED]

We are pleased to offer you the position of full-time exempt Lead Virtual Teacher with Elite Academic Academy - Lucerne (the "School") commencing July 1, 2021 including 3 Professional Development days (August 18, 19, and 20, 2021). We are delighted you chose to join the Certificated Teaching Department and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the "Agreement") and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

Your job duties are detailed in the job descriptions (attached) and you will report to the Director of Virtual, or designee.

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.

You will be paid an annual salary of \$80,000 less applicable withholdings for 224 days of work (see calendar attached) + 3 days of Professional Development (see above). You will also receive a stipend of \$150.00 a month for 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, including accrual of sick pay, and contributions to California State Teachers Retirement System, as further described in the Employee Handbook.

The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the charter, and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.

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 (which you previously signed) 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 you previously signed), 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.

The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status

protected 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 of 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.

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 - Lucerne team, contributing to the Certificated Teaching Department, and personally growing with the School.

Sincerely,
DocuSigned by:
Meghan Freeman
A4137E406BF5494...
Meghan Freeman
CEO

Date: 6/1/2021 _____

AGREED TO AND ACCEPTED BY:

Employee: _____
Signature: _____

Date: 6/1/2021 _____



Position Title: Virtual Teacher (6-12)
Reports to: Director of Virtual or designee
Classification: Certificated
Pay Range: Dependent upon experience & student enrollment
Work Schedule: 187-224
Location: Remote classroom with travel.

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.

*Virtual Teacher Job Description
Board Approved: June 20, 2019*

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

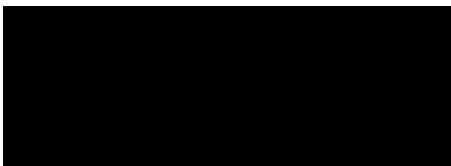
Physical Demands:

- 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:



Printed Name

6/1/2021

Date



Lead Teacher - Job Description

Position Title:	Lead Teacher
Department:	Certificated Teaching
Reports To:	Program Director (or Designee)
FLSA Classification:	Exempt
Pay Range:	\$80,000-\$90,000
Classification:	Certificated
School Calendar Days:	187-224 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 in the area of compliance.
- 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.

*Lead Teacher Job Description
Board Approved: June 20, 2019*

- 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.
- Have an understanding of fiscal/financial health of the program and work with direct supervisors to systems are in place to ensure fiscal solvency.

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.

 t:
Employee Signature



6/1/2021
Date

EAA 2021/2022 Staffing Calendar - 224 Day (12 month) Employees


JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates										
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S											
			1	2	3		1	2	3	4	5	6	7	1	2	3	4				1	2						7/1										
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	Contract Start Date										
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	7/1	First Day of School									
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	7/4	Independence Day Holiday									
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30	9/6	Labor Day Holiday										
																				31							11/11	Veteran's Day Holiday										
																											11/22 - 11/26	Thanksgiving Break										
																											12/20 - 12/31	Winter Break										
																											1/17	MLK Day Holiday										
																											2/18 - 2/21	Presidents' Day Weekend										
																											3/14 - 3/18	Spring Break										
																											5/30	Memorial Day										
																											6/7	Last Day of School - Tradition										
																											6/16	Last Day of School - Year Round										
																											6/30	Contract End Date										

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		1	2	3	4			1	2	3	4	5		1	2	3	4	5				
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
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28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	27	28						

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5			1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4			
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30			

Key

- Contract Start and End Dates
- First & Last Day of School
- Paid Holidays (FT only)
- Non-Contract Days
- Professional Development Days



EAA 2021/2022 Staffing Calendar - Payroll

JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates																							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S																								
				1	2	3	1	2	3	4	5	6	7	1	2	3	4									1	2																								
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday																						
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25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break																						
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																												1/17	MLK Day Holiday																						
																												2/18 - 2/21	Presidents' Day Weekend																						
																												3/14 - 3/18	Spring Break																						
																												5/30	Memorial Day																						



Resolution recognizing a state of emergency and authorizing teleconferenced meetings pursuant to AB 361

WHEREAS, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and
WHEREAS, social distancing measures have been imposed to mitigate the spread of COVID-19; and

WHEREAS, the governing board of the Elite Academic Academy- Mountain Empire believes the spread of COVID-19 poses an imminent risk to the health and safety of in person meeting attendees; and WHEREAS, the governing board is committed to open and transparent governance in compliance with the Brown Act; and WHEREAS, the governing board is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the Elite Academic Academy-Mountain Empire recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that the governing board recognizes that social distancing measures remain recommended by state and local officials.

BE IT FURTHER RESOLVED, that the governing board finds that holding in-person meetings would present imminent risks to the health or safety of attendees due to the cause of the State of Emergency and that the cause of the State of Emergency directly impacts the ability of the governing board members to meet safely in person.

BE IT FURTHER RESOLVED, the governing board of the Elite Academic Academy-Mountain Empire authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this day of the month of in 2022.

Motion made by:

Second made by:

List members voting "aye:"

List members voting "no:"

List members abstaining:

List members



Parent/Student Handbook

2021-2022

Elite Academic Academy Charter Schools
www.eliteacademic.com



Dear Student and Parent/Guardian(s),

Welcome to Elite Academic Academy (“Elite Academic Academy” or “EAA”)! We are so excited to share in this educational journey with you! This handbook outlines what it is to #BeElite and gives some insight into Elite Academic Academy’s mission and vision. Please review the contents of this handbook, sign the acknowledgement page, return it to your student’s Elite Educator, and keep the handbook accessible for future reference.

Elite Academic Academy was founded in 2018. It is a FREE PUBLIC Personalized Learning Charter School. We are here to provide students and families the option of flexible personalized learning environments with superior education! We provide students not only with rigorous curriculum options, but also with amazing enrichment opportunities! This includes our Elite Athletic Academy, Visual and Performing Arts Academy (VAPA), and Career Technical Education courses. Our vast selection of courses and support academies offers students the opportunity to prepare for college and career, all while capturing the essence of 21st Century skills.

Our vision at Elite Academic Academy is to create an opportunity for flexible learning so that our students can celebrate their diversity within our superior learning environments. This environment and empowerment will allow our students to gain the necessary skills to achieve long-term educational, professional, and personal goals and dreams! We want all students to #BeElite and EAA allows students to find their interests and strengths, and make those connections through experience.

EAA faculty are eager to serve your child and foster a lifetime experience of discovery, learning, nurturing, diversity, and fun! We look forward to working with you as a team to help each Elite Academic Academy student meet their individualized goals throughout the school year!

#BeElite! Best

Regards,

Elite Academic Administration

**Please note that this document may be updated periodically. Parents/Guardians and students will be notified of the changes.*

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About Elite Academic Academy

Charter Authorizers

Elite Academic Academy Charter Schools is a program authorized by the Lucerne Valley Unified School District and the Mountain Empire Unified School District.

Mission Statement

Elite Academic Academy (EAA) is the premier independent study educational option with the goal of ensuring college, vocational and workforce readiness from all of our graduates. We believe learning best occurs in flexible, personalized environments for students who need individualized learning and/or choose not to attend traditional brick and mortar schools.

Elite Academic Academy enables students to become literate, self-motivated, lifelong learners by creating a safe, multicultural student-centered environment where they are held to high academic and behavioral standards. EAA provides high quality and rigorous standards through traditional and virtual curriculum options. We also provide unique academies with emphasis on Elite Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for the 21st-century workforce.

Vision

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



Independent Study Overview

Parent Involvement

Parent support * is vital in ensuring student success. The role of a parent at Elite Academic is as follows:

- Respond to school's communication within a timely manner.
- Provide all required documentation for continued enrollment such as proof of residency.
- Have student attend and complete all mandated school assessments.
- Attend IEP/504 meetings (if applicable).
- Provide any necessary documentation and information to the school in order to record attendance in accordance with applicable law. This includes signing the Learning Log documents promptly.

* See specific program handbook for more details.

Communication

Communication is key for student success. Families, students, Elite Educators, counselors, administration, and school staff are expected to communicate frequently to ensure student academic, social, and emotional growth.

Contact Information

A valid and working email account and phone number is required for all parents. If a parent/guardian's email address, mailing address, IM address, or phone number changes, the information must be updated with the Admissions team. Please keep your Elite Educator informed of any changes in your contact information.

Elite Educator

At Elite Academic Academy, emotional and academic student success is our focus; therefore, building positive relationships is our priority. The first step to building a positive teacher student relationship is through an Elite Educator (who is a credentialed teacher).

An Elite Educator offers a sense of community and belonging. This teacher will be with the Elite student throughout their experience with EAA to continuously support students, pass

along general announcements, and work with parents to bridge student success. The Elite Educator will be the Teacher of Record (TOR) who is responsible for maintaining all student records.

Master Agreement

The Master Agreement is the legal contract between EAA, the student, parent/guardian(s), the Elite Educator, and other responsible persons. The agreement documents the student's individual courses of study, the time and frequency in which the student meets with faculty. It is updated and signed annually. The Master Agreement must be signed and will be in effect prior to the student's attendance start dates with EAA.

Attendance

Students are required to be engaging in and completing school work every school day. The chart below shows the required minutes per year for the various grade levels.*

* See specific program handbook for more details.

Charter School	Required Days	Required Minutes
Applicable to all charter schools	175	Tk-K: 36,000 1-3: 50,400 4-8: 54,000 9-12: 64,800

Independent Study Policy - *See updated policy information on page 86*

Elite Academic Academy offers independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the core curriculum. Elite shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following is a summary of the written policies which have been adopted by EAA's governing board:

1. A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies that include the following:

- a. For pupils in all grade levels, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be 35 school days.
 - b. The number of missed assignments that will result in an evaluation being conducted to determine whether it is in the best interest of the student to remain in independent study shall be 3 missed assignments or 60 percent of the instructional days in a school week. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record shall be forwarded to that school.
2. A level of satisfactory educational progress that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.
3. The Charter School will provide content to students aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.
4. Procedures for tiered re-engagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to subdivision (g).
5. Based on each student’s grade level, their assigned teacher of record will offer opportunities for synchronous instruction and/or daily live interaction. Live interaction means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness.
6. In the event a family decides to return to in-person instruction, within 5 instructional days, the school will provide the family with a transitional plan with including, but not limited, resources such as contact information for their school of residence, other classroom based educational opportunities, and wellness support.
7. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements

Academic and/or Attendance Problems and Concerns

To ensure success and continuous enrollment at Elite Academic Academy, a student must keep scheduled appointments and complete all assignments by the due dates. Attendance and academic progress are measured by work completion and daily educational engagement. Link to full policy here:

Lucerne: <https://drive.google.com/file/d/1qxZqiMmA-CPxJDItlqu8z2tNgn321uZv/view?usp=sharing>

Mountain Empire: <https://drive.google.com/file/d/1T7AkzuuhACXAzJ6HhNxR1Zrrp0QZwnZ7/view?usp=sharing>

The following are the criteria for what Elite Academic Academy defines as satisfactory educational progress of each pupil:

- Achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
- Completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Failing to adhere to the aforementioned academic standards will evoke the consequences outlined in the Tiered Reengagement Policy and include a placement review and possible withdrawal from the program.

The procedures for tiered reengagement strategies are for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of the written agreement pursuant to subdivision (g).

These procedures shall include, but are not necessarily limited to, all of the following:

1. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation.
2. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
3. If the student has failed to complete three assignments during any period of five school days or is failing to make satisfactory educational progress as defined herein, the Charter School will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written independent study agreement) to review the student's agreement and reconsider the independent study program's impact on the student's achievement and well-being.

Online Parent Portal

Please see the Elite Academic Academy Parent Portal for our up to date calendars and important resources to support your child. Elite Parent Portal - <https://www.eliteacademic.com/parent-portal/>



Student Support Services

Who We Are

The Student Support Services Team fosters positive relationships among educators and students through social-emotional learning, academic interventions and support, college and career readiness plans, and collaborative problem solving to ensure every student thrives - all in one team. We are responsible for the “whole child” and provide support to ensure the success of all students.

School Counselor

Our Elite Academic Academy (EAA) School Counselor is available to support students with their academic, college, career and social/emotional needs. Our counselor works collaboratively with students, parents, Elite Educators and the Student Support Services team to advocate for and empower students and to ensure that the best decisions are being made for each student and their individualized education plan. Working alongside students and staff, our counselor ensures all Elite students are college ready by helping choose appropriate courses to meet A-G and NCAA eligibility as appropriate. Our School Counselor is also the Dual Enrollment coordinator and can assist students interested in taking community college classes.

School Social Worker

Our Elite Academic Academy (EAA) School Social Worker is a mental health professional who is available to support caregivers and students with social-emotional needs. School social workers collaborate with students and families to reduce any barriers to school engagement at school-wide to individual levels. Our school social worker provides short term individual mental health counseling, resource linkage for families, schoolwide psychoeducation and training, parent/guardian support and information, and crisis interventions. Short-term counseling can address any emotional, social, or developmental needs the student has that present an obstacle to school. Students in need of longer term or more intensive emotional support can continue to meet with the social worker, and will additionally be referred to CareSolace; Elite partners with CareSolace in order to connect families to accessible mental health care outside of school. Our school social worker also serves as our Crisis Response Team Lead, Suicide Prevention Liasion, and McKinney-Vento Liasion.

Suicide Prevention

Protecting the health and well-being of all students is of utmost importance to EAA. The EAA governing board has adopted a suicide prevention policy which is intended to protect all students through the following steps:

1. Comprehensive psychoeducation on suicide prevention, developed from current best practices, will be provided to all EAA staff, parents/guardians, and students. Students, families, and staff will learn about recognizing and responding to warning signs of suicide, using healthy coping skills, the importance of support systems, and seeking help for themselves and friends. This information will be provided at the beginning of each school year. It is the responsibility of each student's parent or guardian to review this information with them. If parents or guardians have any questions about the material, they can contact the school's appointed suicide prevention liaison:

Melissa Schulze, MSW, PPSC
School Social Worker
mschulze@eliteacademic.com
(866) 354-8302 ext 789

2. The school has designated a suicide prevention coordinator, the school social worker, to serve as a point of contact for school staff to communicate with when students are in crisis and are in need of referrals to the appropriate resources for support.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional (school social worker or counselor) who will work with the student and help connect them to appropriate local resources.
4. Students will have access to short-term mental health counseling and case management support through EAA's social worker or counselor. Students also have access to national resources which they can contact for additional support, such as:

The National Suicide Prevention Lifeline – 1.800.273.8255
The Trevor Lifeline via the Trevor Project – 1.866.488.7386
Crisis Text Line, text START to 741-741

5. All students will be expected to help create a school culture of respect, empathy, and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of the school policy, please see our full suicide prevention policy. This policy has been developed and adapted from the “Model School District Policy on Suicide Prevention,” which is a resource that outlines comprehensive model policies and best practices for schools to follow to protect the health and safety of all students. This resource was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework.

Child Find

Elite Academic Academy ensures that all children with disabilities within its jurisdiction, including children with disabilities, who are homeless, or wards of the state, regardless of the severity of their disability, and who are in need of special education and related services are identified, located, evaluated, and given proper special services provided by the school. If you suspect your child has a disability, please contact the Elite school counselor for further steps.

McKinney-Vento Information

If an EAA student is in a situation that qualifies as homeless, based on the McKinney-Vento definition below, and the student is interested in receiving information about resources available in their area, please contact our McKinney-Vento Liaison/school social worker.

The McKinney-Vento Homeless Assistance Act defines homeless as:

(A) individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes-

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Elite Academic Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual, and each homeless youth, has equal access to the same free, appropriate public education as provided to other children and youths in accordance with applicable law.

Foster Youth Information

If an EAA student is considered a Foster Youth, they have several legally protected educational rights. These rights include: the right to remain in their school of origin, the right to immediate enrollment, the right to partial high school credits for all classes with passing grades, the right to free applications for community college, the potential option to graduate high school with 5 years or reduced credits, and rights surrounding suspensions and expulsions. For an in-depth breakdown, please see the California Department of Education's list of Foster Youth Rights. EAA will adhere to all applicable laws to ensure that each child involved with foster services has equal access to the same free, appropriate public education as provided to other children and youths.

Title I Information

Title 1 provides federal funds to schools with high percentages of low-income students. These funds pay for extra educational services to help at risk students achieve and succeed regardless of any disadvantages through no fault of their own. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's rigorous academic standard.

Student Support Teams - SST

The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers to improve the quality of the general education program and reduce the underachievement of students.

The purpose of the SST is to design a support system for students having difficulty in the regular classroom. The SST is a group formed within the school to further examine a

student's academic, behavioral and social-emotional progress. The SST team will propose interventions for the student.

Academic Probation

Elite Educators, counselors, and administration will ensure that student success is one of our top priorities. If a student is not making academic progress, Elite Educators will put together a Student Success Team (SST) plan to help ensure student success. The Student Support Services team will oversee this process and ensure students' needs are being met. This could include additional meetings or outside tutoring. If, after intervention, insufficient progress continues, the student may be placed on academic probation:

1. Student has failed the last two (2) courses assigned.
2. Students have more than two (2) failing grades on record within an academic year.
3. Students do not comply with Elite Academic Academy's attendance policies.
4. Students have not attempted or complied with the "SST Plan" designed by the Elite staff for support.



Academic Integrity

Plagiarism or Cheating

Academic integrity is one of the many values of Elite Academic Academy. Students are expected to display their own original thoughts and ideas in their work. If a student uses someone else's work or ideas, the reference must be accompanied by a specific citation identifying the original source(s). Citation formats differ according to courses. Please contact your instructor for citation and reference formats. All formal papers will be checked for plagiarism using the Turnitin program.

If an EAA student copies verbatim, or paraphrases the ideas/works of another without reference, it is considered plagiarism. Below are some examples of what plagiarism, lack of academic integrity, and cheating can look like:

1. Copying answers from someone else's test or any other form of cheating on an examination.
2. Submitting an assignment that was used for another class, and not changing or enhancing the assignment.
3. Falsifying information on a document or assignment.
4. Providing another student with prior assignments for a course.

Participating in an online discussion thread, creating a presentation, essay, or any other form of an assignment, must be the original work of the student. Although students are encouraged to read, and research others' points of views, secondary sources, etc. they are to properly cite and document the source.

Consequences for Plagiarism/Cheating

If a student's work is in violation of academic integrity in any course during the student's enrollment at Elite Academic Academy, the following steps will be taken to address the violation.

Consequences:

<p>First Offense</p>	<p>A telephone conversation with parents, administrator, counselor, student and teacher will be made upon first violation.</p> <p>Student may correct their mistake and redo the assignment within a one-week time span. However, student may not redo the assignment if it is a Final Exam for the course.</p> <p>Student's newly submitted assignment grade will be deducted by 20% due to the infraction.</p> <p>If the student does not redo the assignment, he/she will receive a zero on the assignment.</p>
<p>Second Offense</p>	<p>Telephone conference with school administrator, counselor, teacher, student, and parent/guardian will take place.</p> <p>Student will receive an assignment grade of zero, with no option to correct or redo the assignment.</p>
<p>Third Offense</p>	<p>Telephone conference with counselor, administrator, teacher, student, and parents.</p> <p>Documentation of violation will be added into the student's discipline record, where colleges, and other educational institutes may be provided documentation if the student seeks to enroll, or transfer.</p> <p>Student will receive a failed grade in the course in which the first two offenses occurred.</p>
<p>Special Education Students</p>	<p>A student that holds a valid IEP or 504 plan will be referred to the Special Education Department Head where EAA will comply with all provisions of applicable law in addressing any student violations.</p>

Student/Parent Grievance Procedure for Plagiarism

The following procedure is established by Elite Academic Academy to ensure that students' grievances are appropriately and fairly addressed in a timely manner. EAA prohibits discrimination against students and families based on disability, race, creed, gender, sexual orientation, color, national origin, or religion.

If a student is accused of plagiarism, cheating, or any other form of academic dishonesty, and the parent/student disagree, the following Grievance procedure should be followed in a timely manner:

1. A written response to EAA administration for the grievance that explains why he/she disagrees with the accusation.
2. EAA administrator will investigate and respond to the parent(s)/guardian with a written response within ten (10) working days.
3. If the grievance is not resolved, the student and parent(s)/guardian may request within ten (10) working days, a review with the governing school board. The governing board will then investigate and then respond to the student and parent(s)/guardian within ten (10) working days. The governing board will base their decision off a simple majority vote. The governing board's decision is final.



Elite Academic Academy uses various curriculums depending on the student's grade level and academic ability.

Course Grading Scale

Grade Percentage	Letter Grade	GPA Unweighted	GPA Honors/AP Weighted
100-93%	A	4.0	4.8/5.3
92%-90%	A-	4.0	4.5/5.0
89%-86%	B+	3.7	4.2/4.7
85%-83%	B	3.3	3.5/4.0
82%-80%	B-	3.0	3.2/3.7
79-76%	C+	2.7	2.8/3.3
75-73%	C	2.3	2.5/3.0
72-70%	C-	2.0	2.2/2.7
69-66%	D+	1.7	1.8/2.3
65-63%	D	1.3	1.5/2.0
62-60%	D-	1.0	1.2/1.7
59-1%	F	0	0/0

Student grades are determined by student performance on assessments (formal and informal), teacher graded activities, computer-graded assignments, participation, and projects. Cumulative grade point averages (GPA) are determined by course letter grades, honors, and AP courses. All high school grades are given by the credentialed Elite Educator. For our TK-8th students' parent input is taken into consideration.

*High school students who have only finished half the coursework can earn 2.5 credits and the grade earned for the units completed.

Class Rank

Students' Class Rank is determined by the weighted GPA scale and is used to determine honors graduates, high honors, National Honors Society determination, and college applications. Any grades that have been replaced by a higher grade from retaking a course will remain on the transcript but will not be calculated into the weighted total for class ranking.

Adding or Changing Courses

1. All course changes must be done within the first two weeks* of each semester.
2. Students or Parents/Guardians wanting to change a course in the middle of the semester must get permission from both the counselor and program administrator.
3. Students or Parents/Guardians wanting to change a course in the middle of the semester must present evidence of unsuccessful academic interventions (i.e tutoring, test-retakes etc.)
4. Students or Parents/Guardians wanting to add an extra course from what is being recommended will need to get permission from both the counselor and the program administrator.

* If a student changes a course, an addendum to the master agreement must be executed prior to or on the first day the student starts the new course.

Extensions

Elite Academic Academy understands that there are times when a student may need additional time to complete the learning objectives of a course. Should a student need extra time in a course, the student needs to request an extension from their Elite Educator prior to the last day of class with a plan to finish the course, and the time requested that is needed by the student to complete the course.

Middle school Grade Level Promotion, Retention, & Acceleration

Provisions for successful student progress toward identified benchmark expectations in meeting the California Content Standards shall be made by offering educational experiences of increasing complexity.

Each student's Academic Learning Plan shall be an integral part of the educational experience; providing students in need with the appropriate prevention, early intervention, remediation, and ongoing assessment and support services to help ensure success.

Decisions on the grade placement of students shall be based on academic performance and analysis of appropriate student data within a standards-based education system.

1. Factors to be weighed in the decision for grades K-8 include:
 - a. Achievement as demonstrated by academic performance and successful progress in meeting identified benchmarks as specified in the California Common Core Standards.
 - b. Multiple student data sources and supporting evidence including:
 - i. Report card and General Learner Outcomes ratings;
 - ii. School assessments;
 - iii. Student portfolios;
 - iv. Student performance on the CAASPP; and
 - v. Student progress on an Individualized Education Program (IEP).
2. Should the decision regarding promotion/retention/acceleration of a student be in question, the final decision of placement will be made by the Director upon completion of an SST and review of documentation and recommendation of the student's teacher(s) and in consultation with parents, and may include:
 - a. Promotion – placement in the next succeeding grade.
 - b. Conditional promotion – placement in the next succeeding grade with reservation.
 - c. Retention – placement in the same grade.
 - d. Acceleration – placement in a grade higher than the next succeeding grade.

IMPORTANT FACTS FOR GRADE LEVEL RETENTION/ACCELERATION

1. There can only be one retention for children grades K-8.
2. Parents have the right for voluntary retention one time in a child's K-6 career and must complete this board-approved waiver. This form can only be completed using DocuSign, and will NOT be accepted prior to a meeting with parents.
3. Currently enrolled students in grades 7-8 can only be retained for primarily academic purposes as deemed throughout the SST process.
4. Parents must attend an SST and be given research and literature on the benefits and risks both academically and socially for retention.
5. Students must have an academic plan in place to support continued growth.
6. Students being recommended for retention may need to complete at least two months of intervention using Fast ForWord or/a designated program before retention is approved
7. Voluntary Retention is not a part of the enrollment process. Retention is something that must be discussed with the academic team AFTER enrollment has been completed.
8. Parents may appeal a retention to the CEO or designee with their decision being final.

9. Students who have been retained once and are still experiencing academic difficulty should be referred to a Student Study Team, to ensure appropriate supports and services are in place for student success.
10. If a student has an IEP, retention would be an IEP team decision.
11. Retention/Promotion meetings take place in May (Year Round) and August (Traditional) each school year for the next year placement.
12. If a student is newly enrolled, and parents bring up a concern, a SST meeting will take place within the first two weeks of enrollment as long as that enrollment is before October 31st. Enrollment after October 31st will lead to retention for the following school year.
13. Students must be enrolled in their current grade level upon enrollment.
14. Mid- year retention is not permitted.
15. Mid-year acceleration will only be granted in the following extenuating circumstances:
 - Parents must be given research and literature on the benefits and risks both academically and socially for acceleration.
 - Students who are accelerated must have an academic plan to support continued growth.
 - Students must demonstrate they are advanced through local, state assessments and upon teacher recommendation.


High School Graduation Requirements

EAA's graduation requirements emphasize university preparatory courses of English, Mathematics, Science, Social Science, a Language Other Than English, and Visual and Performing Arts.

Credit and Graduation Requirements

EAA awards five credits per course, per semester. High school students are expected to be enrolled in a minimum of 30 units per semester; 230 credits are required to graduate. Students are eligible for a high school diploma when all requirements have been met. Please note that for UC/CSU admission eligibility, students will need to pass all A-G classes with a grade of C- or higher.

High School students are assigned a grade level based on the year of 9th grade entry. See your Academy Handbook for Course Options.

	University of California	Cal State University	NCAA Requirements	EAA Graduation Requirements
		Grade of C- or better in all approved courses (11 courses completed prior to senior year)		16 <u>core courses</u> (10 completed prior to senior year)
A. Social Science/History	2 Years World History A/B US History A/B		2 Years World History A/B US History A/B	3 Years World History A/B US History A/B Government Economics
B. English	4 Years English 9 A/B English 10 A/B English 11 A/B English 12 A/B			
C. Mathematics	3 Years (4 years recommended) Algebra 1 A/B Geometry A/B Algebra 2 A/B		3 Years Must include Algebra 1 A/B	2 Years Algebra 1 A/B Other A/B Math course
D. Science	2 Years (3 years recommended) Biology A/B Chemistry A/B		2 Years Natural Science Physical Science	2 Years Life Science A/B Physical Science A/B
E. Language Other Than English (LOTE)	2 Years of the Same Language (3 years recommended)			1 Year LOTE A/B
F. Visual and Performing Arts (VAPA)	1 Year (2 semesters of the same discipline)			1 Year VAPA A/B
G. Electives	1 Year Any approved class from A-G categories (including CTE pathways)		One additional year of English, Math or Science	80 Elective Credits (any class beyond the minimum requirements, including CTE Pathways)
Physical Education			Students must register through the NCAA Eligibility Center	2 Years PE 1 A/B PE 2 A/B
Other	Optional SAT or ACT Exams		4 Additional Years of English, Math, Science, Social Science or LOTE	
Minimum GPA	3.0	2.5	2.3	Total of 230 credits

https://docs.google.com/document/d/1s6CW8z_lboIGPtRdZeKFmSOi9J3FG465VOz

Transfer Credits/Transcripts

EAA seeks to work with each of the school districts in which students may be re-enrolling to agree upon transfer credit back to the district.

All students will be provided the information about the transferability of academic credit to other public high schools and the eligibility to meet college entrance requirements at the time of enrollment.

Repeated Courses/Credit Recovery

Courses that may be repeated for credit will be listed in the course description (e.g. English 9A). Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for grade replacement.

If a course title is amended, the new title of the course will be reflected on any current transcripts. EAA will retain a comprehensive list of courses.

Partial Credit

A high school student is eligible to earn partial credit if they complete at least one half of the course. Students will earn either 2.5 or 5 credits for a course.

Community College Information-Concurrent Enrollment

Students may enroll in community college courses with the approval of the School Academic Counselor while taking a minimum of four Elite Academic Academy classes (20 credits).

Courses may be taken at a Community Colleges for dual enrollment credit if the following circumstances have been met:

1. Must be in good academic standing with Elite Academic Academy (to ensure the student has enough ability for college rigor).
 - a. Have received a 2.5 GPA in his/her most recent semester.
 - b. Have received a minimum of 20 credits in his/her most recent semester.
 - c. Demonstrates good attendance.
 - d. Must be enrolled in a minimum of 20 credits with Elite Academic Academy.

Community College Credit

High school credit will be awarded as follows:

Courses that are “3 units” or above. One semester of community college is equivalent to one year of high school credit. One community college course of 3 units or above = 10 high school credits (one year)

Community College Course Units Conversion:

College Units	Equivalent High School Credits
1 Unit	2.5 Credits
2 Units	5 Credits
3 or More Units	10 Credits

College courses must be approved prior to enrollment in the courses, to ensure courses meet one of the student’s graduation requirements and/or post-secondary plans.

A concurrent course form needs to be completed by the school counselor and needs both parent and student signature. The Program Director and/or School Counselor must sign the college approval forms prior to the student’s entry to community college.

Community college courses that are “100” level or above will earn an extra point on the grade scale, so an A would be worth 5 points on a 4-point high school scale.

Graduation/Promotion Ceremony

Graduation and Promotion ceremonies are an exciting time for Elite staff, students, and families! Graduation and Promotion ceremonies take place once a year at the end of the school year at various locations. Students and parents will be notified of graduation and promotion locations, dates, and times in ample time for planning.

High School Graduation Speakers

It is the policy of Elite Academic Academy to encourage the involvement of as many students as possible in the graduation ceremony. Therefore, selection of student speakers should not be confined only to those students with academic honors. In addition to a

Valedictorian, EAA academy directors will select 3 students, one per academy, to be keynote speakers at graduation.

High School Graduate “with Honors”

EAA graduates with an overall GPA of 3.5 or higher after the completion of the first semester of their graduation year will be distinguished with gold honor cords at graduation in recognition of their academic achievement.

Assessment

The goals of assessment are multi-layered. The goal is for staff to use assessment data not only to monitor and demonstrate continuous student progress and identify the areas for improvement, but also to measure the effectiveness of teaching strategies, progress toward meeting school-wide and state standards, and to evaluate the implementation of the annual strategic planning goals.

Elite Academic Academy recognizes that no single assessment can provide all of the necessary information to make fully informed curriculum and instruction decisions. A comprehensive assessment system, however, can provide useful data to assist the decision making process.

The following guiding principles are considered critical factors in the analysis of assessment data:

1. Assessments are an integral part of the instruction.
2. Using multiple indicators of assessment to evaluate success is essential.
3. Collecting and maintaining quality assessment data is important.
4. Emphasizing comparison of assessment data from year to year is the centerpiece of our improvement.
5. Communication of assessment data helps make informed decisions.

CA Standardized Testing Requirements for 2021-2022

Area	Content	Test	Participants	Grades	Window
CAASPP	ELA/Math	Smarter Balanced	All students at designated grade levels Exceptions: Students participating in CAAs and Els who are in their first year of attending US school	3-8 and 11	Elite window is April-June
CAASPP	ELA/Math	CAAs	Students with the most cognitive disabilities whose active IEP designates the use of an alternate assessment	3-8 and 11	Elite window is April-June
CAASPP	ELA/Math Interims	Smarter Balanced	All students	K-12	Optional test available at any time throughout the year
CAASPP	Science	CAST	All students at designated grade levels Exceptions: Students eligible for CAA for Science	5, 8 and once in high school	Elite window is April-June
ELPAC	Listening Speaking, Reading, and Writing	Initial ELPAC	All students whose primary language is not English as indicated on the Home Language Survey	K-12 th	Administered within 30 days of enrollment
ELPAC	Listening, Speaking, Reading, and Writing	Summative ELPAC	Identified English learners until they are re-designated as fluent English proficient	K-12 th	February 1 – May 31
ELPAC	Expressive (Speaking and Writing) Receptive (Listening and Reading)	Alternate ELPAC	Students with the most significant cognitive disabilities who are identified as English Learners and whose active IEP designates the use of an alternate assessment	K-12 th	January 12 through February 16
PFT	Aerobic Capacity Body Composition Abdominal Strength and Endurance Trunk Extensor and Flexibility Upper Body Strength and Endurance Flexibility	Fitnessgram	All students in designated grade levels	5, 7, 9	February 1 through May 31

ELPAC (English Language Proficiency Assessment for California)

The ELPAC test is used to measure how well students in kindergarten through twelfth grade understand English when it is not their primary language.

SBAC (Smarter Balanced Assessment)/CAASPP

The California Assessment of Student Performance and Progress (CAASPP) System consists of the following assessments:

- Smarter Balanced English language arts/literacy and mathematics
- California Alternate Assessments for English language arts, mathematics, and science

- California Science Tests
- California Spanish Assessment

SAT/ACT (optional)

The SAT Reasoning Test and the American College Testing Program (ACT) are standardized tests for college admissions. ACT and SAT tests are paid for individually by families or by fee waivers from the School Counselor. Most colleges accept the SAT or Subject Tests as part of their admissions process. The ACT test assesses high school students' general educational development and their ability to complete college-level work. For the latest SAT/ACT schedule and practice materials, go to: <https://collegereadiness.collegeboard.org/sat>.

PSAT/NMSQT(optional)

The Preliminary SAT/National Merit Scholarship Qualifying Test is a co-sponsored program by the College Board and National Merit Scholarship Corporation (NMSC). PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test. It is a practice test for the SAT Reasoning Test and gives students a chance to enter the National Merit Scholarship Corporation (NMSC) scholarship programs. The PSAT measures critical reading skills, math problem-solving skills, and writing skills. Students can register for these tests independent of EAA but can see an administrator or counselor for more information or fee waiver criteria. For the latest PSAT/NMSQT testing schedule or practice material, go to: <https://collegereadiness.collegeboard.org/sat>.

Elite Benchmark Assessments

It is expected that all Elite Academic Academy students grades 3rd-12th take i-Ready diagnostic at least once yearly and K-2nd use the EasyCBM as a constant progress monitoring tool with a minimum of three diagnostics per year. Elite reserves the right to use alternative and more frequent informal assessments to support in gaining knowledge on the students academic ability.

i-Ready Diagnostic

i-Ready is an adaptive math and reading assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, eliminating the need for multiple redundant tests. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the i-Ready Diagnostic pinpoints student ability level,

identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

EasyCBM (K-2nd)

CBMs are standardized measures that sample from a year's worth of curriculum to assess the degree to which students have mastered the skills and knowledge deemed critical at each grade level. At each grade level, alternate forms of each measure type are designed to be of equivalent difficulty, so as teachers monitor student progress over time, changes in score reflect changes in student skill rather than changes in the test forms.

The reading tests include measures of: Alphabetic Principle (Phoneme Segmenting, Letter Names), Phonics (Letter Sounds), Fluency (Word Reading Fluency, Passage Reading Fluency), Vocabulary, and Comprehension (Multiple Choice Reading Comprehension). These measures are based on the "Big Five" from the National Reading Panel. Phonemic Awareness Alphabetic Principle Accuracy and Fluency with text Vocabulary Comprehension

The math tests are based on the National Council of Teachers of Mathematics (NCTM) Focal Point Standards in Mathematics and include three test types per grade (aligned with the NCTM Curriculum Focal Points for each grade level). Each of the math tests is comprised of 16 items.

California Healthy Youth Act (CHYA) (AB 2601)

CHYA requires that all California public schools provide comprehensive sexual health and HIV prevention once in middle school and once in high school. AB 2601 extended that requirement to charter schools. The law requires the following:

1. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
2. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. To promote understanding of sexuality as a normal part of human development;
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

You as a parent also have the right to excuse your child from participating. If you choose to not participate please write a handwritten letter or email to the Director of your program with the following:

1. Name of Student
2. Date
3. Signature
4. State that you are excusing your child from CHYA instruction
5. This must be done once in high school and once in middle school

English Language Learners (EL)

A Home Language Survey is sent home prior to the beginning of the school year, which targets students whose primary language at home is a language other than English. This classifies the student as an English Learner (EL) student. The process for the EL student is as follows:

1. Newly identified (TBD) English Learner students are tested at the beginning of each school year using the Initial English Language Proficiency Assessment for California (ELPAC).
2. Previously identified EL students take the Summative English Language Proficiency Assessment for California in the Spring
3. After the state ELPAC scores are released, parents are notified of the results within 30 days.
4. EL students who do not accelerate one level per year on the ELPAC, or a similar benchmark, will be monitored and given extra targeted support services.
5. All EAA students are in an English Language Mainstream academic program, with an EL Support Course (Such as English Language Development ELD). The mainstream curriculum is supported by EL authorized teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within the curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for Reclassifying (RFEP) EL students

The following criteria are used in tandem to determine reclassification:

1. Early Advanced or Advanced with no subscore below Intermediate, or a similar criterion on the ELPAC.
2. Parent Approval.

3. Teacher or Assessment Coordinator approval based on work product, performance in courses, or other relevant academic criteria.

English Language Translation Services

Elite Academic Academy will translate documents for families, as required by law. Documents including ELPAC testing correspondence, all reclassification materials, and the Master Agreement, will also be translated, as needed.

Special Education/504

Elite Academic Academy adheres to all laws regarding special education including the California Education Code; the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act; and the Americans with Disabilities Act (ADA). As a public school, Elite Academic Academy provides eligible students with disabilities a free appropriate public education (FAPE) through the provision of special education and/or related services, depending on their disability and level of need, under an Individualized Education Program or a Section 504 Plan. Contact Elite Academic Academy's Special Education Coordinator for more information on Elite Academic Academy's policies and procedures related to the identification, evaluation, placement, and provision of FAPE to students with disabilities.

Student Clubs

Elite students in grades K-12 have the unique opportunity to participate in various club offerings.* Each unique club has an advisor who facilitates meetings and trips. Student club opportunities are held in-person as well as virtually using the Zoom platform.

All Elite students are invited to participate in Club Rush at the beginning of each school year to learn more about Club offerings and opportunities. All Club Announcements and events will be placed in the Parent Square Calendar, including meeting locations, times, and zoom links, as applicable. Any student attending a club field trip must have the Elite approved field trip documents signed by the student and parent/guardian, and turned into the Club advisor 48 hours prior to the event.

To learn more about Club offerings and advisors, please visit the Elite Academic Academy website.

*Students can only participate in the enrichment academy if they have a 2.0 grade point average and are making academic progress.

Career Technical Education (CTE)

Students in grades 7-12 may participate in our Career Technical Education pathways. Elite Academic Academy currently offers the following Career and Technical Education (CTE) programs: Visual & Performing Arts, Marketing, Recreation & Tourism, Software and Systems Development, Education, Public Safety, Patient Care, Residential and Commercial Construction, Entrepreneurship/Self-Employment, Game Design and Integration, and Design, Visual, & Media Arts. CTE courses are weaved into your student's academic schedule and these courses prepare students for post-secondary college and careers in various industry sectors.

CTE pathways are designed to prepare students for postsecondary education and training and to help them make a smooth transition into the workforce. Students have the opportunity to earn college credit, gain industry certifications, experience an internship, and more.

Most CTE courses are A-G approved for students interested in meeting the A-G or NCAA requirements for Cal State or CSU entrance. For more information about CTE opportunities, please contact your Elite Educator.

Athletics

The Elite Athletic Academy believes every child deserves the opportunity to play sports.* EAA provides student/athletes of all levels the unique opportunity to customize their athletic development and experience. Students may choose their athletic interest and attend training or participate in sports using a Community Partner or their athletic club sport/training. Student athletes who are interested in playing college level sports are also eligible to register with NCAA. Creating a student account at NCAA.org, is the first step to becoming an NCAA student-athlete. For more information about Elite Athletic Community Partners or any other athletic questions, please contact Andy Allanson Athletic Academy Lead, or call 1-866-354-8302 ext. 709

*Students can only participate in the enrichment academy if they have a 2.0 grade point average and are making academic progress.

Field Trip Policy

Elite Academic Academy students will be provided with the opportunity to attend field trips (local and overnight). Safety and learning of all students is the top priority of the staff at all times. Students who have a failing grade, poor attendance, or poor behavior history will be ineligible to participate.

Elite Academic Academy plans about 2 field trips per month (16-18 per year) depending on availability. Parents are welcome to suggest ideas for possible field trips to the Program Directors. Students are able to use their educational funds to pay for field trips. Unless otherwise required by applicable law under certain circumstances, parents are required to transport their child on the field trips. Parents and siblings are welcome to come along on field trips but must pay for the field trip on their own. Parents are required to fill out an Educational Activity form for all students participating, and the Parent/Sibling form for non-Elite Academic Academy students, and provide non-refundable payment prior to the field trip.



Educational Funds

Use of Educational Funds

Elite Educators are responsible for ensuring academic and Common Core alignment of educational funds. At Elite Academic Academy, parents work alongside their Elite Educator to ensure high quality and relevant use of funds. Educational Funds do not “belong” to the students or parents. Rather, they are available to cover the costs of providing educational services to students. It is the responsibility of the Elite Educator/Program Director to make sure state funds are spent wisely.

Educational Fund accounts are managed by your Elite Educator to be used for various educational materials, tutoring, and Community Partner classes. Your Elite Educator may make recommendations for educational materials based on the individual needs of the student. Using their best professional judgment, the Elite Educators evaluate and approve all Educational Fund requests.

If a proposed selection is denied, then alternatives will be suggested by the Elite Educator. The parent/legal guardian may appeal a denial to the Program Director. The rationale provided by the parent/legal guardian concerning the educational merits will be reviewed and any decision made at this level is final.

If any unusual orders are noted outside the scope of these guidelines and are deemed unnecessary such orders may be denied.

If adequate academic progress is not being made, the use of Educational Funds will be used first towards intervention/tutoring and curriculum to help instruction. If a student is designated *as needing intervention/tutoring, the TOR shall earmark a minimum of \$200 per semester of Educational Funds to ensure funding for intervention, tutoring or other means is available to close achievement gaps. Requests for material other than tutoring and academic help may be denied if adequate academic progress is not being made.

*This is determined by state testing, I Ready and EasyCBM testing , informal assessment and work completion.

When deciding how to use Educational Funds for instructional materials, it is important to consider the following:

1. Basic Educational Items: Educational funding is allocated to the student for the support of new learning with a relatively minimal amount allotted to the maintenance of skills that have already been mastered. Elite Academic Academy will not provide instructional materials or classes disproportionate to what a similar student would receive in a traditional public school. It is imperative that the core curriculum is purchased first.
2. Acceptable Use of Educational Funds Include:
 - a. Textbooks and workbooks
 - b. Tutoring
 - c. Supplemental Instructional Community Partner Classes – e.g. Art, PE, Music
 - d. Approved Online Learning Programs
 - e. Basic School Supplies - Excessive quantities of any item are not allowed.
3. Educational Materials That Support New Learning: When utilizing Educational Funds, materials and services selected must promote and advance student learning and achievement and reading (library type) books that correlates to the student's academic plan. We encourage students to use their public library for books outside that scope.
4. Deadline for Ordering Instructional Materials: Educational Fund items need to be ordered by the designated deadlines. For the 2021-2022 academic school year, the last day for you to submit requests for materials or service to your Elite Educator will be Friday, April 1, 2022.
5. Tracking of Materials: Each Elite Educator and parent/legal guardian bears the responsibility for tracking the expenses incurred to meet the educational needs and choices of each student.
6. Responsibility of Instructional Materials: Parents assume responsibility for instructional materials upon receipt from Elite Academic Academy. All non-consumable items must be returned to the school in good condition upon request or upon disenrolling from the program. Families are welcome to keep learning materials over the summer if they are re-enrolled or if they are going to use the materials with other siblings. This is subject to discretion of the Elite Educator/Program Director.
7. Need to Reflect an Appropriate Course of Study: The purchase of educational materials should be consistent with the academic plan agreed upon by the parent/legal guardian and the Elite Educator.
8. Non-Consumable Materials: All materials ordered with educational funds are the property of Elite Academic Academy. All non-consumable materials ordered or borrowed from Elite Academic Academy that are no longer being used by the student must be returned to your Elite Educator when the family is done using them. If it is determined that any student has an excessive quantity of non-consumable materials checked out, these items will be requested to be returned.

9. Lost, Damaged or Misplaced Non-Consumable Materials: Parents/legal guardians are financially responsible for any non-consumable educational materials that are lost, misplaced or damaged by the family during the current academic school year.
10. Educational Funds Do Not Roll Over from Year to Year: Educational Funds issued each year are to be used during the current academic school year.
11. Family Accounts: The transfer or “pooling” of Educational Funds is a privilege afforded to Elite Academic Academy families and must be demonstrably related to a specific objective in core academic areas. No more than \$250 of a student’s funds may be transferred to a sibling’s account. This must be approved by the Program Director and Elite Educator and they have the discretion to deny this request.

Additional Materials Ordering Information

1. PE Equipment: Educational funds may not be used for consumable PE related items, which cannot be repurposed or subsequently used by another student (clothing, footwear, etc.) Basic sporting items such as a jump rope, a basketball or soccer ball would be acceptable. Maximum of \$250 for athletic equipment.
2. Materials that create an “end product” (consumable): A maximum of \$250 per student per year can be spent on supplies that have an “end product.” These supplies include science kits, history/social studies kits, scrapbooking, fabric, crocheting materials, knitting materials, construction paper, paint, glue, art pencils, crayons, cardstock, and all other art materials.
3. Instructional Games and Kits (non-consumable): A maximum of \$150 per student with a maximum of \$300 per family.
4. Microscope: Up to \$250 in Educational funds may be used to order one (1) microscope per family per academic year if there is not one available.
5. Musical Instruments: Up to \$250 in educational funds may be used per family for musical instruments and any peripheral items necessary for the basic use of the item. Any type of registration fee for music related events, competitions, and/or performances are not allowed. Instruments are non consumable material items and are the property of Elite Academic Academy. Any kind of deposits needed to rent musical instruments are not allowed as they would be the responsibility of parents/legal guardians. Parents/legal guardians are financially responsible for the care and maintenance of the musical items. Instruments must be returned when they are no longer part of the student’s academic plan.
6. Supplies: Two printer cartridges and 6 reams of paper are allowed per family per year.
7. Technology: Students may request a Chromebook for \$225 in Educational Funds. Students who qualify for Free/Reduced lunch and do not have home internet access may instead request a Chromebook with LTE access for \$325 in Educational Funds. LTE access is limited to Sprint's 4G service area and may not be accessible for every student. Families can also apply for discounted internet through

<https://www.everyoneon.org/>. All issued devices are to be used for academic purposes only, and as such, will have internet filters and limited functionality. Issued devices are the property of Elite Academic Academy and must be returned in working order when unenrolling from the school, or as requested by the Technology Department for upgrades and servicing. Repair costs resulting from misuse will be charged to Educational Funds.

8. Online classes are acceptable uses of funds. Examples are Strongmind, Rosetta Stone, Raz-Kids, Time for Learning, BYU Online, Brave Writer, ALEKS, Art of Problem Solving, Well Trained Mind Academy, Online G3, Accelerate Ed, Edmentum, and other approved Community Partners.
9. Educational Funds can be used for any Elite Academic Academy sponsored events (educational activities).
10. Approved tutors or tutoring agencies for core curriculum improvement.
11. Gym Memberships for 12 years old and up - waiver must be signed.
12. Memberships will be evaluated by the Program Director on a case by case basis and must meet Common Core standards.

Unacceptable Use of Educational Funds

The following items are NOT allowed when using Educational Funds:

1. Excessive Quantities of any Educational Materials – No more than a reasonable per student quantity of items is permitted.
2. Generic library books intended for free reading and not a part of the student's academic plan. Please use your local public library.
3. Sophisticated Office Supplies: Filing or shelving units, paper shredders, paper cutters, laminate machines, electric pencil sharpeners, electric staplers, tape dispensers, etc.
4. Home and Office Equipment: DVD and CD players, tablets, faxes, phones, dictation equipment, TV's, three-in-one printer/copier/scanners, etc. It helps if a student's home is equipped with the basic home and office supplies.
5. Sectarian / Religious Service Community Partners or Materials: While some of our approved Community Partners may carry items that are religious in nature, such items cannot be ordered. (However, educational materials that survey a variety of world religions or viewpoints may be acceptable based on the academic plan at the discretion of the director.)
6. Food
7. Personal Hygiene Items
8. Kitchen Equipment
9. Yard Equipment
10. SPED Services

11. Community Partners fees related to anything other than instruction: No fees unrelated to direct instruction will be allowed including registration fees.
12. Materials or services that may expose the student or Elite Educator to potential danger or serious injury are not permitted.
13. Dissection Tools and Science Kits (such as Chemistry) must be age appropriate.
14. Large or Heavy Items: Limited to those items which the staff can reasonably transport and house.
15. Inappropriate materials and/or services: Subject to review by the Elite Academic Academy Director.
16. Amusement Park Memberships are not appropriate use of Educational Funds.

This list is not all inclusive. Elite Academic Academy reserves the right to refuse selections that are deemed inappropriate. Contact your Elite Educator if you have questions or concerns.

Educational Funds -TK-8th

The amount of funding allocated to each student’s academic plan is based on the academic calendar. Educational Fund allotments vary depending upon the student’s enrollment date. Students enrolled prior to September 1, 2021, receive the full funding amount of \$2850* (TK-8th) in two distributions for the academic year.

- 1st Distribution Date: 8-1-2021, Amount \$1425* (TK-8th)
 - 2nd Distribution Date: 1-2-2022, Amount \$1425* (TK-8th)
- *Due to COVID 19 and potential state budget cuts this number is subject to change

Students enrolled after September 1, 2021 receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

TK-8th Grade Funding Schedule

	August (or Earlier) Enrollment	Sept.	Oct.	Nov	Dec.	Jan.	Feb.	Mar.
Aug	1425*							
Sept	(after the 1st)	1140						
Oct			855					
Nov				570				
Dec					285			

Jan	1425*	1425	1425	1425	1425	1425		
Feb							1140	
Mar								855
TOTAL	2850*	2565	2280	1995	1710	1425	1140	855

NOTE: The deadline to place orders for the 2021-2022 academic school year will be Friday, April 1st, 2022. Elite Educators will request order submissions prior to this date to ensure time for processing. It is the responsibility of the parent to send order information in a timely manner to their Elite Educator. Orders will not be processed after this date. There is the potential for orders to be cancelled during the school year because items become unavailable. If you wait to place orders at the deadline, it is possible that all items will not be available, and you will lose your ability to place another order.

Educational Funds 9th-12th

The amount of funding allocated to each student’s academic plan is based on the academic calendar. Educational Fund allotments will vary depending upon the student’s official enrollment date. Students enrolled prior to September 1, 2021, will receive the full funding amount of \$3200*(9th-12th) in two distributions for the academic year.

- 1st Distribution Date: 8-1-2021, Amount \$1600* (9th-12th)
- 2nd Distribution Date: 1-2-2022, Amount \$1600* (9th-12th)

*Due to COVID 19 and potential state budget cuts this number is subject to change

Students enrolled after September 1, 2021 will receive the funding amounts for the academic year in the following allocation(s) based on their enrollment month.

9th -12th Grade Funding Schedule

	August (or Earlier) Enrollment	Sept.	Oct.	Nov	Dec.	Jan.	Feb.	Mar.
Aug	1600*							
Sept	(after the 1st)	1280						
Oct			960					

Nov				640				
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Dec					320			
Jan	1600*	1600	1600	1600	1600	1600		
Feb							1280	
Mar								960
TOTAL	3200*	2880	2560	2240	1920	1600	1280	960

NOTE: The deadline to place orders for the 2021-2022 academic school year will be Friday, April 1st, 2022. Elite Educators will request order submissions prior to this date to ensure time for processing. It is the responsibility of the family to send order information in a timely manner to their Elite Educator. Orders will not be processed after this date. There is the potential for orders to be cancelled during the school year because items become unavailable. If you wait to place orders at the deadline, it is possible that all items will not be available, and you will lose your ability to place another order.

Community Partners

An Elite Academic Academy community partner is an independent contractor who partners with EAA to provide materials and/or services for EAA students that are paid for with the student's educational funds. Requests to add new Community Partners to EAA's approved list can be made by providing an Elite Educator with the Community Partner name, phone number, email address, website, and type of Community Partner. Elite Community Partners must go through our selection process to qualify to serve EAA students. EAA aims to provide a diverse range of curriculum to help personalize education for each student and has the right to refuse a partnership that does not meet the Elite guidelines.

Elite Academic Academy works with several Community Partners to help support our educational model and philosophy. Students can attend in-person partner classes **up to two days per week ONLY**. Community Partners are private entities that help support a well rounded independent study educational journey. Community Partners are to provide **enrichment ONLY** opportunities while Elite Academic Academy provides core curriculum. Please Note: Elite Academic Academy will not support a Community Partner that looks to be a private school, acting as a school or claiming they are a school.

An Elite Academic Academy community partner is responsible to have all new

employees/contractors (hired subsequent to being approved as a community partner) cleared using DOJ Live Scan prior to having any direct contact with students. Community Partners shall provide Elite with an updated certification pursuant to the Employer

Fingerprinting Clearance Form for each new employee/contractor that will be in contact with students. Community Partner shall continually monitor the status of all its employees/contractors to ensure that any certification provided to Elite remains valid and accurate.

Parent Reimbursement - *See updated Reimbursement Policy page 93*

Students must be making satisfactory academic progress in core classes and must have curriculum purchased prior to requesting reimbursements. All Community Partner educational opportunities need to be approved and put in the OPS system by your Elite Educator. If you want to be reimbursed for approved curriculum, you must also have pre approval in writing. (All Educational fund and Community Partner Policies outlined above also apply to enrichment.)

Working with a Community Partner, not on EAA's approved list, must be approved by an Elite Educator prior to enrolling. Reimbursements are only applicable to pre-approved Community Partners by the Elite Educators and Directors that are not on the EAA's approved list. Reimbursements are obtained by completing the required form and submitting the original receipt within 30 days of completed service. We do have organizations and items that are not eligible for reimbursement so it is very important that pre-approval is given BEFORE attending a class or purchasing items. Please see your TOR for more information. In addition:

1. Parents/Guardians must contact their Elite Educator prior to registration in the class to check on availability of funds and ensure academic alignment.
2. Parents need approval in writing that the class is aligned with the students' academic program and they are eligible for reimbursement.
3. If funds are available, the Elite Educator gives parents the Reimbursement Request to fill out. Parents complete the form and return the form with the original receipt.
4. Elite Educators must include a description of the class/course and how it aligns to the standards.
5. Parents are reimbursed after completion of the class.
6. Reimbursements are only applicable to pre-approved Community Partners by the Elite Educators and Directors that are not on the EAA's approved list.
7. Reimbursements MUST be submitted no later than 30 days after the service is provided or a good is received. Late reimbursements are subject to denial.

[Parent Material Expense Reimbursement Enrichment Reimbursement](#)

See Elite Academic Academy's website for EAA's approved community partner list



Technology and Online Services

Technology Acceptable Use Agreement

Elite Academic Academy (“EAA”) offers its educational community a wide range of technologies and online tools to support teaching and learning. EAA is committed to promoting a respectful, secure, and responsible learning environment in all areas of the educational setting, including the digital context. This Technology Acceptable Use Agreement (“AUA”) provides students and parents (all references to “parents” in this AUA include parents and/or legal guardians) with the rules, expectations, and guidance for a student’s appropriate use of EAA technology.

Use of EAA technology shall comply with all Elite Academic Academy Board policies and procedures as well as all applicable federal and state laws. California Education Code 48900 also applies to this AUA.

EAA technology includes: computing devices and peripherals (e.g., computers, laptops, tablets, wearable technology, etc.); network and communication devices/services (telephones, wireless networks including WiFi access points, email systems, etc.); EAA-managed online services (such as G-Suite/Google Apps For Education, Parent/Student Square, StrongMind, etc.); access to all online collaboration and information sources; and any and all future technology provided to students.

Use of EAA-provided online accounts and technology is a school-sponsored activity. Actions and behaviors while using school accounts and/or technology falls under the purview of this AUA. Students are cautioned to communicate responsibly while online at all times to ensure the school environment remains safe and welcoming to all.

By accepting and using EAA technology students and parents agree to the following:

1. Students and parents grant specific consent, as defined by the California Electronic Communications Privacy Act (also known as “CalECPA” or Senate Bill 178), for EAA to review and monitor all electronic communication information and electronic device information created with, stored on, or transmitted via EAA technology.
2. Student use of EAA technology may be monitored or accessed without any further advanced notice. Students have no reasonable expectation of any right to privacy while using EAA technology; which includes any and all files and communications traveling over or stored on its network, or while using EAA provisioned accounts and online resources including email and online collaboration tools.

3. Elite Academic Academy staff may act as an authorized agent for the creation of online student accounts solely for educational purposes in accordance with state and federal student information privacy laws (COPPA, FERPA, SOPIPIA, etc.). EAA managed student accounts may include, but are not limited to, online accounts created to access Google G-Suite (Google Apps for Education), StrongMind, ParentSquare, Fast ForWord, and any other apps, programs, or online services and digital curriculum resources for the purpose of student learning.

By law, parents may choose to opt out of this implied parental consent by obtaining a Student Online Account Opt Out Form from the Instructional Technology Dept, completing the form, and scheduling a conference with the school Director to discuss reasons for and the consequences of opting out, which may include an inability to continue accessing EAA curriculum.

4. The following activities or uses of technology are prohibited to ensure a respectful digital learning environment:
 - a. Using technology to threaten, bully, or harass others by sending, accessing, uploading, downloading, or distributing text, images, or other materials or means that are offensive, threatening, profane, obscene, or sexually suggestive or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs.
 - b. Searching for, accessing, creating, or possessing lewd, sexually suggestive, graphically violent, illegal, or derogatory/demeaning images and/or media files.
 - c. Bypassing (or attempting to bypass) the EAA's internet content filter through a web proxy, anonymizers, or other means from a EAA device.

Online Netiquette and Policies

“If you wouldn't do or say it in real life, don't do it online either.”

Netiquette refers to the rules that apply to EAA's online communication. Below are guidelines for students to adhere to for email and when posting online for class discussions, collaboration, and presentations:

1. Do not type in ALL CAPS! To others reading your screen, it seems as though you are yelling!
2. Stay on topic; if the conversation leads you in a completely different direction, leave the other topic for discussion via IM, online chat groups, clubs, in person, or on the phone.

3. Do not badmouth others or call them names. If you disagree with a classmate on a topic, state your opinion without name calling.
4. Address classmates with their names. Always say “please” and “thank you.” Manners go a long way!
5. Make sure you read through the entire discussion thread before responding. Someone else may have already posted your idea.
6. Always check spelling, grammar, and read through your response before posting. Autocorrect can sometimes be incorrect.
7. Be forgiving of your classmates if they make a mistake. We are all in this together to learn and sometimes the best lessons come from simple mistakes.

Cyberbullying and Harassment

Elite Academic Academy has a zero tolerance policy for cyberbullying or harassment of any kind. Students are responsible for behaving in an appropriate, responsible, ethical, and legal manner when communicating online or in person.

1. Harassment is defined as any unwanted conduct or creating an unpleasant or hostile situation based on a protected class (i.e. race, color, national origin, religion, gender, age, disability, or sexual orientation).
2. Cyberbullying can be, but is not limited to, threats, insults, verbal abuse, racial slurs, sharing negative, harmful, false, or mean content about someone else through digital devices and platforms (IM, email, discussion threads, chat rooms, websites, social media, etc.).
3. Offensive content is defined, but not limited to, sexual comments, sexual images, racial slurs, gender-specific comments, disabilities, color, race, or economic status.

Examples of this behavior include but are not limited to:

- Sending false, cruel, vicious messages.
- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others.
- Breaking into an email account and sending vicious or embarrassing materials to others.
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.
- Posting a picture of someone else without their permission.

When communicating in the EAA online environment, students are expected to adhere to the following procedures, regulations, and policies:

1. Accepting an instant message (IM) means it will be used properly for school purposes and communication with faculty and staff will be appropriate and free from cyberbullying or harassment.
2. Communication in email or Live Sessions will be free from cyberbullying and harassment. Contents in an email or Live Sessions will be school appropriate.
3. Cyberbullying or harassment by any faculty, parent/guardian, or student will not be tolerated in the online environment or in person.

Harassment, cyber-bullying, and offensive content are actions that present situations which interfere with the culture of Elite Academic Academy and student academic and social success; they will not be tolerated.

Student Reporting for Cyberbullying/Harassment

If a student feels that he/she is a victim of cyber-bullying or harassment, the following steps should be followed:

1. Do NOT respond to the person accused of harassment or cyberbullying.
2. Keep evidence of cyber-bullying and record the times, dates, and descriptions or screen shots of the bullying.
3. If the cyberbullying from another student occurs during a live session or group assignment, notify the Elite Educator and send the Elite Educator documentation as soon as possible.

If Cyberbullying or harassment occurs from another Elite student outside of the classroom environment, document the incident and send the documentation to the Program Director as soon as possible.

If the Cyberbullying or harassment is from an Elite Faculty member, document the incident and report it to the Program Director as soon as possible.

If the Cyberbullying or harassment is from an Elite Administrator, document the incident and report it to the School Counselor as soon as possible who will report it to the Chief Executive Officer.

Administrative Action Plan for Cyberbullying/Harassment

When a student reports an incident of cyber-bullying or harassment to a Elite Educator, the Elite Educator will follow the protocol below:

1. Review documentation of abusive communication from the student.
2. Discuss the incident with the accused student and determine the best course of corrective action. If the incident is severe enough, the teacher will contact the Program Director. Documentation of the incident will be placed in the student's discipline file.
3. Schedule a phone conference with the accused student's parent(s)/guardian to discuss the matter.

If, in the sole discretion of EAA the incident warrants consideration of expulsion, EAA may initiate the expulsion process.

When a student reports an incident of cyberbullying or harassment to a Program Director, the following protocol will occur:

1. The Program Director will collect all available documentation concerning the incident.
2. The Program Director will discuss the incident with the student and will decide what further actions, if any, are appropriate. Documentation of the incident will be placed in the student's discipline file.

If a student reports harassment or cyberbullying by an EAA staff member or Community Partner, EAA will take necessary actions in accordance with EAA policies and as required by state and federal law.

Consequences for students who partake in Cyberbullying or Harassment may include:

- Participate in a parent(s)/guardian conference.
- Receive a warning about a possible expulsion for a repeated offense.
- Work with the school counselor to complete a bullying prevention program.
- Attend counseling sessions.
- Referred to be a candidate for expulsion.
- Notification sent to Law Enforcement.

The Program Director will promptly notify the parents or guardians of the target and the aggressor about the results of the investigation; and, if bullying or harassment is found, what action is being taken to prevent further acts of bullying or retaliation. Because of the legal requirements regarding the confidentiality of student records, the Program Director cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.

Elite Google Accounts

Students will use Elite-issued Google Suite accounts to complete assignments, communicate with their teachers, sign in to Chromebooks (when issued), and learn 21st-century digital citizenship skills.

These tools include:

Gmail: an email account within the Elite domain, i.e. Joe.Chavez@eliteacademic.com (with limited capabilities)

Google Classroom: an application that enables teachers and students to share activities/work

Google Docs: word processing, spreadsheet, presentation and drawing applications that allows multi user access and editing.

Google Drive: document storage that allows the student to access documents from any device with web capabilities.

Remember that G Suite is a school environment. You are responsible for following all Elite Academic Academy guidelines when using these tools. Although parents may request that students share the password with them, it should not be shared with anyone else.

Elite-Issued Chromebooks

Students needing access to technology may have an Elite Chromebook issued to them. Use of this equipment/property is for the benefit of the student and any other use is not authorized.

Loaned equipment/property shall be reasonably safeguarded and secured.

Loaned equipment/property remains the property of Elite and will be returned when the student ends enrollment or upon the request of Elite staff.

Any loss or damage of equipment/property SHALL be immediately reported to Elite Academic Academy Charter School (EAA). The borrower is fully liable for any damage or loss occurring to the equipment due to negligence during the period of its use. Cost for repairs or replacement will be taken from instructional funds. Users shall not be

responsible for damage due to normal wear and tear or due to an internal hardware/software failure.

Students will only use their Elite-issued school Google account when using an issued Chromebook.

Chromebooks are filtered and monitored for inappropriate internet usage. Repeated violations could result in forfeiture of use of the device, and/or disciplinary action.

Elite-Provided Internet Access

Internet access allows students to meet the attendance requirement for courses; offers valuable information for the students academic research; and allows diversity for learning; however, access to the internet must be used in a responsible, ethical, safe, and legal manner.

On a global internet network, it is impossible to control all materials and sometimes students may discover controversial information by accident or deliberately. Elite-issued Chromebooks are equipped with a web filter and monitor program to limit exposure to inappropriate material, but Elite Academic Academy (EAA) families should be aware that some material available and accessible on the internet may contain inaccurate information, offensive information, and some potentially illegal items.

With this said, Elite Academic Academy does not authorize and does reject all claims accessed via the internet. This disclaimer includes direct, incidental, consequential, indirect, or punitive damages arising from the use of the internet. EAA believes that the benefits from the use of the internet for academic purposes far outweighs that of material that users may procure which are inconsistent with EAA's academic goals.

Internet access is a privilege, not a right; therefore, students, families, and staff must adhere to the strict guidelines of EA internet use. Below are examples of internet usage which may result in punishable infractions:

- Using obscene, profane, lewd, vulgar, rude, threatening, or disrespectful language (CA Law & EVA policy)
- Copying or plagiarizing internet content.
- Creating or distributing computer viruses or content that may be harmful to others computers
- Hacking into others' systems
- Sending spam mail

When students end their enrollment with Elite, the family is responsible for packaging the device so as to prevent breakage and returning it to Elite Academic Academy within 14 days of withdrawal.

Failure to return the device will result in a bill of charges being sent to the family.

Canvas Learning Management System (LMS) Technology Requirements

For best performance, the Canvas Learning Management System should be used on the current or first previous major release of Chrome or Firefox. Although Canvas runs on Safari, some StrongMind courses are not compatible with this browser. Because Canvas is built using web standards, it runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Student Portal Pictures on Canvas LMS

When uploading your student picture in the LMS, there are guidelines to follow. Your portal photo should follow these guidelines:

1. A single headshot from the shoulders up; do not include photos with groups of people.
2. A current photo.
3. Make sure your photo is right-side up and not slanted or sideways.
4. Do not use blurry photos or photos with a filter.
5. Writing on the photo is not permitted.

Elite Tech Support

For troubleshooting help, please contact Technology Support at elitetech@eliteacademic.com.



Policies/Procedures/Regulations

Substance Abuse, Suspension, and Expulsion Procedures

Students may be suspended or expelled from EAA for non-compliance with the terms of the parent-student contract, or any material violation of any of the conditions, standards or procedures set forth in the charter school charter, the school handbook, the school's policies and procedures, or for practices described in CA Education Code 48900 (quoted below). The Special Education Director will be involved in the suspension/expulsion process for all identified pupils with disabilities to ensure full compliance with the law.

This charter school will suspend a student from participation in all school events outside of the student's home if the student is found to have committed any act listed in CA Education Code 48900 that occurs during, or while going to, or coming from, a school sponsored class, a school site, an assessment session, or any other school activity. If the student violates a written requirement to be at home during school hours and not at any location where the school is holding educational events, the suspended student is subject to expulsion.

CA Education Code 48900

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health

and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

Suspension Procedure

Informal Conference:

Suspension shall be preceded by an informal conference conducted by the Elite Academic Academy CEO or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the CEO.

The conference may be omitted if the Elite Academic Academy CEO or designee determines that an emergency exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for a conference.

Notice to Parents/Guardians

At the time of the suspension, an EAA employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

Authority to Expel

Only the Elite Academic Academy governing board, upon the recommendation of the expulsion panel (made up of three people with administrative credentials not employed by the school, as practicable), may expel a student. The governing board may expel any student found to have committed an expellable offense listed in the “Grounds for Suspension and Expulsion” in the student handbook.

A student may only be expelled upon the finding and recommendation of the expulsion panel, if the EAA governing board finds that the student committed the expellable offense, and at least one of the following findings may be substantiated:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the CEO or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred. The hearing will be presided over by an appointee or panel of the governing board (“expulsion panel”). The CEO may make a recommendation to the expulsion panel. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing.

The notice shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based.
3. A copy of EAA’s disciplinary rules which relate to the alleged violation.
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in EAA to any other district in which the student seeks enrollment.
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented, and to present oral and documentary evidence on the student’s behalf including witnesses.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to

expel must be supported by substantial evidence that the student committed any of the acts listed in the “Suspension and Expulsion” section in the student/parent handbook. Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the Elite Academic Academy governing board which will make a final determination regarding the expulsion.

Written Notice to Expel

The CEO or designee, following a decision of the Elite Academic Academy’s governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student or any of the acts listed in the “Suspension and Expulsion” section in the student/parent handbook.
2. Notice of the student’s or parent /guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with EAA. The CEO or designee shall send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:
 1. The student’s name
 2. The specific offense committed by the student

Upon expulsion from Elite Academic Academy, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Every student is entitled, under fundamental principles of due process, to know precisely what conduct is prohibited prior to being disciplined for such conduct. Therefore, no student shall be disciplined for an offense which is not specified in the acts listed in the “Suspension and Expulsion” section in the student handbook.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. Further, because this is a virtual school, and many of the suspendable and expellable offenses can only occur in person, the EAA governing board and CEO, as appropriate, will consider alternatives that

result in students continuing their education without any personal interaction with other students.

Appeal Rights

The student shall have no right of appeal from expulsion from the Elite Academic Academy, as the EAA governing board's decision to expel shall be final.

Disciplinary Records

Elite Academic Academy shall maintain records of all student suspensions and expulsions at EAA. Such records shall be made available for the District's review upon request, but neither the District nor the County Office of Education shall be involved in the disciplinary decision.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the county or their school district of residence.

Rehabilitation Plans

Students who are expelled from EAA shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may re-apply to Elite Academic Academy for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the governing board following a meeting with the CEO and the pupil and guardian or representative, to determine, among other things, whether the pupil has successfully completed the rehabilitation plan, whether student poses a threat to others, or whether other factors warranting a denial of the readmission exist. The CEO shall make a recommendation regarding whether readmission is appropriate to the governing board. Elite Academic Academy reserves the right to

suspend or expel students pursuant to policies and procedures established by the governing board and in accordance with state and federal laws.

Anti-Discrimination

Elite Academic Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. EAA does not charge tuition for students to attend, and does not discriminate on the basis of race, ethnicity, religion, national origin, gender, sexual orientation, or disability, etc. as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Student Freedom of Speech/ Expression

Elite Academic Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. We respect students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Students shall have the right to exercise freedom of speech and of the press including, but not limited to the: (1) use of bulletin boards; (2) distribution of printed materials or petitions; (3) wearing of buttons, badges, and other insignia; and (4) right of expression in official school publications. "Official school publications" refers to material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The program lead/director or designee will supervise the material produced by students to ensure it meets professional standards of English and journalism.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that incite students creating a clear and present danger of the commission of unlawful acts at school-sponsored activities or events, the violation of school rules, or substantial disruption of the school's orderly operation. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Parents or eligible students should submit to the Program Director a written request that identifies the records they wish to inspect. The Program Director will make a decision regarding access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the Program Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. For this purpose, a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees, and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met.
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34.
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the CDE. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice

system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38.

6. To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
7. To accrediting organizations to carry out their accrediting functions.
8. 8. To parents of an eligible student if the student is a dependent for IRS tax purposes.
9. To comply with a judicial order or lawfully issued subpoena.
10. To appropriate officials in connection with a health or safety emergency, subject to §99.36.
11. Information the school has designated as "directory information" under §99.37.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production.
- An annual yearbook.
- Honor roll or other recognition lists; and graduation programs.

Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want the school to disclose any or all of the types of information designated below to outside organizations as directory information from your child's education records without your prior written consent, you must notify the school and "opt out" of the directory.

All of the following items of directory information relating to a student may be released to a designated recipient unless a written request is on file to withhold its release:

1. Name
2. Address
3. Date of birth
4. Dates of attendance (e.g., by academic year or semester)
5. Current and most previous school(s) attended
6. Degrees and awards received

In addition, two federal laws require a school receiving assistance under the Elementary and Secondary Education Act of 1965, as amended, to provide military recruiters, upon

request, with the following information: names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent.

Title IX Notice of Discrimination

Elite Academic Academy does not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or age in its programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the school's non-discrimination policies:

Ms. Tracy Hasper
43414 Business Park Drive, Temecula, California 92590
1-866-354-8302 extension 703

Parent Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any student or any person employed by, or performing volunteer services for, a school, or who willfully cuts, defaces, or otherwise injures in any way any property, real or personal, belonging to a school, or personal property of any school employee, shall be liable for all damages so caused by the minor.

Further, the parent or guardian of a minor shall be liable to a school for all property belonging to the school loaned to the minor and not returned upon demand of an employee of the school authorized to make the demand.

Any school whose real or personal property has been willfully cut, defaced, or otherwise injured, or whose property is loaned to a student and willfully not returned upon demand of an employee of the school authorized to make the demand, may, after affording the student his or her due process rights, withhold the grades, diploma, and transcripts of the student responsible for the damage until the student or the student's parent or guardian has paid for the damages thereto. The school will notify the parent or guardian of the student's alleged misconduct before withholding the student's grades, diploma, or transcripts.

If the minor and parent are unable to pay for the damages, or to return the property, the school may consider providing a program of voluntary work for the minor in lieu of the payment of monetary damages.

Child Abuse Reporting

Teachers, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. (Pen.Code, § 11166.)

Civility Policy

School personnel, parents, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, “to be civil” means to act with self-discipline in a courteous, respectful and orderly way in every interpersonal communication and behavior with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression. Examples of uncivil conduct includes, but is not limited to:

1. using an inappropriately loud voice;
2. using profane, vulgar, or obscene words or gestures;
3. belittling, jeering, or taunting;
4. using personal epithets;
5. using violent or aggressive gestures or body-language;
6. repeatedly and inappropriately interrupting another speaker;
7. repeatedly demanding personal attention at inappropriate times;
8. purposefully and inappropriately invading personal space;
9. purposefully ignoring appropriate communications;
10. wrongfully interfering with another person's freedom of movement;
11. wrongfully invading another person's private possessions; or;
12. any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

1. Communicate - The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately.
2. End Activity/Meeting - If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.

3. Referral - The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how he/she responded.
4. Determination - If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.



Students in TK-12th grades enrolled in the Elite Flex Academy (EFA) enjoy a flexible and creative environment in which students and parents can customize their learning and prepare themselves for the future. The EFA is a blend of both virtual and in-person independent study programs for students who need more hands-on support from credentialed teachers to ensure success in school. Elite Flex Academy offers a combination of online and offline materials to engage students in learning and discovery. Students may choose to participate in core and enrichment classes and meet with their California Credentialed Elite Educator at a mutually agreed upon public location or virtually. Our dedicated staff know and understand student needs and may interact with their students as much as three times a week in this independent-study model. EFA educators are available to encourage, support and guide Elite students and parents on their flexible education journey.

Parent's Role

Parent support is vital in ensuring student success. The role of a parent at Elite Flex Academy is the following:

1. Provide all required documentation for enrollment.
2. Attend SST, IEP, or 504 meetings if applicable.
3. Make sure students are working daily in their coursework.
4. Have student attend and complete all mandated school assessments.
5. Update Elite Educators on current phone numbers, emails, and addresses.
6. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour time period.
7. Make sure students are touching base with their Elite Educators at least two times a week for grades TK-8 and once a week for grades 9-12th.

Elite Educator's Role

The Elite Educator is the student's primary contact for educational needs. The Elite Educator will:

1. Assist students in creating a comprehensive academic plan and oversee progress towards that plan.
2. Choose an appropriate curriculum for each individual student.

3. Suggest various resources to help meet a student's needs or learning style. 4. Document student learning and assess student progress in all coursework and proctor all state and local assessments.
4. Order and deliver curriculum or other instructional resources in a timely manner.
5. Provide information to parent/legal guardian concerning Elite Flex Academy Community Partner options, testing, field trips, and other special events throughout the school year.
6. Provide information related to Elite Flex Academy policies and procedures.
7. Communicate with the student weekly, and meet weekly if needed to ensure academic success, and provide weekly tutoring.
8. Meet with the parent/legal guardian at least once every 30 school days for an academic consultation to verify attendance and ensure that progress has been made based on the established educational plan.
9. Provide report cards at the end of every semester.

TK-8th Grade

TK-8th students will be given a schedule that includes activities or assignments that cover all five academic areas.

The five (5) academic areas are:

1. English/Language Arts (Reading / Grammar / Writing/ Vocabulary)
2. Mathematics
3. Science
4. Social Studies
5. Physical Education

Students in TK-8th grade are able to choose between offline, online, or a combination of curriculum. They are given a pacing guide to support them in organizing and creating their school work routines. They are required to complete work daily and submit work weekly to their Elite Educator. They are required to connect with their Elite educator twice a week and are encouraged to participate in group conversations, Elite virtual webinars, field trips, and workshops.

High School

Students in our high school program are enrolled in online classes offered in Canvas. These courses are written by Elite Educators and are designed to meet the diverse needs of Flex students. Some of these courses provide workbooks and offline supplements such

as novels and study guides to support the online curriculum. Flex students may also choose AP classes, honor classes, or community college classes upon director approval.

- Students in our high school program will be assigned to one homeroom teacher (teacher of record). This teacher is responsible for meeting weekly with students and parents. Meetings range between 30 minutes to 1 hour. They are the main point of contact for families and they are responsible for communicating student progress in all classes. They are responsible for supporting students in gaining access to and making connections with their classes, curriculum, and content teacher. The homeroom teacher is also responsible for collecting and submitting all compliance documents (attendance, LLs, AWRs, report cards etc.).
- Students will also have access to an English, Math, Science, Social Science, and elective content teacher. Their content teacher is responsible for grading assignments and assessments as well as supporting students in their content classes. Students are required to attend their content teacher's instructional live session once a week. Students have 1 instructional session per subject. These sessions range from 30 minutes to 1 hour and are designed to provide students the opportunity to collaborate with peers, ask questions, and receive instruction and review on previous or upcoming lessons.

TK-12 Flex Acceleration Tools/Supports

1. All TK-2 students are required to use Math and Reading supplemental supports. They can choose from Raz Kids, Fast ForWord, Freckle ELA/Math and/or i-Ready online supplemental support programs. Offline resources are available upon request.
2. All 3-5 students are required to use Fast ForWord, i-Ready, and/or Freckle ELA/Math online supplemental supports if they are below grade level in Reading and/or Math. It is recommended that students use at least 1 of these programs for acceleration if they are at or above grade level in reading and/or Math.
3. 6-12 students are required to use Fast ForWord and/or i-Ready online supplemental supports if they are below grade level in reading and/or Math. It is recommended that students use at least 1 of these programs for acceleration if they are at or above grade level in reading and/or Math.
4. Intervention: 3-12 students are required to receive intervention support for at least one hour a week if they are below grade level in reading and/or Math. They may choose their own tutor if they have one already or an approved Elite Community Partner. Tutors will be required to support students using their i-Ready learning objectives and pathway. Students will be asked to use educational funds for tutoring before they can use it on other enrichment if they are below grade level in reading and/or Math.

Academic Progress

Adequate academic progress is required each learning period and is determined by quality and amount of work done in the student's courses. Flex students enroll and can complete at least six classes in a semester depending on a student's motivation and academic skills. Adequate progress is determined by work toward learning period goals as developed by the student and Elite Educator.

If adequate academic progress is not being made, the Elite Educator will offer suggestions included but not limited to the following:

1. Weekly tutoring with their Elite Educator.
2. Tutoring by an off-site tutor paid with student's educational funds.
3. Change of course or change of program placement (Elite Homeschool or Elite Virtual Academy).
4. Supplemental supports such as iReady, Aleks, and/orFast ForWord.

Attendance

Attendance in Elite Flex Academy is measured by the amount of work completed and daily educational engagement. Students should be working daily in two or more subjects and the amount of time required by the state of California depends on the grade level.

- TK/Kindergarten - - 3.5 hours of core instruction per day which includes physical education, music, and art
- 1st -3rd Grade - 4.8 hours of core instruction per day which includes physical education, music, and art
- 4th-8th grade - 5.2 hours per day of core instruction which includes physical education, music, art, or foreign language
- 9th-12th grade - 6.2 hours per day of core instruction which includes all high school classes

Work completed should correspond with the above number of hours. It can be done all through the day, not necessarily in a row. The time above includes reading, researching, writing, participating in discussions, as well as enrichment classes like music, art or physical education.

Ideally, two or more core subjects should be completed each day.

Missed Meeting

It is the responsibility of the parent/legal guardian to ensure the student attends weekly meetings as scheduled with the Elite Educator and/or content teacher. The student will have an opportunity to attend a makeup meeting as designated by the Elite Educator and/or content teacher. Failure to attend scheduled or rescheduled meetings on a regular basis will jeopardize your child's enrollment and could ultimately result in being withdrawn from Elite Flex Academy. Parents are also responsible to bring their child(ren) to scheduled tutoring sessions as required by the Elite Educator and to ensure their student communicates weekly with their Elite Educator.

Curriculum

EFA offers a variety of curriculum. The Elite Educator and student work together to determine the most appropriate curriculum choice to ensure school success. Depending on the student's grade, curriculum options may be in textbook form, virtual, project-based, packets or a variety of all four. Many options are available to make the school experience fun and engaging. EFA educators meet with students in public locations to help in all classes. Students can participate in hands-on elective classes like yoga, music classes, theatre classes, film studies, book clubs, art appreciation, current events, career exploration, and physical fitness like golf, cross training and Jiu Jitsu. These offerings may vary by Community Partner center location. Students and Elite Educators determine the variety of elective classes offered based on student interests. Students may participate in concurrent enrollment at a local community college upon director approval.



Homeschool Academy

Parent's Role

Parent support is vital in ensuring student success. The role of a parent, as the primary provider of instruction to the student at Elite Homeschool Academy, is as follows:

1. Provide all required documentation for enrollment.
2. Attend IEP or 504 meetings if applicable.
3. Select curriculum, plan and implement daily lessons with the support and guidance of an Elite Educator. The Elite Educator will assist in curriculum selection, and/or creating lesson plans, and daily schedules.
4. Provide academic instruction daily in two or more subjects.
5. Have student attend and complete all mandated school assessments.
6. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour period. (Access to a computer and email is vital.)
7. Touch base with their Elite Educator once per week and meet in person if required.
8. Sign all necessary documentation for Elite Virtual Learning in a timely manner (Master Agreements, Learning Logs, etc.)
9. Be prepared and meet with their Elite Educator at least once approximately every 20-35 school days for an Academic Consultation. (Meetings are approximately 45 minutes – 60 minutes per student). At the Academic Consultation the parents should be prepared to do the following:
 - a. Have each student prepared to discuss all of the learning that occurred over the learning period.
 - b. Arrive on time to scheduled meetings with all necessary materials.
 - c. Provide a comprehensive review, summary, and reporting of student work that was done.
 - d. Provide graded assignments, assessments and writings that were completed during the learning period.
 - e. Bring in the whole body of work that was completed during the learning period to the meeting. Be prepared for the Elite Educator to look over the work and to pick one sample from the body of work that will be put in the student/s portfolio.

Elite Educator's Role

The Elite Educator is the parent's/legal guardian's primary contact for the student's educational needs. The Elite Educator will:

1. Assist parent/legal guardian in creating a comprehensive academic plan and oversee progress towards that plan.
2. Offer guidance with respect to curricular choices and suggest various resources to help meet a student's needs or learning style.
3. Document student learning, and assess progress at each of the learning periods in the academic year in five (5) academic areas: English/Language Arts, Math, Science, History/Social Studies, and Physical Education.
4. Keep students engaged with weekly meetings/check-ins, and provide academic support/tutoring as needed to ensure success.
5. Proctor all state and local assessments.
6. Order and deliver curriculum or other instructional resources in a timely manner.
7. Works with parents to ensure students have proper tools to engage in curriculum daily (wifi, computer, supplemental materials).
8. Connects students with VAPA or Athletics Leads, identifies struggling students, and provides and oversees progress in tutoring or other necessary resources (Fast Forward, ALEKS, i-Ready, etc).
9. Provide assistance or training as needed for families regarding educational online resources offered by the school.
10. Provide information to parent/legal guardians concerning Elite Academic Academy Community Partner options, testing, field trips, and other special events throughout the school year.
11. Provide information related to Elite Academic Academy policies and procedures.
12. Meet with the parent/legal guardian and student at least once every 35 school days for an academic consultation to verify attendance, collect portfolio samples and ensure that progress has been made based on the established educational plan.
13. Keep a running record of available educational funds and ensure funds are used for acceptable educational enrichment after core curriculum needs are fulfilled.
14. Approve and process reimbursements for approved materials as well as outside services. All reimbursements must be approved by the Elite Educator as well as the Academic Director and will only be approved if academic progress is being made.

Academic Consultation

The purpose of the Academic Consultation is to meet with the student and parent/legal guardian to document the learning that has taken place during the prior attendance period and to determine whether or not progress has been made based on the educational plan that was established for the learning period. Meetings are approximately 45 minutes – 60 minutes per student. There will be seven academic consultations during the school year. At this meeting the Elite Educator will:

1. Review with you and your student(s) the learning that has occurred, discuss how the learning has occurred, and consider how the learning was assessed or evaluated.
2. The Elite Educator assesses the student's academic progress in each learning area through discussion and review of completed work.
3. Review the work produced by each student (chat with your child and listen to all they have learned) and use the work produced to verify attendance.
4. Determine if sufficient work has been completed for the learning period - if not, attendance will be docked, and tutoring might be required to catch up on missed work. This will be determined by your Elite Educator. If insufficient work is done, additional tutoring will be required (by Elite Educator once per week) and additional tutor - paid out of educational funds if needed. Educational funds for enrichment activities will not be provided if insufficient work is done.
5. Collect portfolio samples for each learning period-one sample per subject: language arts (minimally one writing per semester), math, science, social studies (includes history and geography) and one physical education log with written summary.
6. Assess progress by reviewing graded student work, assessments, learning activities and confirm attendance by work samples.
7. Take notes to complete the student's assignment and work record, which officially documents the student's educational progress in each academic area.
8. The Elite Educator may also request the parent/legal guardian email an outline of what was done on a daily basis prior to the academic consultation meeting.
9. Document Community Partner services and discuss reimbursements for unapproved Community Partners if sufficient academic progress is being made and give written approval.
10. Assist the parent/legal guardian in establishing academic goals, the pace of learning, or methods of instruction for the upcoming learning period(s).
11. Administer various local assessments and assist in setting additional academic goals for student progress based on the assessment results. Academic consultations can be a time when local assessments are proctored.
12. Discuss and review grades for each learning period, report cards, and final assessment grades.

These meetings provide time for the parent/legal guardian to ask for and receive support in areas such as curriculum selection, teaching strategies, pacing, and educational methodology. The student will have time to discuss the various assignments and the Elite Educator will discuss/evaluate student learning/progress. This can occur through games, discussion, and presentations made by the student. Have your student be prepared to share what they have learned. Bring pictures, books, and summaries of experiments done. During the academic consultation, the Elite Educator will continue to monitor progress made towards the academic plan. The Elite Educator may also initiate various types of informal assessments to help guide the instruction as well as mandate more frequent meeting requirements.

Elite Educators are available to answer any general questions about the school. If he/she is unable to answer a specific question, the Elite Educator will research the answer and respond.

Attendance Portfolios

Elite Academic Academy must comply with independent study regulations, which require work samples to be submitted to the Elite Educator for each student. Portfolio samples will be collected by Elite Educators at each Academic Consultation. The portfolio samples can be returned at the end of the year if requested, otherwise they will not be returned.

Items required in a student's portfolio: One to two samples from each core academic area at each meeting. Samples can be the following:

1. Original written work samples
2. Photographs of projects with a written description of the activity (Dictation is permitted for TK – 2nd grade children if they do not know how to write or are just beginning to learn how to express their thoughts in writing; otherwise the student should be the one who is composing and submitting a writing sample to accompany the picture)
3. Proof of projects, performances, etc.
4. All samples must have something written or drawn by the student.

Activity-based learning logs are acceptable for portfolio samples (i.e. PE logs, Music Logs) if they include a short, hand-written summary of what was learned or practiced in the student's writing.

Academic Progress

Adequate academic progress is required each learning period. Adequate academic progress is determined by quality and amount of work done in core subject areas and by work toward learning period goals as developed by the Elite Educator.

If adequate academic progress is not being made, the Elite Educator will offer suggestions included but not limited to the following:

1. Weekly meetings rather than monthly which includes accountability and tutoring by the Elite Educator or paid tutor
2. Change of curriculum
3. Tutoring by an off-site tutor paid with student's educational funds
4. Online learning options

If after the changes are implemented and there is still not adequate progress, the Elite Educator and the Program Director will meet to discuss how to ensure progress is being made. Several of the following options may be implemented:

1. Limiting of Educational Funds to Core Subject areas
2. Additional hours of required tutoring - paid for by educational funds
3. Discuss appropriate placement - is homeschooling the best option for you?
4. Possible implementation of a Student Success Team where the staff gathers together to come up with goals/plans to aid in student success
5. Implement the Non Compliance Process if needed

Attendance

Attendance in Elite Academic Academy is based on the amount of work completed and daily educational engagement. Students should be working daily in two or more subjects and the allotted time required by the state of California depends on the grade level.

1. TK-Kindergarten - 3.5 hours of core instruction per day which includes physical education, music, and art
2. 1st -3rd Grade- 4.8 hours of core instruction per day which includes physical education, music, and art
3. 4th-8th grade- 5.2 hours per day of core instruction which includes physical education, music, art, or foreign language
4. 9th-12th grade- 6.2 hours per day of core instruction which includes all high school classes

Completed work should represent the above number of hours. It can be done all through the day, not necessarily in a row. The time above includes reading, researching, writing, participating in discussions, as well as enrichment classes like music, art or physical education. Math and language arts should be done daily to ensure mastery of core concepts.

In order to earn attendance for a given day, the parent/legal guardian must ensure that at least one educational activity has taken place. Ideally, two or more core subjects should be completed each day. Attendance is determined by both daily engagement and work product.

Because our schools are non classroom-based instructional programs, attendance is calculated based on the work completed by the student and submitted by the due dates established in the independent study master agreement. The assigned teacher subsequently assesses the student's work to determine whether the time value amounts to a full day of work. It's important to stick to a regular work schedule/calendar so your student can clearly identify each school day in that calendar on which he/she engaged in required educational activities to an extent sufficient to constitute at least one day of time value. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

Students who are ill may still earn attendance if they complete an educational activity (read or listen to a grade level appropriate story, watch an educational video, write about it, draw). Subsequently, it is expected that pacing should be adjusted to ensure adequate progress is being made.

Parents/legal guardians are encouraged to keep a daily journal (separate from the attendance) to document all learning activities that have occurred during the academic school year.

Transitional Kindergarten - *See also Transitional Kindergarten Policy, updated September 2021.*

Transitional Kindergarten (TK): Students must turn 5 between September 2-December 2. Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st; however, they must sign the Kindergarten Continuance Form verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year. Students may not be promoted from TK to 1st grade.

Kindergarten: Students must turn 5 on or before September 1.

Kindergarten-Eighth Grade

It is important when planning your child’s learning to include activities or assignments that cover all five academic areas.

The five (5) academic areas are:

1. English/Language Arts (Reading / Grammar / Writing / Vocabulary)
2. Mathematics
3. Science
4. History / Social Studies / Geography
5. Physical Education

Middle School students can earn high school credit for math if academic benchmarks are passed that are proctored by the Elite Educator or the student completes an A-G approved Mathematics course.. Middle School Students can obtain high school credit for foreign language if they take an A-G approved course. Students that are not in high school can earn high school credit either through a community college, or by taking a subject SAT or AP test. Students will need to get college classes approved with their Elite Educator and Academy Director before the class begins.

Course Grading Scale TK-5th

Reports Cards are each given two times per academic school year at the end of each semester. Grades are assigned in collaboration between the parent/legal guardian and the Elite Educator.

Students in grade TK-5 receive a 1-4 rating.

4	Above Grade Level
3	At Grade Level
2	Approaching Grade Level
1	Below Grade Level

Traditional report cards are meant to show parents how their students are doing. In a homeschool model, the parents know, so this is an opportunity to discuss progress towards grade level standards.

Course Grading Scale 6th -12th Grade

Student grades are determined by student performance on assessments (formal and informal), teacher graded activities, computer graded assignments, participation, and projects. Cumulative grade point averages (GPA) are determined by course letter grades, honors, and AP courses. Elite Educators determine the final grade earned in each course. *All Elite Academic Students have the same grading scale.

Home School High School

Home schooling differs from independent study programs (ie. Flex Learning, Virtual Academy) due to the high level of parent/guardian involvement. To participate in this program effectively, students should have resources available within the home that provide them the tools to be successful in learning.

Students enrolled in Elite Academic Academy Home High School must meet with their Elite Educator weekly in addition to the academic consultation meetings. This is to ensure that adequate progress is being made and to help the student develop good learning habits. The Elite Educator will help set daily and weekly goals. The nature of Elite Academic Academy's Home High School program is to provide students with flexible learning opportunities within their communities. While the Elite Educator works with the parent/guardian to create an academic learning plan, it is the responsibility of the parent/guardian to ensure that the student is receiving adequate instruction and meeting his/her learning objectives.

The Elite Educator will work with the family to develop a four-year plan following California State guidelines. Students will choose either a career or four-year college track. The Elite Educator will work to ensure that each student can meet their goals after high school. Elite Educators will ensure that community college classes taken will work toward graduation requirements. Your Elite Educator will work with the Elite Academic Academy School Counselor to ensure all requirements are met.

Students in high school can earn high school credit either through a community college, BYU online, approved online courses, taking a subject SAT or AP tests, or completing core requirements through a paper/pencil model. Students will need to get college classes approved with their Elite Educator and Homeschool Director before the class begins.

High school credit can be earned by taking courses at a community college, online, or using books. Parents will be provided with a syllabus and your Elite Educator will pace out the assignments at the weekly meetings. Your Elite Educator will be responsible for grading the courses.

Online Courses

Online courses through specific Community Partners are available for students. Elite Virtual Academy, Strongmind, BYU, UC Scout, and Williamsburg are a few of the many options. These may include A-G approved courses, core courses, and electives. Students must understand the responsibilities of taking online courses, including regular communication with the Elite Educator as well as the online instructor to ensure completing coursework in a timely manner. Online courses must all be paid from Educational Funds.

Custom Courses

Custom courses are permissible as approved by the Elite Educator and Homeschool Director. Please use the Custom Course Form in order to apply for a newly created course. Custom courses must meet California state standard requirements.



Parent's Role

Parent support is vital in ensuring student success. To ensure student academic, emotional, and social growth, it is vital the parent takes interest in their student's education. As an Elite Parent, it is vital that parents/guardians:

1. Provide all required documentation for enrollment.
2. Attend IEP or 504 meetings, if applicable.
3. Provide students with technology and internet access.
4. Have student attend and complete all mandated school assessments.
5. Communicate regularly with their Elite Educators and return emails and/or phone messages within a 24-hour time period. (Access to a computer and email is vital)
6. Ensure student's touch base with their Elite Educator once per week via phone, Zoom, email, or through the Learning Management System.
7. Sign all necessary documentation for Elite Virtual Learning in a timely manner (Master Agreements, Learning Logs, etc.)

Elite Educator's Role

The Elite Educator is the parent's/legal guardian's primary contact for their student's educational needs. The Elite Educator will:

1. Oversee/monitor student progress in virtual courses.
2. Maintain announcements in the virtual Homeroom classroom.
3. Document student learning.
4. Proctor all state and local assessments.
5. Provide assistance or training as needed for families regarding educational online resources offered by the school.
6. Provide information to parent/legal guardian concerning Elite Virtual Academy Community Partner options, testing, field trips, and other special events throughout the school year.
7. Provide information related to Elite Virtual Academy policies and procedures.
8. Communicate with the parent/legal guardian and student when academic interventions need to take place.
9. Keep a running record of available educational funds and ensure funds are used for acceptable educational enrichment after core curriculum needs are fulfilled.

10. Elite Educator will approve and process reimbursements for approved materials as well as outside services. All reimbursements must be approved by the Elite Educator as well as the Virtual Director and will only be approved if academic progress is being made.
11. Work together with Elite Virtual Academy's school counselor to ensure academic, emotional, and social progress is being made by each student.
12. Work together with Elite Virtual Academy's school counselor to provide college and career opportunities for each student.

Academic Progress

Adequate academic progress is required each learning period and is determined by quality and amount of work done in the student's virtual courses. Adequate progress is determined by work toward learning period goals as developed by the parent and the Elite Educator.

If adequate academic progress is not being made, the Elite Educator will offer suggestions included but not limited to the following:

1. Weekly Virtual tutoring with their Elite Educator, Elite Content subject teacher, or Elite tutor.
2. Change of course or change of program placement (Elite Homeschool or Flex Academy).
3. Tutoring by an off-site tutor paid with student's educational funds.

If after the changes are implemented and there is still not adequate progress, the Elite Educator, Elite Counselor, and Elite Virtual Director will meet to discuss how to ensure progress is being made. This can include, but is not limited to, a Student Success Team (SST) where stakeholders come together to create a plan of interventions for student success.

Online Courses

Elite Virtual Academy online courses are offered through StrongMind Curriculum and the Canvas Learning Management (LMS) system. Additional electives and course offerings may come from Edmentum, UC Scout, or other approved course publishers. These may include A-G approved courses, core courses, and electives. Students must understand the responsibilities of taking online courses, including regular communication with the Elite Educator, as well as the online content Elite teacher, to ensure completing coursework in a timely manner.

The course syllabus will be emailed and uploaded to the LMS “Course Announcements” and “Syllabus” sections of the course for student and parent reference. Students may retake assignments in the course one time and exams may be taken only one (1) time. Elite content teacher will provide feedback to students within three school days of a student turning a graded item in and up to one week for essays and other projects.

Virtual Program - Use of Educational Funds

Elite students will use their educational funds to first purchase their yearly curriculum. The rest of the educational funds are to be used for tutoring (if insufficient academic progress is made) or for enrichment activities (if sufficient academic progress is being made). Should a student need to borrow a computer and hotspot for Wi-Fi connection, students may use their educational funds toward the use of a computer (\$325 for a device with LTE service with a \$100 annual for each continuing year). Should the student unenroll from Elite Academic Academy, the computer needs to be returned to the school.

Student Violations

Elite Educators and administration monitor student progress daily on the Learning Management System (LMS). When a student does not log into and engage in curriculum in the LMS each school day, they are considered absent. This includes, but is not limited to, a student not signing onto the LMS for three school days or 60 percent of the instructional days in a school week and/or not completing assignments for a course. After being idle for three [3] days, the Elite Educator will contact the student and parent/guardian to work on a “catch-up” plan for the student. If the student has failed to complete three assignments during any period of five school days or is failing to make satisfactory educational progress, a student, parent, teacher conference will be scheduled. If a student misses 3 total assignments within a 5 day school week, the Elite Educator and Administration will begin the Three-tiered reengagement process to ensure students are progressing through their academic coursework.

Students who have three [3] weeks of consecutive warnings and missed assignments will be placed on an academic probation contract where the student is required to sign onto the LMS daily for attendance and participation accountability. This contract will be reviewed and signed by the student, parents/guardians, Elite educator, content teacher, counselor, and administrator. Students in violation of the contract, will be referred to administration for an evaluation to determine the placement of the student. If the

administration finds that in the best interest of the student, the student shall not remain in EAA , the student will be administratively dropped from the program and a certified letter will be mailed to the parents/guardian explaining that the student failed to meet the minimum standards of EAA and the Governing Board policies, and the student has been involuntarily withdrawn from Elite Virtual Academy. This withdrawal letter will also be sent to the student's district of residence. A written record with dates and evaluations made of the student's missed assignments and attendance shall be treated as pupil record. The record shall be maintained by EAA and will be forwarded to another school if the student transfers to another California public school. Students who are administratively dropped will not be allowed to enroll back into EAA until the next school session.

Should a special circumstance occur where a student will be absent for no more than ten [10] consecutive days, it is up to the parents/guardian to contact EAA administration or counselor to seek approval of that period of time.

Course Catalog

For a complete and current course catalog, please visit the Elite Academic Academy website or contact your Elite Educator. Courses are continuously updated, so be sure to visit the website for the most current courses and updates. For the latest information of the high school A-G approved courses, please visit [Elite Academic Academy UC/CSU A-G Website](#).

Course Change Requests

Students and parents may contact their Elite Educator and school counselor (via email, phone, or in-person) to request a course change within (3) days of the start of the course.

Course Drop Procedures

Elite students are able to drop a course if the course drop request is submitted within three (3) days of the student's start date, and the student does not have any graded items in the course. This drop will not reflect on the student's transcript.

Course Withdrawal Procedures

Parents who wish to withdraw their student from an Elite course may do so up to the 11th day of the school session start date. The student's transcript may reflect one of the following:

1. If a gradebook item was submitted prior to the drop date, the student will receive a “W” on their transcript.
2. If a student withdraws after the 11th day of the course, students will receive a final grade that will be reflected on their transcript.
3. If a special circumstance determines the withdrawal, the administration will determine the approval of a “W” on the transcript.

Synchronous and Asynchronous Lessons

Elite Virtual Academy provides students with weekly learning sessions. Students are provided the opportunity to receive live instruction from their Elite Educator on concepts and competencies to be learned that week. Students have the flexibility of attending the session synchronously (in real-time) or asynchronously (at a later time). Students are required to attend a lesson synchronously or asynchronously at least once a week, per course.

Syllabus

Each student will be provided with a course syllabus the first day of class for each course in which they are enrolled. Students are expected to read the entirety of the course syllabus and are expected to follow expectations of the course.

Elite Course Announcements

Each Elite student can find the weekly course announcements in their specific course under Course Announcements. Students are expected to read weekly announcements as they guide students through the weekly synchronous lessons, asynchronous lessons, and the outline of the course’s weekly assignments.

High School Prerequisites

Some courses require students to successfully complete a prerequisite before enrolling in the course. Students need to master a certain body of knowledge and “successfully complete” the course before enrolling in the course that contains a prerequisite. An earned grade of “A”, “B”, “C”, “D”, or “P” is defined as a student successfully completing a prerequisite. Students will need to present proof of a passing grade on their transcript in order to enroll in courses that require a student meeting the prerequisite for the course.



Elite Academic Academy – Lucerne or Mountain Empire
Independent Study Policy

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

The following written policies have been adopted by the Board for implementation at the Charter School:

1. A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies that include the following:
 - a. For pupils in all grade-levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 35 school days.
 - b. The level of satisfactory educational progress and/or the number of missed assignments that will result in an evaluation being conducted to determine whether it is in the best interest of the student to remain in Independent Study shall be three assignments failing to meet the defined satisfactory educational progress, as detailed below, and/or three missed assignments respectively. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

2. A level of *satisfactory educational progress* that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

- a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Section 52060.
- b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

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

4. Procedures for tiered reengagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of the required minimum instructional time over four continuous weeks of the Charter school's approved instructional calendar. All pupils who are not participatory pursuant to Educational Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span are subject to the procedures below. These procedures shall include, but are not necessarily limited to, all of the following:

- a. Verification of current contact information for each enrolled pupil.
- b. Notification to parents or guardians of lack of participation within one school day of the recording of the absence or lack of participation.
- c. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- d. If the student has failed to complete three assignments during any period of five school days or is failing to make satisfactory educational progress as defined herein, the Charter School will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written independent study agreement) to review the student's agreement and reconsider the independent study program's impact on the student's achievement and well-being.

5. Based on each student's grade-level, their assigned teacher of record will offer opportunities for synchronous instruction and/or daily live interaction at least as frequently as set forth below:

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

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

The Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part. A student who does not participate in independent study on a school day will be documented as non-participatory for that school day.

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

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

Master Agreement Policy

A requirement that a current written agreement for each independent study pupil shall be maintained on file including, but not limited to, all of the following:

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

9.

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

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

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

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



Transitional Kindergarten Policy

Kindergarten: Districts may admit children at the beginning of the school year (or whenever they move into a district) if they will be five years of age on or before September 1 (EC Section 48000[a]). Children who are age-eligible for kindergarten may attend any pre-kindergarten summer program maintained by the school district.

Transitional kindergarten (TK): is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Senate Bill (SB) 858 establishes the intent that TK curriculum be aligned to the California Preschool Learning Foundations and California Preschool Curriculum Frameworks developed by the CDE. Each elementary or unified school district must offer TK classes for all children eligible to attend. A child who completes one year in a TK program, may continue in a kindergarten program for one additional year. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK.

From the 2014–15 school year to the 2021–22 school year, inclusive, a child who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the charter school.

In the 2022–23 school year, a child who will have their fifth birthday between September 2 and February 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2023–24 school year, a child who will have their fifth birthday between September 2 and April 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2024–25 school year, a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2025–26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

A child who is Kindergarten age-eligible may enroll in TK. The parent/guardian must sign the Kindergarten Continuance Form to have the child continue in Kindergarten for one additional year at the time of enrollment in TK.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten.



ELITE ACADEMIC ACADEMY CHARTER SCHOOL

Parent Reimbursement Process for Un-Approved Educational Materials Providers

This process is only to be used if necessary educational materials are not sold by an Elite-approved Educational Material Partner and the Elite Educator feels it is necessary for the student's academic growth. If the items are non-consumable, the parent must agree to provide the Elite Educator access to the material so that it can be barcoded as inventory.

Pre-Approval Process for Educational Material

1. **At least 10 business days** prior to purchase, the parent/guardian must receive approval for the purchase via DocuSign from the Community Relations team and the Elite Educator as to ensure the product is not available from an Elite-authorized educational material partner, is not religious in nature, and meets the academic needs of the student.
2. A member of our Community Relations team will review the request. If this request includes a current community partner, our department will contact you to go through our PO system (OPS) with the support of your Elite Educator. If the request includes a company that is not currently an approved partner, a Pre-Approval form will be emailed via DocuSign to your child's Elite Educator and Academy Director for approval.
3. The Elite Educator will verify sufficient educational funds are available, and that the educational material aligns with CA State Standards. Once verified, the Elite Educator will generate a Purchase Order in OPS to hold the funds and complete the DocuSign form. The Director, or designee, will then approve or deny the request. Afterwards, the Parent/Guardian will digitally sign the form and receive a final PDF copy of the document through DocuSign.
4. Once the approved Pre-Approval form is received, the Parent/Guardian may purchase the educational materials for that student.

5. Within 30 calendar days after the parent/guardian completes the pre-approved educational material request, the Parent/Guardian will complete a reimbursement request by clicking the link on the Parent Portal of our Elite Academic Academy website (<https://www.eliteacademic.com/student-parent-portal/>). Please have the PO number found on the Pre-Approval form, the original receipt and the Pre-Approval form handy. Receipts not submitted within this timeframe will require special approval by Elite Academic Director and CEO and may be denied.)
6. Once the Elite Community Relations Team receives the request for reimbursement through our ticketing system, a DocuSign form will be sent to the parent for completion.
7. Parents must attach copies of the original receipts to the DocuSign for processing. Please remember all non-consumable items must be returned to the school at the end of each academic school year.
8. The Community Relations Clerk will review and process for payment once all documents are approved and received.

NOTE: Failure to follow this process could result in reimbursements being denied by Elite Academic Academy. Please direct any questions regarding the reimbursement process to the student's Elite Educator or to: communityrelations@eliteacademic.com or (866) 354-8302 ext. 773. Elite Academic Academy reserves the right to deny any reimbursement request.



For use only by Elite Academic Community Relations Department	
Parent Name	
Invoice #	
PO #	
Academy	
Account Code	
Amount	
Reviewed By	
Approved By	

**EDUCATIONAL MATERIALS PROVIDER
PARENT PRE-APPROVAL REIMBURSEMENT REQUEST**

The parents/guardians certify the Educational Material Parent Pre-Approval Reimbursement Request form has been submitted for approval for educational materials **PRIOR** to purchasing any educational materials to ensure availability of educational funds and academic alignment.

The parents/guardians are responsible for submitting this form **prior to purchasing materials**. Elite Academic Academy reserves the right to deny any reimbursements.

Student Name: _____ Date: _____

Parent Name: _____ Phone: _____

Elite Educator Name: _____

Academy: Homeschool Flex Virtual

Company	Item Description & Purpose	Cost (include tax)	Account Code (Community Relations Dept Only)

Total Cost of Expenses:

Parent/Guardian Signature: _____ Date: _____

<p>The materials listed are not available from an Elite-approved partner, are not religious in nature, and are needed for academic growth.</p> <p align="center"> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved </p>	
Elite Educator Signature: _____	Date: _____
Director Signature: _____	Date: _____
Purchase Order #: _____	

☛ **Reminder, copies of the original receipt(s) must be submitted for reimbursement, don't lose them. All non-consumable items eligible for reimbursement are property of Elite and must be returned at the end of the school year.** ☛

PARENT REIMBURSEMENT REQUEST EDUCATIONAL MATERIALS

1. Parents will only be reimbursed for approved educational materials that are purchased during the current academic school year.
2. Within 30 calendar days of the purchase of the educational materials, parents must submit original receipts showing the company name, date, class, and total cost to the community relations department. Receipts not submitted within this timeframe will require special approval by Elite Academic Academy Director and CEO and may be denied. Note: All non-consumable items eligible for reimbursement must be returned at the end of each academic school year.
3. Once the educational materials are purchased, the receipt is collected, and all documents are received and approved, the Community Relations Clerk will review and process for payment. Payments will be received within 30 days of final approval.
4. Please direct any questions regarding the reimbursement process to the student's Elite Educator or to: communityrelations@eliteacademic.com or (866) 354-8302 ext. 773

Student Name: _____ Date: _____

Parent Name: _____ Phone: _____

Elite Educator Name: _____

Academy: Homeschool Flex Virtual

Please complete the following reimbursement information:

- Send Reimbursement to: (Name): _____
- Complete Mailing Address: _____
- Email Address for E-payment/ACH: _____
- Purchase Order (Found on Pre- Approval Form) _____
- Total amount of reimbursement \$ _____

Please upload a legible copy of your original receipt to the DocuSign:

I have read the requirements and agree to the conditions as described above and in the Student/Parent Handbook regarding the appropriate use of educational funds. **By signing below, I certify under penalty of perjury that I have read the forgoing and that it is true and correct.**

Parent/Guardian Signature

Date

Elite Educator Signature

Date

MATH PLACEMENT POLICY

Elite Academy Academy understands the importance of student achievement in all subject areas, including mathematics, as paramount to future success. Therefore, in compliance with Senate Bill No. 359, the California Mathematics Placement Act of 2015, EAA has created, implemented, and maintained a mathematics placement protocol for pupils entering grade 9 as to enact a fair and equitable mathematics placement policy for all students.

This protocol includes the following objectives, as laid out in Senate Bill No. 359, when considering student placement:

- Takes into account multiple objective academic measures of pupil performance;
- Uses scheduled assessments aligned to state content standards in mathematics;
- Hosts at least one checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual pupil progress;
- Hosts an annual examination of mathematics placement data
- Offers a clear and timely recourse for each pupil and their guardian who questions the pupil's placement;
- Offers regular evaluation of student progress

Families have the opportunity at any point to question the placement of their student(s). Concerns need be relayed to the family's supervising teacher.

Staff at Elite Academic Academy will review annual an aggregate of schoolwide data on math placement and compare placements schoolwide with placements of students in various racial/ethnic, gender, and socioeconomic groups in order to gauge whether or not pupils who are qualified to progress in mathematics courses are not being held back in a disproportionate manner.

Limitation on Use of Subjective Placement Measures

Subjective measures, such as placement recommendations, may not be considered in determining 9th grade mathematics placement. Recognizing that facilitators and counselors are often aware of students' talents and abilities that are not reflected in objective data, an exception to this prohibition may be made to advance a student to a higher mathematics class than objective data indicates.

This policy is in compliance with California Education Code 51224.7

https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB359



Handbook Acknowledgement

The Elite Academic Academy handbook describes important information about, among other things, EAA academies, state, and federal regulations and policies. Because information, policies, and benefits are subject to change, revisions to the EAA Handbook may occur.

I, as the parent/guardian, acknowledge that my student and I have received a copy of the EAA Student/Parent Handbook. We acknowledge that we will abide by the guidelines and policies contained therein. We acknowledge and will abide by the guidelines for email, IM, internet, integrity, cheating, and plagiarism for EAA. We have read and understand the importance of attending state testing. We understand that assessment is mandatory at Elite Academic Academy to document student progress.

Completing this acknowledgement form confirms that we have read, reviewed, and understand the contents of the EAA Parent/Student Handbook. I will sign below on behalf of myself and my student.

Parent/Guardian Name

Parent/Guardian Signature

Date

Elite Academic Academy- Mountain Empire

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Elite Academic Academy- Mountain Empire
Street	43414 Business Park Dr.
City, State, Zip	Temecula, CA 92590
Phone Number	(866) 354-8302 Ext. 704
Principal	Dr. Meghan Freeman
Email Address	mfreeman@eliteacademic.com
School Website	www.eliteacademic.com
County-District-School (CDS) Code	37682130136978

2021-22 District Contact Information

District Name	Elite Academic Academy-Mountain Empire
Phone Number	8663548302
Superintendent	Meghan Freeman
Email Address	mfreeman@eliteacademic.com
District Website Address	https://www.eliteacademic.com/

2021-22 School Overview

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

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	49
Grade 2	44
Grade 3	41
Grade 4	51
Grade 5	48
Grade 6	39
Grade 7	41
Grade 8	104
Grade 9	33
Grade 10	29
Grade 11	43
Grade 12	36
Total Enrollment	614

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	1.3
Asian	2.8
Black or African American	5.5
Filipino	0.8
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.8
White	47.1
English Learners	2.9
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	39.3
Students with Disabilities	8.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.5
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	0
Total Teaching Positions	36.5

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.

Year and month in which the data were collected

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for ELA. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Mathematics	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Mathematics. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Science	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved	Yes	0

	<p>curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.</p>		
History-Social Science	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for History and Social Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.</p>	Yes	0
Foreign Language	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Foreign Languages. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.</p>	Yes	0
Health	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Health. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.</p>	Yes	0
Visual and Performing Arts	<p>Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Visual Performing Arts. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.</p>	Yes	0

Science Laboratory Equipment (grades 9-12)	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
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School Facility Conditions and Planned Improvements

Elite Academic Academy is a non-classroom based charter school. It does not currently have any resource centers. We meet with you families and students in mutually agreed upon public locations. We do have a central administrative office located in Temecula. It is very rare that we hold a parent meeting in this facility. It is meant for the operation and administrative purposed to ensure proper secure storage of business and student files.

Year and month of the most recent FIT report	1/2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	315	89.49	10.51	67.94
Female	178	156	87.64	12.36	73.08
Male	174	159	91.38	8.62	62.89
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	25	23	92	8	47.83
Filipino	--	--	--	--	--
Hispanic or Latino	119	111	93.28	6.72	55.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	75.76
White	153	131	85.62	14.38	79.39
English Learners	12	9	75	25	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	110	86.61	13.39	51.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	26	72.22	27.78	30.77

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	315	89.49	10.51	46.98
Female	178	156	87.64	12.36	47.44
Male	174	159	91.38	8.62	46.54
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	25	23	92.00	8.00	21.74
Filipino	--	--	--	--	--
Hispanic or Latino	119	111	93.28	6.72	30.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	54.55
White	153	131	85.62	14.38	60.31
English Learners	12	9	75.00	25.00	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	127	110	86.61	13.39	28.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	26	72.22	27.78	19.23

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	35.80	N/A	14.43	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	214	176	82.24	17.76	35.80
Female	92	74	80.43	19.57	37.84
Male	122	102	83.61	16.39	34.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	18	90.00	10.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	87	72	82.76	17.24	26.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	52.94
White	77	60	77.92	22.08	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	75	84.27	15.73	28.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	10	55.56	44.44	--

2020-21 Career Technical Education Programs

Career Technical Education (CTE) is an academic program that prepares students for postsecondary education for College and Career. CTE provides students with a unique opportunity to integrate core academic courses with technical skills and occupational knowledge and opportunities. Elite Academic provides students with various pathways to choose from in order to prepare students for their post-secondary career/education within the field of their choice. Students from Elite Academic CTE programs will be prepared to lead with 21st-century skills and industry certifications/skills.

CTE Pathways 9-12th

Arts, Media and Entertainment Pathway (VAPA Academy)
 Marketing, Sales and Service Pathway (Marketing Academy)
 Hospitality, Tourism & Recreation Pathway (Adventure Academy)
 Public Service Pathway (Public Service Academy)
 Fashion Design Pathway
 Interior Design Pathway

CTE Staff

Ashlea Kirkland, CTE Director
 Thomas Olson, CTE Credentialed Teacher
 Nolan Smith, CTE Credentialed Teacher

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	58
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	88.65
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Elite Academic Academy educates and involves parents and community members to understand the school's purpose by:

- *Maintaining a robust website that has a parent resource section including access to student/parent handbook
- *Inviting parents/students to virtual webinars, such as orientation, informational meetings, seminars, mental health, college and career readiness, and so much more!
- *Hosting an annual Parent Advisory Committee Meetings to develop the LCAP and prepare for Assessment
- *Providing parents with report cards and access to our Student information Parent Portal
- *Distributing annual Survey(s) to get input and ensure we are meeting the needs of our stakeholders
- *Conducting individual meetings with School Counselor and student/parent and SST team, as necessary
- *Providing the Parent Square Communication App where parents get e-mails and direct access to their teacher at any time.
- *Sending monthly newsletters to families from Counseling, Technology, VAPA, Athletics, Homeschool, Virtual, and Flex programs with contact information for parents to connect and get support from each department
- *Hosting regularly scheduled Board Meetings open to the public

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	17.6	22.7	21.3	16.5	17.0	9.0	8.9	9.4
Graduation Rate	--	76.5	68.2	67.0	68.0	73.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	30	68.2
Female	21	13	61.9
Male	23	17	73.9
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	22	15	68.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	17	11	64.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	25	15	60.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	566	566	27	4.77
Female	263	263	263	2.66
Male	303	303	20	6.6
American Indian or Alaska Native	7	7	2	28.57
Asian	18	18	1	5.56
Black or African American	39	39	1	2.56
Filipino	7	7	1	14.29
Hispanic or Latino	155	155	5	3.23
Native Hawaiian or Pacific Islander	5	5	1	20
Two or More Races	52	52	3	5.77
White	275	275	13	4.73
English Learners	18	18	1	5.56
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	195	195	12	6.15
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	39	3	7.69

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	1.32	0.13	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.43	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Elite Academic Academy is an independent study program where students are schooled in the home and through various contracted vendors in the community. Typically, students are in the primary care of their parent/guardian for their schooling. There are a few instances when the school sponsors events, such as field trips and state testing, when it is important to have a clear emergency preparedness plan. The school's procedures for evacuation and emergency preparedness are outlined in our comprehensive safety plan that is updated in March of each school year. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted. Further, it is important to clearly define the responsibilities of the school and parent/guardian, as well as the school's dismissal procedures, in the event of an emergency or disaster. This plan can be found on our website for review

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A1			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A			
Mathematics	N/A			
Science	N/A			
Social Science	2N/A			

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A			
Mathematics	N/A			
Science	N/A			
Social Science	N/A			

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A			
Mathematics	N/A			
Science	N/A			
Social Science	N/A			

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	614

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9193	\$952	\$8241	\$70,768
District	N/A	N/A		\$61,847
Percent Difference - School Site and District	N/A	N/A		13.5
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	-2.4	-8.5

2020-21 Types of Services Funded

Elite Academic Academy-Lucerne (EAA-LU) TK-12, the premier independent study educational option, opened its doors July 1, 2018. We focus on flexible and individualized homeschool, virtual, and blended independent study academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA-LU provides high quality and rigorous state board approved standards-based curriculum options to support students in meeting the challenging state academic achievement standards. We also offer unique academies with emphasis on Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college, their future careers, and the 21st-century workforce.

All high school students have access to A-G approved courses through our own developed courses, as well as three online providers: Strongmind (primarily core/some elective), UC Scout (primarily core), and Edmentum (online elective classes). Credentialed teachers support the online classes through daily interactions via text, Zoom, and Canvas. Student achievement is assessed through a variety of measures such as: State standardized testing, teacher observations, teacher-created tasks, i-Ready assessments and personalized learning paths, school-created benchmark assessments, learning period meetings, weekly meetings, report cards, learning journals, portfolios, labs, quizzes, and finals. Students also have the opportunity to participate in concurrent enrollment with community colleges in the area.

Students in 6th -12th have the option of three learning academies: Virtual, Flex or Homeschool. Each learning option has highly qualified credentialed teachers who are meeting weekly with the student for 1- 4 hours to tutor and help ensure understanding. Middle school students participate in either online courses or use common core textbooks and curriculum to demonstrate learning.

Students who are in TK-5th grade are part of Elite Academic's Homeschool or Flex Academy where Elite's highly qualified, California credentialed teacher work with their assigned students and parents/guardians to identify and implement an individualized learning plan, (ILP). At least every 20 school days, the Elite teacher, student and parent/guardian meet so that the teacher can assess student understanding of the material covered thus far, reteach concepts not yet mastered, and administer benchmark assessments and other Common Core-aligned diagnostic tests to be sure that the students are gaining a true understanding of the concepts being presented.

Elite teachers provide weekly synchronous and live lessons aligned to the Common Core and all necessary materials to support these lessons. Elite students use Common Core SBE approved curricula such as Pearson, Glencoe, Prentice Hall, Evan-Moor, Houghton Mifflin-Harcourt, and other textbooks as described in the parent curriculum list.

Students are required to complete their monthly assignments in order to stay on track and meet their individualized goals. In addition to scheduled learning period meetings, students and parents/guardians have access to their teachers during the school day via phone, email, online domains, and one-on-one appointments, as needed. Elite's teachers act as partners of the parent/guardian to ensure student achievement through a flexible, rigorous, relevant, individualized, and standards-based aligned education.

Students have access to tutors, small group instruction, and enrichment opportunities to explore their individual passions and develop a solid foundation in the areas of their academic weaknesses as well. Students may choose to attend EAA-LU sponsored field trips and group activities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,000	\$48,119
Mid-Range Teacher Salary	\$64,890	\$74,665
Highest Teacher Salary	\$80,000	\$98,160
Average Principal Salary (Elementary)	\$125,000	\$118,542
Average Principal Salary (Middle)	\$125,000	\$125,068
Average Principal Salary (High)	\$125,000	\$133,516
Superintendent Salary	\$198,000	\$194,199
Percent of Budget for Teacher Salaries	22%	31%
Percent of Budget for Administrative Salaries	8%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	4
Foreign Language	0
Mathematics	0
Science	2
Social Science	0
Total AP Courses Offered	6

Professional Development

Elite Academic Academy Professional Development is targeted and designed to improve the instruction of all learners.

The essential focus for upper lever administration (Cabinet and Directors) this year for Elite Academic Academy is student work and data. Bi-weekly Leadership meetings include professional development centered on multiple topics in support of this work: Understanding the Power of Presence; Defining High Quality Instruction; Supporting the Social Emotional Needs of Students; and Data-Informed Decision Making. This professional development takes place all year to ensure full implementation.

COVID has created diverse academic and emotional needs in students, families, and staff, as evidenced by parent workshops; student engagement levels; and local assessment data. To help staff support our families as well as themselves, we continue to partner with the YouSchool to provide a yearlong professional development series on the topic, "Guiding Students to Build Meaningful Lives." The series includes weekly videos for staff and families, as well as five professional development sessions with staff and two parent workshops.

Content Teachers continue to attend Professional Development focused on high quality curriculum and engaging delivery. The series focuses on learning objectives; the use of Universal Design for Learning principles; EdTech integration strategies; Formative and Summative assessment techniques; and student engagement. Teachers meet monthly and receive coaching support in-between meetings.

EAA also believes in building leadership at every level. At Elite we hire instructional lead teachers which are experienced teachers to serve as professional coaches focused on curriculum, teaching strategies, independent study best practices, literacy, and English Learners. Lead teachers provide individualized ongoing professional development in order to support student learning in the charter. They provide one-to-one support for newly hired or struggling teachers. These leads work directly for their unique Academy Directors as well as working with the Chief Academic Officer to provide teacher workshops and family engagement workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+



2022-23 Safety Plan Mountain Empire

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Section 1: School Safety Plan Purpose

Objective

Elite Academic Academy recognizes that students and staff have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Nondiscrimination and Fair Treatment of Pupils

Elite Academic Academy realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students (real or perceived) due to ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Elite Academic Academy endeavors to communicate to students, and the greater community, that all students are valued and respected.

Conduct

Elite Academic Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and, respectful towards Elite Educators, other staff, students, and volunteers. Every effort is made to ensure students are aware of the expected behaviors at school-organized events.

Plan Elements

The Elite Academic Academy School Safety Plan contains the following elements:

- Emergency Preparedness
 - Learning Period Meetings
 - Testing sites

- Field Trips
- Staff meetings
- School office
- Human Resources
 - Mandated Reporter
 - Sexual Harassment
 - Bloodborne Pathogens
- Expectations of Conduct
 - Students
 - Parents/Guardians
 - Staff

The school safety plan shall be evaluated annually. A copy of the School Safety Plan will be available for review at the Elite Academic Academy school office. The school also has an IILP, Covid Plan and School re-opening plan that can be viewed upon request.

Section 2: Emergency Preparedness

Elite Academic Academy is an independent study program where students are schooled in the home and through various contracted vendors in the community. Typically, students are in the primary care of their parents/guardians for their schooling. There are a few instances when the school sponsors events, such as field trips and state testing when it is important to have a clear emergency preparedness plan.

The school's procedures for evacuation and emergency preparedness are outlined in the following section for testing sites, the school office, staff meetings, and field trips. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted.

Further, it is important to clearly define the responsibilities of the school and parent/guardian, as well as the school's dismissal procedures, in the event of an emergency or disaster.

Elite Academic Academy Responsibilities

Elite Academic Academy will abide by the vendor/site emergency plans. Beyond that, Elite Academic Academy will consistently maintain the following:

- Staff emergency information in Paycom
- Student emergency information held within Student Information System with staff access
- Employee safety training assignments, as appropriate
- First aid kits for all test sites, the field trip coordinators, and the school office

Parent/Guardian Responsibilities

Parents and legal guardians of students will be required to complete when applicable:

- Annual CAASPP Site Security form - ER Card
- Field trip permission slips and waivers

All parents are responsible to keep their child's Student Information System Student Emergency Card current. In case of a declared emergency, students will be released only to persons designated on the application form. Parents/guardians are responsible for ensuring that information on all forms is current at all times.

Guidelines for Student and Staff Dismissal

Student Dismissal:

In the event of a declared emergency, as per the site, all students will be required to remain onsite or at an alternate safe site under the supervision of the Director, Director's designee or other school staff assigned by the Director or designee. Students will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. Depending on the site, an authorized adult with a photo ID, whose name appears on the Emergency Card or field trip permission slip, arrives to pick up the student.
3. In the event of an earthquake or other disaster that prevents parents and other designated adults from picking up students, students will remain with school staff.

Staff Dismissal:

In the event of a declared emergency with students present, all school employees will remain on site and carry out their assignments until officially dismissed by the Director, or Director's designee, or relieved by fire or law enforcement.

Learning Period Meeting (LPM)

The purpose of the learning period meeting is for the credentialed teacher to meet with the student to provide educational support, document learning, and complete other administrative tasks. Sometimes, these meetings occur in private homes and public locations, such as a library. Typically, the parent/guardian is present for these meetings and is solely responsible for the safety of the student. In the rare occasion when a student is not accompanied by the parent, the Elite Educator is required to meet in a public location for the safety of the student.

If during an LPM, there is an incident that poses a safety threat to the student, the parent/guardian would be responsible to decide the appropriate course of action for his/her child. If the parent/guardian is not present, the Elite Educator will take responsibility for the student's safety.

Elite Educator

Required Training and Resources:

- Annually complete the following training:
 - Mandated Reporter
 - Bloodborne Pathogens
 - Sexual Harassment
 - CPR Certification
- Download, when possible, emergency apps to phone
 - Red Cross First Aid
 - Red Cross Earthquake
- First Aid Kit, provided by the school

Responsibilities:

- In the event of a student injury when a parent is not present:
 - Call 911 if student injury requires medical attention.
 - If blood or other bodily fluids are present, follow the bloodborne pathogens procedures using the school-provided first aid kit.
 - Contact the parent/guardian and allow them to take responsibility. Once present, the teacher may offer the use of the first aid kit to the parent in this event.
 - Contact a Director to complete any necessary paperwork.
- In the event of a student catching on fire:
 - Instruct the student to stop, drop, and roll (when clothes are on fire) and the teacher will use a blanket, jacket, or other available material - Starting at

the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

- Contact a Director for any necessary paperwork.
- In the event of a building fire:
 - Evacuate the building.
 - Call 911.
 - Contact a Director for any necessary paperwork.
- Earthquake:
 - Instruct the student to implement the *Drop, Cover, and Hold* procedure:
 - *Drop* to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
 - *Cover* under or near desks, tables, or chairs in a kneeling position with their backs to the windows.
 - *Hold* onto table or chair legs.
 - Remain in drop position until the ground movement ends.
 - Contact a Director for any necessary paperwork.

Testing Sites

The school conducts testing at various sites. Because these venues are not school-owned buildings or property, an effort to obtain the site plans from the venue and bring awareness to the staff of all site-specific emergency plans is the primary focus. Developing clear roles of responsibility, providing emergency student information to staff, maintaining first aid training and kits as appropriate, and developing a plan in the event of various emergency scenarios is outlined as follows:

Director, Assessment

Responsibilities:

- Provide general staff safety training for test sites.
- Provide Test Site Coordinator (TSC) test-site-specific safety training and binder

Test Site Coordinator (TSC)

Responsibilities:

Adult and Pediatric First Aid/CPR/AED Certified

Complete Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors • Emergency

Apps downloaded on phone:

- Red Cross First Aid
- Red Cross Earthquake
- EpiPen Trained.
- Epinephrine Indemnity Acknowledgement Signed.
- Standing Order for Anaphylaxis - Procedures to follow.
- Maintain a current list of all proctors and students on-site, including contact information (cell number) for proctors
- Responsible for overall direction and coordination of emergency response efforts during an incident.
- Receive and review a copy of Elite's Testing *Safety Plan*
- Obtain Site Emergency Plans and Emergency Contact Numbers
- Confirm and Locate Site Emergency Evacuation Map in the testing room(s).
- Establish pre-designated evacuation areas and exits and clearly mark them on the site map.
- Provide site-specific safety training for proctors, and ensure all staff is aware of site exits and evacuation areas.
- Complete incident report as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

Assessment Support (AS)

Responsibilities:

Complete Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors

- Emergency Apps downloaded on phone:
 - Red Cross First Aid
 - Red Cross Earthquake
- Responsible for ensuring the site is safe.
- Provided copy of *Safety Plan - Test Sites*.
- Support TSC as needed.
- Complete incident report, as needed, for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

Teacher/Proctor

Responsibilities:

Proctors wear ID/lanyard or name tag at all times at the test site

- Once alerted by a parent, it is the Elite Educator's responsibility to report ALL listed health issues
- Attend staff safety training
- Provided copy of Elite's Testing Site *Safety Plan*
- Attend site-specific safety training
- Report safety concerns to TSC immediately
- Take the student to TSC/Assessment Support for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

Site Supplies and Resources

First Aid

- CPR/AED Responder - Pack (contains one-way valve face shield)
- First Aid Kit
- Gloves (latex-free) - Box

Emergency Preparedness

- Maintain emergency food and water

Student Information

TSC Manual - Master Copy -Student Emergency Card required for every student on site

Proctor Binders

- Copies - *Emergency Cards*- grade-level specific
- Grade Level Rosters - Parent Signatures for Sign-In and Pick-Up (Photo ID Required for student release)

Emergency Procedures

Fire

Proctors shall take Proctor Binders (containing student information) and:

1. Begin orderly evacuation immediately and complete within minutes of the initial alarm of a fire, with minimal congestion in hallways and exits.
2. Lead students to the pre-designated evacuation area away from fire lanes.
3. Take roll once in the evacuation area.
4. Report any missing students to the Test Site Coordinator (TSC) immediately.
5. Remain with students until given alternative instructions.

Earthquake

Proctor shall implement the *Drop, Cover* and *Hold* procedure and instruct students to

- *Drop* to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
- *Cover* under or near desks, tables, or chairs in a kneeling position with their backs to the windows.
- *Hold* onto table or chair legs.
- Remain in drop position until the ground movement ends.
- Evacuation shall occur if directed by the Test Site Coordinator (TSC).
- Proctors will take Proctor Binders (containing student information).
- Proctors will lead students to the pre-designated evacuation area.
- Proctors will take roll once in the evacuation area.
- Proctors will immediately report any missing students to the Test Site Coordinator (TSC).
- Proctors will remain with students until given alternative instructions.

Emergency Campus Lockdown

The decision to call for a *Lockdown* will be made by the Test Site Coordinator (TSC)

The TSC shall:

- Notify all proctors of the need for a test site lockdown, as soon as the decision has been made.
- As soon as possible after an emergency:
 - Inform the proctors of the reasons for the need for a lockdown;
 - Contact Assessment Director.
- Provide parents and other community members who ask for the reason for the lockdown, either in person or by phone, the reason as specifically as possible under the circumstances.
- Not provide the names of any students or parents involved (Ex. custody conflicts) to maintain confidentiality.
- Use discretion in determining how much information will be given to the students, based on their ages and maturity.
- Instruct proctors to provide information to the students in a calm and reassuring manner.

Lockdown Sample Situations

- The site I has been informed that a crime has been committed near the site and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.

- The Sheriff's Department has informed the site that an armed and dangerous person is in the vicinity of the school and all precautions should be taken.
- The site has received a direct credible threat that someone intends to do harm to one or more persons at the site.
- Information has been received by the site that a non-custodial parent is coming to try to take a student away from the test site.
- A person not having a legitimate business has been seen loitering in the vicinity of the site. He/she either has not left the area when asked to do so, or he/she has left but the TSC believes that based on the person's behavior, he/she may return.

Lockdown Procedures

The TSC will:

- Notify the Sheriff's Department.
- Notify the Assessment Director of the *Lockdown* as soon as possible.
- Assign a proctor to monitor the main entrance(s) to allow legitimate visitors to enter.
- Notify the proctors in the fastest possible manner that a *Lockdown* has been initiated.
- Notify parents of the lockdown status.
-
- Delay dismissal until it is safe for students to exit.
- Inform all proctors and Assessment Director that the *Lockdown* has ended, once it has been determined that the dangerous situation no longer exists.

Proctors will:

- Keep all students indoors under their supervision for the duration of the *Lockdown*.
- Lock testing room or building doors, close window and blinds if directed by the TSC.
- Contact the TSC to determine if the situation allows for students to leave the room to go to the bathroom.
- Escort any student who goes to the bathroom.
- Not dismiss students until receiving direction to do so by the TSC.
- Escort their students to the site of parent pick-up location.

Assessment Director will:

- Notify the Executive Director in the fastest possible manner.

Active Shooter/Armed Intruder on Campus

If an armed assault occurs on or near the test site personnel who observed the assault should immediately notify the Test Site Coordinator (TSC) and call 9-1-1

TSC will:

- Initiate the appropriate response actions, which may include Shelter-in Place, Lockdown, On-Campus Evacuation, or Off-Campus Evacuation.
- Call 9-1-1 and provide the exact location, description, and nature of the incident. If the TSC cannot remain on the phone, a designated person should remain on the phone line with the 9-1-1 dispatcher until law enforcement personnel arrive on the scene.

If it is safe to do so, proctors should attempt to isolate and secure the students away from the perpetrator(s)

Proctors will:

- Take steps to calm and control students.
- Keep students in secured areas until local authorities arrive and are able to neutralize the perpetrator(s).
- Stay inside testing rooms.
- Instruct students to lie flat on the floor, move away from the doors or windows and remain quiet.
- Turn off lights, lock doors and close any shades or blinds.
- The goal is to hide and make your room look vacant.
- Silence cell phones.
- Remain in the testing room, or secured area, until further instructions are provided by the TSC or law enforcement.

Field Trips

The school hosts field trips at various venues. Since these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. School field trips require parent participation and therefore all students should be in the care of a parent/guardian or an Elite credentialed employee. In an effort to promote the safety of those in attendance, the development of clear roles of responsibility, collection and organization of emergency student information, and maintenance of first aid kits is outlined as follows:

Field Trip Coordinators (FTC):

- Maintain a current list of all chaperones and students on site.
- Chaperones maintain a list of student information, emergency contact information, and any medical/allergy information
- Provide a first aid kit to all Field Trip Coordinators (FTC).
- Identify the method of communication between coordinators and chaperones in the event of unforeseen events.
- Monitor and provide training to parents transporting students other than their own.
- Provide FTC with necessary safety training:
 - Safe Schools Training - First Aid
 - Emergency Apps downloaded on the phone
 - Red Cross First Aid

Field Trip Organizer:

- Collect all Field Trip Permission Slip and Waivers from students in attendance.
- Process and file signed parent or guardian permission forms prior to the activity. These should include contact information in case of emergency. Forms should be carried on the field trip in order to be given to a doctor/hospital in case emergency treatment is required.
- Plan for additional adult supervision. This includes, as a minimum, one (school-approved) adult per every 10 students. Consider assigning specific students to an adult in the group. Adult chaperones should be knowledgeable of all hazards, rules, and emergency procedures in advance.
- Maintain a current list of all school staff in attendance.
- Contact the Director in the event of an emergency.
- Complete all necessary training as needed.
- Bring first aid kit to the field trip.
- Provide a pre-trip email to Elite Educators, Chaperones, and parent chaperones containing information such as venue safety procedure, behavior expectations, hazards, itinerary, and other related information.
 - Obtain the most current weather forecast prior to the activity. Be especially aware of the chance for storms or other dangerous weather
- Identify the method of communication between coordinators and chaperones in the event of unforeseen events.
- Support the venue's direction and coordination of emergency response efforts during an incident.
- Inform parents of the FTC's contact information for safety concerns that occur during the trip.
- Provide parents with a map containing first aid stations.
- Complete incident report as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.
- Distribute and collect the online Google form to all parents driving other students to the field trip.

- Make sure that students fully understand the activities they will be conducting and any possible hazards to avoid. Ensure that, for water-related field experiences, at least one adult is trained in water safety techniques including CPR and lifesaving. If the student activity is planned in or on water, U.S. Coast Guard-approved life jackets must be worn.
- Ensure all COVID surveys have been completed the day before/day of field trip
- Ensure all Chaperones have COVID Personal protection equipment
- Ensure all COVID field trip guidelines have been communicated to students and staff

Elite Educator Chaperone:

- Maintain current personal emergency contact information with school in Paycom.
- Carry a charged mobile phone in case of emergencies and a basic, approved first-aid kit for minor abrasions or scratches.
 - Report safety concerns to FTC immediately.
 - Support FTC as needed.
 - Support the venue's direction and coordination of emergency response effort during an incident.
 - Take the student to FTC for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.
- Forms should be carried on the field trip in order to be given to a doctor/hospital in case emergency treatment is required
- Ensure all COVID field trip guidelines are implemented during the field trip for safety

Parent Chaperones:

- Parents/guardians will ensure that their student, and any student they are responsible for, will remain with them for the entire trip.
- Parents/guardians will be responsible for any medications and administration to their child and/or student they are responsible for.
- Provide students & chaperones with identifying name tags.
- Contact the FTC when safety concerns occur during the trip.
- Utilize the venue's first aid stations if necessary.
- Follow the venue's direction of emergency response effort during an incident.
- Any other student attending the event is brought under the guidance and direction of the parent. Parents must complete the release of liability form for non-Elite Academic Academy students to attend.
- Ensure all COVID field trip guidelines are implemented during the field trip for safety

Staff Meetings

In-person staff meetings are conducted in-person at a facility rented by the school. Because this venue is a public location, the staff and any additional participants in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection and organization of emergency staff information, and maintenance of first aid kits are outlined as follows:

Director or Director's designee

- Maintain a current list of all employees in attendance.
- Responsible for supporting the venue's direction and coordination of emergency response efforts during an incident.
- Obtain Site Emergency Plans, if possible.
- Obtain Site Emergency Evacuation Map, if possible.
- Establish pre-designated evacuation areas and exits and clearly mark them on the site map.
- Bring a first aid kit.

Required Training and Resources:

- Complete Safe Schools Training - First Aid

All Employees:

- Maintain current personal emergency contact information with school in Paycom.
- Report safety concerns to a Director immediately.
- Support Director as needed.
- Follow the emergency plans as directed by the venue.

School Office

The school office is located in a rented facility that does not have an emergency plan. The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits is outlined as follows:

Director and Human Resources

- Maintain current staff emergency contact information.
- Develop site emergency plans and protocol as well as communicate plans to staff.
- Clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside.
- Provide a first aid kit including flashlights and a window breaker.
- Provide safety training as needed.

Designee

- The Designee is the most senior staff member present at the time of the emergency.
- Uphold the evacuation and safety plan.
- Bring a first aid kit.

All Additional Office Staff

- Maintain a current personal emergency contact with the school in Paycom.
- Responsible for following the emergency and safety plans during an incident.

Emergency Procedures

In the event that an emergency occurs, all employees are to evacuate the building by following the procedures below.

1. In the event of an emergency, all employees should immediately stop whatever they are doing and quickly and safely exit the building.
2. It is the responsibility of the most senior staff member present at the time of the emergency to see that all employees leave the building promptly and safely.

3. All employees should exit the building by way of the nearest exit or stairwell, if applicable, to the outside.
 - a. If the nearest stairwell, if applicable, is blocked by smoke, use the other stairwell, if applicable. DO NOT USE AN ELEVATOR. Elite Academic Academy will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
 - b. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
4. Follow the exit plans. People who exit the building first must position themselves far enough away from the building to enable everyone to stand clear of emergency vehicles. The street must be kept clear at all times, so as not to hamper the movement of emergency vehicles into the area.
5. If possible, before leaving the building, the designee will call the Fire Department and leave all doors unlocked to allow the fire department easy access.
6. Once outside the building, the designee will:
 - a. Confirm that the fire department has been called (911)
 - b. Congregate all employees in the parking lot and confirm that all employees and visitors are out of the building.
 - c. Designate someone to meet the fire department at the front entrance to provide additional information if necessary.
7. Staff members trained in CPR and rescue breathing should survey the individuals outside to determine if anyone is in need of first aid. Appropriate aid should then be given.
8. Once outside, do not re-enter until the building is declared safe by the Fire Department and you are informed to do so by the designee.

Section 3: Human Resources

Human Resources is responsible for providing staff training and ensuring compliance. The following Safe Schools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school safety plan and requirements per the law. Training plans may include one or more of the following:

- Active Shooter
- Crisis Response and Recovery
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Terrorism: Awareness and Response
- Supervisor's Role in Safety
- Chemical Spills Overview
- Compressed Gas Safety
- Confined Spaces
- Electrical Safety
- Eye and Face Protection
- Facility Emergencies
- Fall Protection
- Fire and Explosion Hazards
- Fire Extinguisher Safety
- General Safety Orientation
- Lead Safety Awareness
- Office Ergonomics
- Personal Protective Equipment
- Slips, Trips and Falls
- Storm Water Management Overview
- AED (Automated External Defibrillators)
- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Health Emergencies: Asthma Awareness
- Health Emergencies: Choking and Heimlich Maneuver
- Health Emergencies: Life-Threatening Allergies
- Health Emergencies: Overview
- Health Emergencies: Seizures
- HIV/AIDS Awareness
- Sexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Workplace Bullying: Awareness and Prevention
- Cybersecurity Overview
- Email and Messaging Safety
- Arson Awareness and Prevention

- Safety Basics for Security Staff
- School Intruders
- School Violence: Identifying and Addressing
- Visual Weapons Screening
- Online Safety: Cyberbullying
- Online Safety: Predators
- Online Safety: Threats of Violence
- Online Safety: What Every Educator Needs to Know
- Bullying: Recognition and Response
- Child Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Gang Awareness
- Hazing
- Making Schools Safe for LGBT Students
- Mandated Reporter: Child Abuse and Neglect
- Youth Suicide: Awareness and Prevention
- Evacuation Planning for Students with Special Needs
- Online Safety: Threats of Violence Mandated Reporter

Mandated Reporter

Duty to Report

In conformance with the requirements of the Penal Code 11165.7, any district employee who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment, whom he/she knows or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately, or as soon as practically possible, by telephone; and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, “reasonable suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Definitions

1. "Child Abuse" includes the following:

- A physical injury inflicted by other than accidental means on a child by another person.
 - Sexual abuse of a child.
 - Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - Unlawful corporal punishment or injury resulting in a traumatic condition.
 - Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:
 - Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.
 3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
 4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the director, or the director's designee, as soon as possible after the initial verbal report by telephone.

Notified administrators shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the director may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a director, he/she shall provide or mail a copy of the written report to the school without his/her signature or name.

Legal Responsibility and Liability

1. According to P.C. 11166 [c], if a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. If the mandated reporter intentionally conceals his or her failure to report an incident known by the mandated reporter to be abuse or severe neglect, the failure to report is a continuing offense until a county

designated agency to receive mandated reports specified in P.C. 11165.9 discovers the offense.

2. Any supervisor or administrator who violated P.C. 11166 [1], which prohibits impeding others from making a report, shall be punished by not more than 6 months in county jail or by a fine of not more than \$1,000, or both.
3. Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where the abuse or neglect results in death or great bodily injury, shall be punished by not more than 1 year in county jail or by a fine of not more than \$5,000, or both (P.C. 11166.01 [b]).
4. No mandated reporter shall be civilly or criminally liable for any report required or authorized unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused (P.C. 11172 [a]). When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Child Protective Services Hotlines

1. Los Angeles County: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 (TDD)
2. Kern County: 661-631-6011 -or- 760-375-6049
3. Riverside County: 800-442-4918 -or- 877-922-4453
4. Orange County: 714-940-1000 -or- 800-207-4464
5. San Bernardino County: 909-384-9233 -or- 800-827-8724
6. San Diego County: 858-560-2191 -or- 800-344-6000
7. Imperial County: 760-337-7750

Sheriff's Offices Contact Information:

1. Los Angeles County
 - Phone: 323-267-4800
 - Website: <http://www.lasd.org>
2. Kern County
 - Phone: 800-861-3110

- Website: <http://www.kernsheriff.com>
- 3. Riverside County
 - Phone: 951-955-2400
 - Website: <http://www.riversidesheriff.org>
- 4. Orange County
 - Phone: 714-647-7000
 - Website: <http://www.ocsd.org>
- 5. San Bernardino County
 - Phone: 909-387-8313 (Valley)
 - Phone: 760-956-5001
 - Website: <http://www.sbcounty.gov/sheriff>
- 6. San Diego County
 - Phone: 858-565-5200
 - Website: <http://www.sdsheriff.net>
- 7. Imperial County
 - Phone: 800-452-2051, 442-265-2021
 - Website: <http://www.icso.org>

Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report should be completed on state form 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf. (Appendix B: Child Abuse Report Form)

Child Abuse Training Requirement:

- Per AB 1432, all school employees must annually complete the Mandated Reporter Training course within the first six weeks of school, or by the sixth week of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through Safe Schools, the school's online training and tracking system designed specifically for education agency employees.
- The Safe Schools learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to Human Resources.
- Staff can access online training courses at:
 - <http://www.mandatedreporterca.com/> -or-
 - <http://eliteacademic.safeschools.com/login>
 - Employees must contact HR at thasper@eliteacademic.com for mandated reporter course assignment in order to complete the training through the Safe Schools interface.

Sexual Harassment

Elite Academic Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Elite Academic Academy Administrative team shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Per AB1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees, within 6 months of their assumption of a supervisory position, 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures as outlined in the employee handbook.
3. Publicizing and disseminating the school's sexual harassment policy to staff.
4. Ensuring prompt, thorough, and fair investigation of complaints.
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant, or a student, shall immediately report the incident to Human Resources, his/her supervisor, the director, or the director's designee. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a school

employee, job applicant, or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Bloodborne Pathogens (BBP)

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

Treatment of Students

Each staff member will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat a student. Staff should follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If cleanup is needed during a Learning Period Meeting, the Elite Educator can provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

School Office

Procedure

1. In the event of a serious injury resulting in the release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All personnel will have completed the Safe Schools Bloodborne Pathogens course in order to prevent exposure.
 2. Spilled body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
 - Advise the most senior employee on duty. They should be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
 - Clean up the spilled fluids as follows:
 - Put on protective gloves.
 - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit.
 - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes.
 - Use paper towels to pick up material as best possible.
- Place all potentially contaminated materials in a leak-proof plastic bag.

- Sweep/mop up any additional neutralized/absorbed fluids and place them in the leak-proof bag.
 - Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place them in the bag.
 - Secure the bag and discard it as other trash.
 - Wash hands thoroughly in hot, soapy water.
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

Section 4: Expectations of Conduct

It is important that all students, parents/guardians, and staff understand the conduct expected at Elite Academic Academy in order to ensure that all parties feel safe.

Students

Elite Academic Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards Elite Educators, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school-organized event.

Parents/Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption. Please see the Elite Academic Academy Parent-Student Handbook.

Staff

Staff conduct is equally important, and staff must exhibit professionalism at all times. Because we consider all school staff to be representatives of Elite Academic Academy, the school outlines standards of conduct for all staff members in the employee handbook, and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct

- Physical Contact with Students and Other Staff Members
- Off-duty conduct
- Drug and Alcohol-Free Workplace and Awareness Program
- Tobacco-Free Workplace
- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

Bullying Policy

The school recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and works to provide a safe school culture that protects students from physical and emotional harm. Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school-related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and/or bullying of any student.

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cybersexual bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the jurisdiction of the Director of Elite Academic Academy.

Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 - Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity

information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting). Cyberbullying and cybersexual bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cybersexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

Bullying Prevention, Intervention and Reporting

School staff will have access to Safe Schools online training related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witnesses an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify a Director. As appropriate, the Director, or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

Hate Crime Reporting

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve but are not limited to, physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Intervention and Reporting

1. Any student or employee who believes that he/she is a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director, or the Director's designee; or, if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director, or the Director's designee; or, if regarding another employee, Human Resources.
3. Law enforcement will be notified by the Director, or Human Resources if it is determined that a hate-motivated crime occurred.
4. The staff has access to Safe Schools training to recognize hate-motivated behavior and methods of handling such behavior inappropriate ways.

Notifying Staff of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Elite Educator or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous objects, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Director, or the designee of the Director.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered,

or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
- Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - Placing a reasonable pupil or pupils in fear of harm to that pupil or

those pupils' person or property.

- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- A pupil who aids or abets the infliction or attempted infliction of physical injury to another person.
 - "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A message, text, sound, or image.
 - A post on a social network Internet Web site, including, but not limited to:
 - Posting to or creating a "burn page."
 - Creating a credible impersonation of another actual pupil
 - Creating a false profile
 - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Additional Requirements and Liability as per Ed. Code 49079:

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employer.

APPENDIX A: School Pathways Student Emergency Card

Emergency Card

Currently Assigned Staff:

Student Name:	Gender:	Grade:	Birthdate:	Age:	Student ID#:
Physical Street Address:	City:			State:	Zip:
Mailing Address:	City:			State:	Zip:

Parent/Guardian

Parent/Guardian Name:	Relationship:
Address:	Home Phone:
	Cell Phone:
	Work Phone:
	Email:
Parent/Guardian Name:	Relationship:
Address:	Home Phone:
	Cell Phone:
	Work Phone:
	Email:
Person(s) authorized to pickup student from school:	
Custody issue regarding the student:	
Legal restrictions for any parent:	

Emergency Contacts

(Relatives/neighbors/friends who will assume temporary care of your child if you cannot be reached)

Contact 1 Name:	Relationship to student:	Phone Number 1:	Phone Number 2:
Contact 2 Name:	Relationship to student:	Phone Number 1:	Phone Number 2:

Other Children in Family

Name	Gender	Year Born	School Currently Attending	over 18	Relationship to student
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

Health Information

Medications taken by student at School or at Home (written authorization from doctor required for medications taken at school):
Other Health Condition:
What action is to be taken if student has a complication due to his/her allergic condition or other health condition (Please be specific):

Known Conditions: (check all that apply)

<input type="checkbox"/> Asthma	<input type="checkbox"/> Known hearing problem	<input type="checkbox"/> Glasses to be worn at all times
<input type="checkbox"/> Bee Sting Allergy	<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Known eye condition/defect in vision
<input type="checkbox"/> Diabetes	<input type="checkbox"/> Wears hearing aid	<input type="checkbox"/> Wears contact lenses
<input type="checkbox"/> Epilepsy		<input type="checkbox"/> Wears glasses
<input type="checkbox"/> Heart Condition		
<input type="checkbox"/> Nut Allergy		
<input type="checkbox"/> Seizures		
<input type="checkbox"/> Other (Please Specify Below)		

Insurance

Health Insurance Carrier:	Insurance ID or Policy #:	Hospital Preference:
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Physician

Name of Physician:	Address:	Phone:
Vision (list Dr):		
Hearing (list Dr):		

Parent Signature

In case of accident or other emergency, if parent or guardian cannot be reached, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical or hospital care, including necessary transportation.

Under such circumstances, I further authorize the physician named above to undertake such acts and treatment of my child as he/she considers necessary. In the event said doctor is not available, I authorize such care and treatment to be performed by any licensed physician or surgeon.

I certify that all of the statements and information given above are true and correct to the best of my knowledge:

The undersigned hereby agree to bear all costs incurred as a result of the foregoing. This authorization will remain in effect until revoked by the undersigned in writing:

Signature of Parent or Guardian: _____ Date: _____

Student: ; Currently Assigned Staff: ;

APPENDIX B: [Child Abuse Report Form](#)

	Print	SUSPECTED CHILD ABUSE REPORT	Reset Form
To Be Completed by Mandated Child Abuse Reporters		CASE NAME: _____	
Pursuant to Penal Code Section 11166		CASE NUMBER: _____	
PLEASE PRINT OR TYPE			
A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		MANDATED REPORTER CATEGORY
	REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		DATE/TIME OF PHONE CALL
	ADDRESS	TELEPHONE	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	PRESENT LOCATION OF VICTIM		ETHNICITY
	SCHOOL		TELEPHONE
	CLASS		GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO
	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME
D. INVOLVED PARTIES	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		TYPE OF ABUSE (CHECK ONE OR MORE)
	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:		<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT
	<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND		<input type="checkbox"/> OTHER (SPECIFY)
	RELATIONSHIP TO SUSPECT		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> LINK
	PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		
D. INVOLVED PARTIES	VICTIM'S BELONGINGS		
	1. _____		3. _____
	2. _____		4. _____
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	ETHNICITY		HOME PHONE
	BUSINESS PHONE		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	ETHNICITY		HOME PHONE
BUSINESS PHONE			
D. INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE
	ADDRESS		SEX
	ETHNICITY		TELEPHONE
E. INCIDENT INFORMATION	OTHER RELEVANT INFORMATION		
	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____		
	DATE / TIME OF INCIDENT	PLACE OF INCIDENT	
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)			

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.
 WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

INJURY AND ILLNESS PREVENTION PROGRAM FOR ELITE ACADEMIC ACADEMY ADDENDUM

COVID-19 Prevention Program (CPP)

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Authority and Responsibility

Ms. Meghan Freeman, CEO has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: contacting their superior or Human Resources should they suspect a COVID-19 workplace hazard. Additionally, we will utilize the approved IIPP plan to conduct and record workplace evaluations.

Employee screening

We directly screen employees when they come to work, by having them self-screen according to CDPH guidelines. We ensure that face coverings are used during screening by both screeners and employees and that temperatures are measured, using non-contact thermometers.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices, or procedures, will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed and correction time frames assigned, accordingly.
- Individuals are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements.
- Reducing the number of persons in an area at one time, including visitors.
- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.
- Reference section 3205(c)(6) for details]

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. PPE will be available at all times to employees and those who are found to not be wearing PPE at any time will be asked to do so, or be asked to return home until they agree to return to the worksite in compliance.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

Engineering controls

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- We will allow staff to prop the front door open for at least half of the work day to allow for outside air to filter through the offices.
- We will be installing external air filtration systems within our offices.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- OSHA approved cleaning supplies have been provided to all staff and we have trained and instructed that they should sanitize a common area at least twice daily.
- We have an outside professional cleaning company clean our offices once weekly to ensure maximum sanitization.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

The area will be properly sanitized with OSHA approved cleaning supplies by a trained and appointed staff member, who will wear safety gloves provided by our organization. Additionally, we will call for an

emergency professional cleaning of the full offices in the case of a positive COVID-19 test case.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by utilizing OSHA approved cleaning supplies which have been provided to all staff; and we have trained and instructed staff that they should sanitize common areas at least twice daily.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users. Should staff members need to travel to the same location in one vehicle, proper sanitization procedures will be followed before and after the shared ride. They will also be required to wear all PPE while in the shared vehicle together, and less than 6 feet apart. When possible, staff will use their own vehicle to transport themselves to a shared location.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. [Reference section [3205\(c\)\(E\)](#) for details on required respirator and eye protection use.]

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. [Delete if not applicable to your workplace.]

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- Be provided with the information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to Human Resources (hr@eliteacademic.com) and/or their Director, immediately; including during non-work hours.
- Employees can report symptoms and hazards without fear of reprisal.
- Where testing is not required, how employees can access COVID-19 testing through regional and

private testing facilities in their home area.

- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. [If you are required to provide testing because of an employee exposure, have a plan for how this will be accomplished at no cost to the employee during working hours, including when the testing is in response to CCR Title 8 section 3205.1, Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks. It is recommended that the plan be developed in advance for large or high-risk workplaces.]
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.
- Communication via company memo and email will be issued to any and all affected parties should a positive COVID-19 test occur within the organization.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Appendix D: COVID-19 Training Roster will be used to document this training.

Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related by communicating to the employee the current amount of sick time hours available to them based on their personal accruals, as well as the allotted 80 hours of COVID-19 sick time available to them. Additionally, we offer information to employees that they may be eligible to receive FFCRA through the State of California. Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
-

DocuSigned by:

Meghan Freeman

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2/1/2021

Meghan Freeman, CEO

Date

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

<p align="center">Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>	
---	--

<p>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</p>		
<p>All employees who may have had COVID-19 exposure and their authorized representatives.</p>	<p align="center">Date:</p>	
	<p align="center">Names of employees that were notified:</p>	
<p>Independent contractors and other employers present at the workplace during the high-risk exposure period.</p>	<p align="center">Date:</p>	
	<p align="center">Names of individuals that were notified:</p>	

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
 - We will provide additional testing when deemed necessary by Cal/OSHA.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of workplace COVID-19 illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 investigation, review and hazard correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.

- Improving air filtration.
- Increasing physical distancing as much as possible.
- Respiratory protection.
- [describe other applicable controls].

Notifications to the local health department

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

Additional Consideration #2

Major COVID-19 Outbreaks

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

Exclusion of COVID-19 cases

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria**, and any relevant local health department orders.

Investigation of workplace COVID-19 illnesses

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 hazard correction

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

Notifications to the local health department

We will comply with the requirements of our **Multiple COVID-19 Infections** and **COVID-19 Outbreaks-Notifications to the Local Health Department**.

COVID-19 School Guidance Checklist

January 14, 2021

CALIFORNIA
ALL

Your Actions
Save Lives



Date: 01/29/2021

2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: Elite Academic Academy-Mo

Number of schools: 1

Enrollment: 675

Superintendent (or equivalent) Name: Meghan Freeman

Address: 43414 Business Park Dr

Phone Number: 866-354-8302

Temecula, Ca 59937

Email: mfreeman@eliteacademic.

Date of proposed reopening:

County: San Diego

Grade Level (check all that apply)

Current Tier: Purple

TK 2nd 5th 8th 11th

(please indicate Purple, Red, Orange or Yellow)

K 3rd 6th 9th 12th

Type of LEA: Public Charter School

1st 4th 7th 10th

This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

K12csp@cdph.ca.gov

LEAs or equivalent in Counties with a case rate $\geq 25/100,000$ individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.

For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

I, Elite Academic Academy, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

Stable group structures (where applicable): How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

N/A non-classroom based school

If you have departmentalized classes, how will you organize staff and students in stable groups?

N/A non-classroom based school

If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

N/A non-classroom based school

Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced for staff and students.

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: _____ feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

We are a non-classroom based school, children learn from home. Please

Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

Testing of Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Not applicable, as not classroom based, and we require 10 day quarantine

Testing of Students: How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Not applicable, as not classroom based, and we require 10 day quarantine

Identification and Reporting of Cases: At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

Consultation: (For schools not previously open) Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: _____

Date: _____

If no labor organization represents staff at the school, please describe the process for consultation with school staff:

We never closed as a result of Covid-19. Our school specializes in
distance learning. We did cease all in person contact. A detailed
Covid-19 section on our website updates stakeholders weekly.

<https://www.eliteacademic.com/resources/covid-updates/>

For Local Educational Agencies (LEAs or equivalent) in PURPLE:

Local Health Officer Approval: The Local Health Officer, for (state County) San Diego. County has certified and approved the CRP on this date: _____. If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

Additional Resources:

[Guidance on Schools](#)

[Safe Schools for All Hub](#)

Tentative Scheduled Outline for Class Development- 2022

Cheryl McCormick, M.S.S. - Curriculum Developer

gravitationalperformance@gmail.com

760-449-6782

\$6500 per class- Based upon number of modules and lessons per class.

My goal is to develop advanced courses for each of these classes in the next year. This provides aspiring sports students with a well-rounded understanding of what they will learn in college courses among these disciplines.

1. Class: **SP 101- Introduction to Sports Psychology: Mental Health in Sport**

Start/End Date: January- March

Grade Level: 9-12

Course Description:

Introduction to Sports Psychology (SP 101), is an introductory course that provides students with general concepts like imagery, self-esteem, and emotion management and areas like human anatomy and physiology, that support psychology in sport performance. What students will take away from this class is a general understanding of what sports psychologists do in their field of work. Students will be able to understand and identify important psychological factors that promote physical performance and hinder sport performance. Along with this, students will learn general concepts of implementation of techniques that can strengthen athletic performance from various psychological perspectives. Students will also learn different career paths and payouts within this discipline. This class has a final project that will allow the students to apply their learned skills and techniques from this class to a client (made-up) in which they are working with in sport, that will either assist in performance anxiety, depression, and or to better their athlete's performance outcomes.

Goal: An advanced course to this, will go further into depth among areas (skills and technique training) in sports psychology and will take students further into understanding how much education and state-by-state board certification they will need to practice as a sports psychologist.

2. Class: **SM 201- Introduction to Sports Medicine**

Start/End Date: April-June

Grade Level: 9-12

Course Description:

This class provides students with a basic overview of the history of sports medicine, athletic trainers scope of practice in sports and in sports medicine. This class also includes an introductory to rehabilitation, injury prevention, treatments, and other important areas and functions that support sports medicine. Along with this, students will learn of job opportunities within this industry and their role as leaders in preventative medicine and in the sport industry. This course has a final project that allows the student to be a team's sports medicine physician who will assess and diagnose an injury, develop a treatment and rehabilitation plan, and determine if/when the athlete is able to return to play.

Goal: An advanced course to this, will go further into depth among sports medicine techniques, science of sports medicine, and various job placement opportunities within this field.

3. Class: **SS 301- Introduction to Sports Science- Science of Sport**

Start/End Date: July-September

Grade Level: 9-12

Course Description:

What students will take away from this class is a general understanding of why science in sports is studied and implemented into sport performance. This class will offer students the ability to continue building on concepts relatable to athletic training at a higher level of sport (college & professional). This class will also prepare young students for college level classes within the same discipline and recommended certifications further needed to practice as a sports scientist. Along with this, students will learn of job opportunities within sports science such as athletic training, sports research scientists, sports coaches, and more! This class has a final project that allows students to be a team's sports scientist who will develop a training program for an entire sports team, that will aid in maximal physical performance.

Goal: An advanced course to this, will build upon various sections in the science of sport such as what sports scientists do, the role of data scientists, sports coaching, sports management, and much more.

4. Class: **SM 401- Introduction to Sports Management**

Start/End Date: October-December

Grade Level: 9-12

Course Description:

This course provides students with an ethical and theoretical perspective of sports management framework and what sports management professionals do in the sport industry. This class introduces a complex understanding of sports entertainment, sporting goods services, and much more. Along with this, students will learn the importance of planning and organizing sporting events and fundraisers; Understand what boosters are; And identify the difference between collegiate sports, elite sports, and professional sports. This class has a final project that allows students to be an athletic director to a new college sports team. Students will show their work and who they hire into position for the new sports team: Sports coaches, trainers, nutritionists, and more. They will also develop rules for the staff and team players to adhere to. This process will ensure that students have a general understanding of what sports management professionals offer to the sport community.

Goal: An advanced course will offer students the opportunity to dive further into job positions within this industry, along with a general understating of sports law and trending topics today.

Elite Academic Academy School Year 2022 - 2023

JULY							AUGUST							SEPTEMBER							OCTOBER							HOLIDAYS						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2		1	2	3	4	5	6						1	2	3	1						1	7/1						
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	- First Day of School						
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	- Independence Day Holiday						
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	- Summer Break						
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	- Labor Day							
31																					30	31						- Veteran's Day						

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5			1	2	3					1	2	3	4	5	6	7	1	2	3	4			
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30				25	26	27	28	29	30	31	29	30	31				26	27	28					

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4				1							1	2	3	4	5	6	1	2	3					
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			25	26	27	28	29	30	31	



Key	
	First & Last Day of School
	End of Learning Period
	Holiday
	Non-school Days
	ACA Days

LP#	Days
LP1	7/1 - 8/6
LP2	8/8 - 8/26
LP3	8/29 - 10/7
LP4	10/10 - 11/18
LP5	11/28 - 1/20
LP6	1/24 - 2/16
LP7	2/21 - 3/24
LP8	3/27 - 5/6
LP9	5/8 - 6/14
	31
	0
	29
	29
	0
	0
	19
	35
	32
	175

Pending Board Approval



CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The Parties to this Confidentiality and Non-Solicitation Agreement ("Agreement") are Elite Academic Academy - CHARTER (the "School") and NAME ("Employee") (collectively referred to herein as the "Parties").

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

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

3. Confidential Information Defined. "**Confidential Information**" of the School includes, but is not limited to, proprietary and/or trade secret information, intellectual property, ideas

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

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

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

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

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

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

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

D. Required Disclosure. Notwithstanding Sections A, B and C above, in the event that Employee is requested or required (by oral questions, interrogatories, requests

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

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

that might interfere with or be in competition with the interests of the School.

- H. Student Information. Employee agrees not to use, disclose, or disseminate in any manner whatsoever, for compensation or otherwise, any information, actions, events, behavior, or other conduct that Employee observes or hears from the School's students or their families, either directly or indirectly, either during employment with the School or following termination of employment. Employee further agrees to take all precautions reasonably necessary to prevent the unauthorized use, disclosure, or dissemination of the School's students' information, actions, events, behavior, or other conduct, either during employment with the School or following termination of employment with the School.

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

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

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

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

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

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

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

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

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

Date: _____

NAME

Date: _____

By: _____
Its: Chief Executive Officer



MUTUAL AGREEMENT TO ARBITRATE DISPUTES

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

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

exclusive authority to determine arbitrability.

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

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

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

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

COMPANY:

EMPLOYEE:

By: _____
Its: Chief Executive Officer

By: _____

DATED: _____

DATED: _____