



Elite Academic Academy - Mountain Empire

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pwd=dVJiSVBTbTNIeGZobGduSk1NZINyZz09 Meeting ID:

943 3932 2461 Passcode: 517181 One tap mobile

+16699009128,,94339322461#,,,,*517181# US (San Jose)

October 6th, 2022 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590



Elite Academic Academy - Mountain Empire -October 6th, 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, 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 October 6th, 2022.

Motion: Second:
Vote:

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time:

6.0 Pledge Of Allegiance

Led By:

7.0 Open Session

8.0 Public Comment

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

to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Authorizer Report

EAA-ME Sept. CEO Report.pdf

B. Director of Finance -Cash Flow Update Report

Cash Flow FY 22.23 - ME Cash Graph (2).pdf

9.2 Consent Agenda

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

Motion: Second:
Vote:

A. Resignation of Board Vice President Dr. Patrick Keeley

Dr. Patrick Keeley Resignation 09.2022.pdf

B. Meeting Minutes from September 1, 2022

EAA-ME 09.01.22.pdf

C. Warrant Register

WarrantRegisterME_Sep_2223.pdf

D. New Instructional Materials Community Partners

Elite Academic Instructional Service Community
Partner_September_2022 - VCI Community Partners.pdf

E. New Educational Materials Community Partners

Elite Academic Educational Materials
Partner_September_2022.xlsx - EM Partners.pdf

F. Job Descriptions

JD Credit Recovery and Acceleration Coordinator (pending
board approval).pdf

10.0 Personnel Services

10.1 Employee Changes of Relationship

It is recommended the board ratify the following Employee Changes of Relationship for Elite Academic Academy - Mountain Empire.

22230214

Motion: Second:
Vote:

10.2 Employee Contract Addendums

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

22230294

Motion: Second:
Vote:

10.3 Temporary Employee Release and Resignations

It is recommended that the board ratify the following Temporary Employee Release and Resignations for Elite Academic Academy - Mountain Empire.

22230294

Motion: Second:
Vote:

10.4 Employee Contracts

It is recommended that the board ratify the following Employee Contracts for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

11.0 Business Services

11.1 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

11.2 CSC Borrowing Resolution

It is recommended that the board retroactively approve the following CSC Borrowing Resolution for Elite Academic Academy-Mountain Empire.

Motion: Second:
Vote:

2_EAAME-RPA-CA22-3.docx.pdf

3_EAAME-BOS-CA22-3.docx.pdf

11.3 Professional Development Budget 2023

It is recommended that the board retroactively approve the following Professional Development Budget 2023 for Elite Academic Academy-Mountain Empire.

Motion: Second:
Vote:

Mission Inn Budget - 2023 All Staff PD - ME Proposal for Board.pdf

Elite Academic Academy Professional Development Contract.pdf

11.4 Payroll Allocation

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

Motion: Second:
Vote:

Wage Allocation_21.22 - ME Board Report.pdf

12.0 Educational Services/Policy Development

12.1 Parent and Family Engagement Policy 22.23

It is recommended that the board approve the Parent and Family Engagement Policy 22.23 for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Parent and Family Engagement Policy 22.23 (pending board approval).pdf

12.2 CTEIG Grant 22.23

It is recommended that the board approve the following CTEIG Grant 22.23 for Elite Academic Academy-Mountain Empire.

Motion: Second:
Vote:

2022LCAPMountainEmpire.pdf

PGMS Printout ME.pdf

Attachment I ME.pdf

Attachment II ME.pdf

Attachment III ME.pdf

12.3 Peak Performance Student Athlete Contract

It is recommended that the board approve the following Peak Performance Student Athlete Contract for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Athletic Contract 22_23.pdf

12.4 Remote Work Policy Addendum for Employee Handbook

Motion: Second:

It is recommended that the board approve the following Remote Work Policy Addendum for Employee Handbook for Elite Academic Academy-Mountain Empire.

Vote:

Remote Work Policy (Employee Handbook Addendum) (pending board approval).pdf

12.5 Strong Mind Contract 2022

It is recommended that the board approve the following Strong Mind Contract 2022 for Elite Academic Academy - Mountain Empire.

Motion: Second:

Vote:

Elite - StrongMind Services Renewal Agreement (9.22.22).pdf

12.6 Overnight Field Trip Contracts

It is recommended that the board approve the following Overnight Field Trip Contracts for Elite Academic Academy - Mountain Empire.

Motion: Second:

Vote:

Mojave River Forks Field Trip for Board approval.pdf

Overnight Field Trip Request for Board Approval - Nov 16th Catalina Island (1).pdf

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

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

15.0 Board Comments and Future Planning

16.0 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.

Time:



CEO REPORT



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



Welcome TO THE 22/23 SCHOOL YEAR!

September Celebrations


- 1. **Shared Leadership** has been a highlight this month. Many employees have volunteered to share their expertise with other staff members during our **Professional Development** for the first time **Thank you:** Nolan Smith, Michonne Taylor, Tami Viveros, Teresa Fleming, Cecilia Rodriguez, Chelsie Wright, Kristylyn Baker, Sarah O'Conner, Danielle Gregus, Michelle Hedge
- 2. **Student Work and Data** continue to be a focus as I Ready and Easy CMB assessments are being completed. The administration also is completing data dives to analyze 21.22 CAASPP results.







Staff Highlight

Cabinet leadership would like to recognize **Ms. Ashly Steele**. Her leadership in compliance training, TOR academic responsibilities, curriculum development, professional development, and CEO Think Tank make her a huge asset to our school. She always has a positive "Can Do" attitude and has stepped up in so many ways this year. She exemplifies what it means to #BeElite. We are very thankful for you, Ashly!



Essential Highlights

Six Elite Essentials  Celebrate On Target

Aligned Resources	
Professional Development	
Parents and Community	
Responsive Instruction	
Student Work and Data	
Shared Leadership	

ACADEMIC INNOVATION

OUR CONTENT TEACHERS ARE REPORTING AN INCREASE IN ATTENDANCE AT LIVE SESSIONS, AS WELL AS WORK COMPLETION IN VIRTUAL COURSES.

CURRICULUM



To celebrate **effective instructional practices** used by Elite teachers, our Curriculum Coordinator created **Elite Method Shout Out** newsletters. She hosts Tool Exploration Zooms for staff to learn EdTech tools and is also supporting Academic Coaches to create a system for targeted skill-building and progress-tracking.

CONTENT TEACHERS



Content Teachers, with our Curriculum Coordinator, created a **Next Two Weeks Newsletter** to increase communication and academic progress. It includes:

- Concepts being taught;
- Academic skills to develop;
- prior knowledge needs;
- and other important information to support learners

TECHNOLOGY



Over 300 Chromebooks have shipped to students since school started. We also worked with DocuSign to streamline reimbursement processes, and are collaborating with JAMF to increase services on staff laptops for a user-friendly self-service portal.

STREAMLINING SYSTEMS AND PROCESSES

Received WD Form?	Where is Student Going?	Exit Date
Yes	Private PSA	Sep 16
Yes	Private PSA	Sep 16
Yes	Private PSA	Sep 16
Yes	Transfer to CA School	Sep 20
Yes	Transfer to CA School	Sep 20
Yes		Sep 19
Yes		Sep 20
Yes		Sep 14
No, working with Kris		Sep 16
Yes		Sep 9

Our Coordinator of Schoolwide Systems and Support, Michelle Wood, collaborated with Admissions and various support departments to solidify a comprehensive **student withdrawal notification system!** The system is designed to notify various departments in a timely manner so that they can streamline the student exit process, obtain compliance documentation, retrieve school provided devices and remove student from school programs, all while improving upon cross-department communication.



ELITE MARKETING, FIELD TRIPS, CTE & ATHLETICS HAVE BEEN WORKING HARD TO HELP OUR STUDENTS SHOOT FOR THE MOON. IN THE MONTH OF SEPTEMBER, WE HAD **558** STUDENTS ATTEND IN-PERSON EVENTS AND **455** ATTEND VIRTUAL FIELD TRIPS.

CTE

FIELD TRIPS

ATHLETICS



Our Career Technical Education courses have started and students are engaged and excited to learn new **industry skills**. Above is an excellent piece of art created by Ella in our CTE Basic Drawing course.

She used **digital software** to replicate a black and white Conte Crayon still life drawing.



Our in-person field trip to **Fleet Science Center** provided our students with a **hands-on experience workshop**. Students were introduced to **friction, forces, and the laws of motion**.

Students then experimented with parachutes and designed and **built rollercoasters to investigate the fundamental laws of physics**.



Our **Peak Performance athletes** have so much to look forward to this year. Students are supported in their **athletic performance and academics** by Elite Educators and our Athletic department leads. Students now have access to **monthly podcast** created by our Sport Performance coordinator and are enjoying the September focus of **leadership**.

CAREER TECHNICAL EDUCATION STUDENTS

Students in CTE Digital Publishing - Yearbook A have started their design journey, which will conclude with creating the 2022-2023 Yearbook!

Our **student Alexandria created a fantastic mood board**, displaying the elements of the timeless theme park ride, It's a Small World. Students have completed the digital platform training for Canva and are well on their way to becoming to next generation of Marketing professionals!



OPERATIONS

OUR DEPARTMENT PROCESSED 1,347 TRACK A MASTER AGREEMENTS AND 1,445 TRACK B MASTER AGREEMENTS.

ADMISSIONS



The Operations Team has **enrolled over 700 new students** to Elite this year! Applications are still coming in as word has traveled about what Elite has to offer families. We look forward to welcoming even more students to the Elite Family! A big thank you to Team Operations!

COMPLIANCE



The Compliance Team has been working hard to close out the paperwork for our Credit Recovery/Acceleration & Peak Performance session. A big thank you to the teachers and staff who worked tirelessly to make this year's program a success. And shout-out to Amberlee Potrero, Ashly Steele, and Danielle Zankich for supporting our teachers by wrapping up the paperwork!

STATE REPORTING



As always, the beginning of the school year is filled with state reporting, such as CBEDS, Immunization, CalGrant, CalSAAS, and Calpads EOY. The Operations Team is on top of each deadline and making sure our schools are meeting all the requirements for each reporting.

TEAM MEMBER HIGHLIGHT



The Operations Department would like to recognize **Ms. Amberlee Potrero, a Virtual Teacher & Compliance Coordinator**. Her leadership in the development of our Compliance Training Program has allowed our teachers to have a strong understanding of the ins and outs of independent study. If you've seen an Elite compliance training video, chances are she made it! Ms. Potrero continues to wear multiple hats within our organization, and we are so very grateful for her dedication and skills. Thanks, Amberlee!

COMMUNITY RELATIONS

CURRENT ELITE COMMUNITY PARTNERS: 134 VCI'S/121 EMR'S
REIMBURSEMENT TRANSACTIONS: 489
INVENTORY/CURRICULUM ITEMS SHIPPED: 500+

COMMUNITY PARTNERS



The Community Relations Department has **processed over 150 new and returning community partners** within the month of September! Inquires from prospective vendors are still being vetted and approved by Elite's academy directors due to the increase in the parent/guardian initiative process!

REIMBURSEMENTS



The Community Relations Department has received and processed over **300 Pre-Approvals, over 90 Reimbursements, and over 40 Reimbursements for payment.** Thanks to our awesome teachers, parents/guardians and directors who have become accustomed to the Reimbursement process this has made everything smoother for our CR Team!

INVENTORY



The Community Relations Department has processed **over 105 inventory item requests and packed/shipped over 400 Flex Curriculum boxes.** The team continues to work through minor projects like Fit Bits/Whoops, headphones, postcards/stamps, curriculum returns and much more!

PROJECT HIGHLIGHT



The Community Relations Department handles several annual major projects. One of these projects being **Flex Curriculum.** Collaborating with Flex Director, Monique Waithe it became a unified goal to pack and ship curriculum for the entire school year in one package. Every major project has its own challenges, yet deadlines and backorders didn't stop the CR team from making sure that every curriculum box made it safely to its new home. If you've heard about or seen firsthand the yellow crinkle paper then you know that package was prepped and sealed with care by the CR team.



CURRENT ENROLLMENT: 747 HOMESCHOOL STUDENTS
HOMESCHOOL STAFF: 34 TEACHERS

BACK TO SCHOOL!



September is meant to find the Homeschooling routine, curriculum, Assessments, and set clear expectations that match the family's goals

Teachers have been busy creating individualized education plans for their students, meeting/tutoring with all families, and ensuring the school year starts off smoothly.

TEACHER COHORTS



We have designed **THREE diverse Homeschool Teacher Cohort Groups** to increase teacher connections, connect new and experienced teachers together to share questions, ideas and resources to best serve their families.

This month's topic was **Learning Period Meetings** as we prepare for the end of LP1

STUDENT HIGHLIGHT: AHMAD Y.



Senior Ahmad joined Elite last school year seeking a more flexible, safe, and rigorous environment for his education. Ahmad has thrived in the Homeschool Environment!

This month, Ahmad was **FIRST PLACE** in Jiu Jitsu in the North American Grappling Association and received the **Special Samurai Award**. We are proud of your hard work and dedication, Ahmad!

**HOMESCHOOL MORNINGS TOGETHER
DAILY OPPORTUNITIES FOR KIDS!**

3 Mornings Together 10-10:00 AM

OCTOBER This symbol notes that an RSVP is required.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>3 Draw & Write Spanish Read Aloud The Journey To Success Fun with Phonics Pokemon Drawings</p>	<p>4 Science Let's Draw Together Need to Read Fun with Phonics Pokemon Drawings</p>	<p>5 Movement Show & Tell Sewing Sea Animals Fun with Phonics Pokemon Drawings</p>	<p>6 Math Activities Virtual Adventures Fun with Phonics Pokemon Drawings</p>	<p>7 My Itty Bitty Bin Art Hub Cosmic Yoga Fun with Phonics Pokemon Drawings</p>
<p>10 Draw & Write Spanish Read Aloud The Journey To Success Spanish Storytime Travel Around CA</p>	<p>11 Science Let's Draw Together Need to Read Spanish Storytime Travel Around CA</p>	<p>12 Movement Show & Tell Sewing Sea Animals Spanish Storytime Travel Around CA</p>	<p>13 Math Activities Virtual Adventures Spanish Storytime Travel Around CA</p>	<p>14 My Itty Bitty Bin Art Hub Cosmic Yoga Spanish Storytime Travel Around CA</p>
<p>17 Draw & Write Spanish Read Aloud The Journey To Success Math Review K-2 Pumpkin Life Cycle</p>	<p>18 Science Let's Draw Together Need to Read Math Review K-2 Pumpkin Life Cycle</p>	<p>19 Movement Show & Tell Sewing Sea Animals Math Review K-2 Pumpkin Life Cycle</p>	<p>20 Math Activities Virtual Adventures Math Review K-2 Pumpkin Life Cycle</p>	<p>21 My Itty Bitty Bin Art Hub Cosmic Yoga Math Review K-2 Pumpkin Life Cycle</p>
<p>24 Draw & Write Spanish Read Aloud The Journey To Success Growth Mindset Baking with Apples</p>	<p>25 Science Let's Draw Together Need to Read Growth Mindset Baking with Apples</p>	<p>26 Movement Show & Tell Sewing Sea Animals Growth Mindset Baking with Apples</p>	<p>27 Math Activities Virtual Adventures Growth Mindset Baking with Apples</p>	<p>28 My Itty Bitty Bin Art Hub Cosmic Yoga Growth Mindset Baking with Apples</p>

Click on the icon to join the morning class at 9:30!

Click on the icon for classes and filling out the form.

Based on Parent Feedback and in line with Synchronous Instruction from AB-130, we are PROUD to offer DAILY TK-3 classes for students to interact with Teachers and other Elite students, as well as weekly opportunities for 4-8th graders.

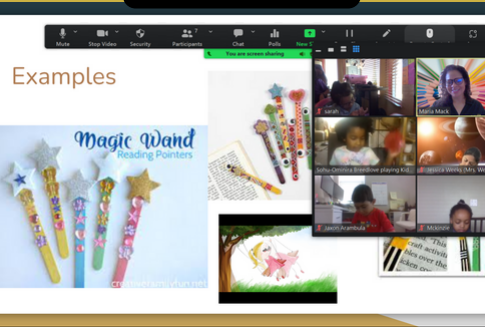
Classes include Phonics, Life Skills, Math Games, Spanish Read Aloud, Pokemon Drawing, Yoga, Art, and more!! See below for links to the OCTOBER schedules:

TK-3 Mornings Together Schedule & Descriptions
4-8th Grade Weekly Connections



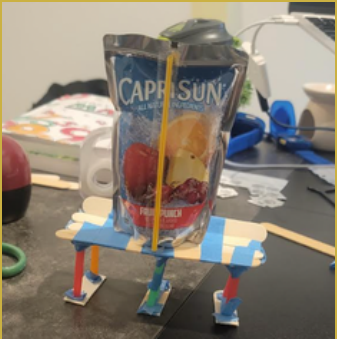
OVER 90 HOURS TOTAL OF TK-8 SYNCHRONOUS SESSION INSTRUCTIONAL SUPPORT A WEEK!
 FLEX STUDENTS HAVE MANY SUPPORT SESSIONS AVAILABLE TO THEM. THEY RECEIVE ELA, MATH, SCI. & SS SUPPORT WEEKLY. IN ADDITION TO THIS, THEY HAVE WEEKLY OPPORTUNITIES TO ATTEND **NOVEL STUDY DISCUSSIONS** (2ND-8TH), **#STORYTIME** (1ST GRADE), **TK-3 SYNCHRONOUS SESSIONS** (M/W/F), **FLEXPERIENCE**, **EASY BREEZY MATH**, **STUDY HALL**, **HANDS ON SCIENCE** (6-8)& **EAGLES ROCK - READING STARS** (KINDER)SESSIONS

KINDER COHORTS



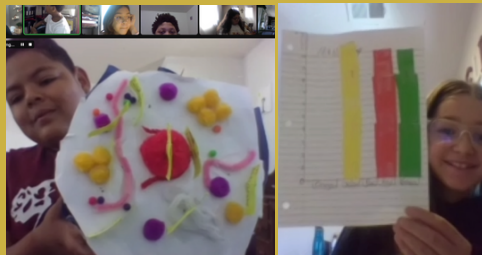
40 kinder students meet with Ms. Mack two times a week for instruction in **phonemic awareness, vocabulary, and writing**.
 Students created magic wands to help with **segmenting** as they transition to **reading CVC words**.

FLEXPERIENCE



Over 80 students participated in our first FLEXperience **hands-on activity!** Using popsicle sticks, paper, tape, straws & pipe cleaners, they were asked to **construct** a chair that could hold a juice box. They were given no further instruction.
 They were then asked to record their final product on Flipgrid and **explain WHAT they did and WHY?**

HANDS ON SCIENCE



Janelle Sawelenko meets with Flex 6-8th grade students every Friday for **hands on Science activities**.
 Students have the opportunity to **experience** what they are learning about in Science with easy to find materials found inside their home.

CREATIVE WAYS TO CONNECT WITH STUDENTS

"Guardian" of the week

Eli's Favorite Things
 Color: Red
 Animal: Cheetah
 Activity: Having Fun!
 I like the park and helping my local Hindu Temple
 Subject: Science
 Book: Ramayana
 Divine Loophole
 Show: Avatar
 The Last Airbender
 Food: Pizza
 Dessert: Donuts

Eli Padilla
3rd Grade

Flex Academy teacher of record **Danica Pearce** has found a **creative way to connect** with her students. Each week Danica chooses one student to showcase on her Flex parent webpage.

She **interviews** one student a week and **draws them in the style of their favorite show or movie**. She then creates and posts a flyer with the interview questions, the student's answers to the questions, the picture she drew of the student, and a picture the parent provided of the student. This is a fantastic way to **honor and connect with our students!**



VIRTUAL

INCREASE IN ENROLLMENT: AT THE END OF LAST SCHOOL YEAR WE HAD 298 STUDENTS ENROLLED IN VIRTUAL. WE ARE NOW SERVING 402 VIRTUAL STUDENTS AND WE ARE STILL GROWING!

ACADEMIC SUPPORT SESSIONS



Each week, our Teachers of Record are hosting:

- **39 Group Academic Support Sessions**
- **402 Individual Student Weekly Check-In Meetings**
- **Countless Individual Student Academic Support Sessions, as needed**

During Academic Support Sessions, students are getting help on assignments in courses and targeted intervention for content area knowledge and skills.

SOCIAL EMOTIONAL LEARNING



Our Teachers of Record are holding **weekly Advisory Classes** to focus on targeted, developmentally appropriate social-emotional learning lessons. We are also holding **monthly academy-wide assemblies**. At the first assembly, our counselors lead a discussion about mental health awareness and resources. We had over 100 students attend and they were actively participating, sharing and asking questions.

PROFESSIONAL DEVELOPMENT

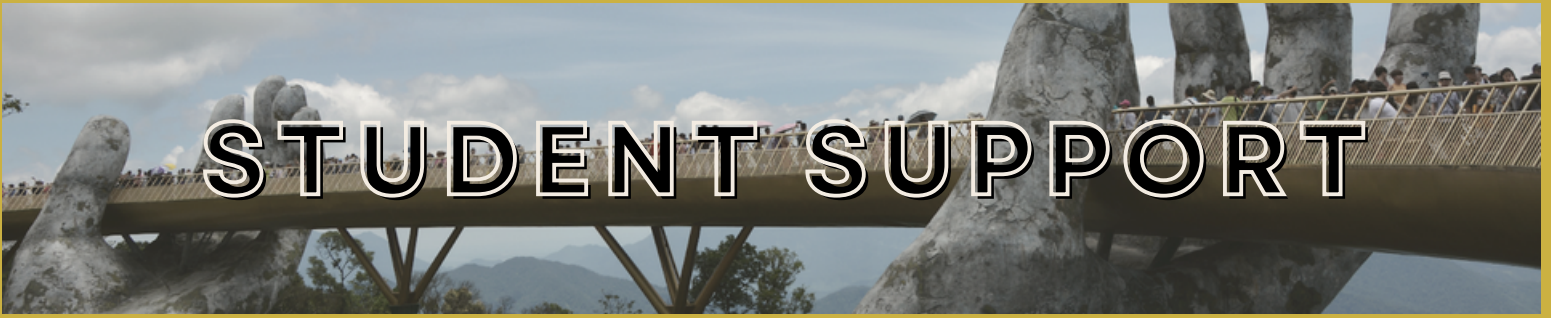


Once a month, Virtual Teachers of Record are participating in **Teacher SOAR Hour: targeted professional development (PD)**. Teachers responded to a survey identifying areas of need. Our PDs will bring in experts and **utilize the strengths and skills of our own team members to facilitate meaningful sessions**. At our first Teacher SOAR Hour, our school counselor conducted an "Advisory Class" with teachers as the "students" and shared strategies and activities.

FINDING SUCCESS AT ELITE VIRTUAL ACADEMY



Amani joined Elite Virtual Academy this school year as a 10th grader. She was credit deficient after experiencing a tough 9th grade year at her brick and mortar school. Amani met with her Teacher of Record and school counselor to create a 3 Year Plan that puts her **on the path to meeting A-G requirements, graduating on time**, and achieving her postsecondary goal of attending college and becoming a published poet. With the support of her teachers, Amani is passing all her classes; attending Content Area Live Sessions, Academic Support Sessions, and Advisory Classes; writing and sharing her poetry; and **thriving as a well-rounded student**.



STUDENT SUPPORT

WE ARE SEEING A SIGNIFICANT INCREASE IN COLLABORATION BETWEEN OUR STUDENT SUPPORT TEAM, ESPECIALLY BETWEEN SPECIAL EDUCATION AND GENERAL EDUCATION TEACHERS.

ASSESSMENT DEPT



The Assessment team launched a new nomination process to provide **responsive instruction** to struggling students in **Learning Labs** based on CAASPP and iReady/ EasyCBM data.

Our 20 English Learners now have Designated ELD time weekly led by a highly qualified ELD instructor.

SUICIDE PREVENTION



Counselors led **Suicide Prevention assemblies** to 6th-12th grade. A student shared: "One thing I took away from this presentation was to always reach out to someone and to never be afraid to do so and also to check up on people because we never know if someone is struggling in silence." Over **50 hours of individual counseling** services were provided in September!

MTSS TEAM



MTSS Mondays are a hit! Teachers join the MTSS Mondays Zoom to discuss how best to support students. Our MTSS team also met to discuss creative ideas to further support Elite students looking at Tier 1 Supports. 189 students responded to the Elite Cares Survey, and received personalized follow up emails.

MAKING A DIFFERENCE FOR STUDENTS WITH SPECIAL NEEDS!



LEARNING THROUGH PIZZA

One of our special education teachers incorporated her student's handwriting, processing, reading, and executive functioning skills with the student's love for cooking. As the head chef, the student led the teacher step-by-step through the process. Both the student and the teacher ended the session with delicious pizza!

- 159** Special Education Students are receiving services
- 42** IEP meetings held in September
- 4** Specialized Academic Instructors have engaged in advanced Orton-Gillingham training



Mountain Empire	
Tk -5	449
6-8	189
9-12	188
Total*	826

*This number is not reflective of credit recovery/acceleration enrolment.

NEXT MONTH

Shared Leadership



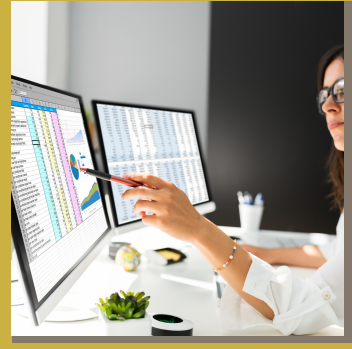
Dr. Laura Specer, Mrs. Ashlea Kirkland Haynes and Ms. Meghan Freeman are honored to be **presenting at this years CSDC conference.**

Professional Development



Leadership is starting to prepare and plan for our in person all staff **Professional Developmet at the end on January at the historic Mission Inn.**

Student Work and Data



Leadership will be focusing on **analyzing iReady and CAASPP data.** Tactical plan updates and progress checks will also be presented.

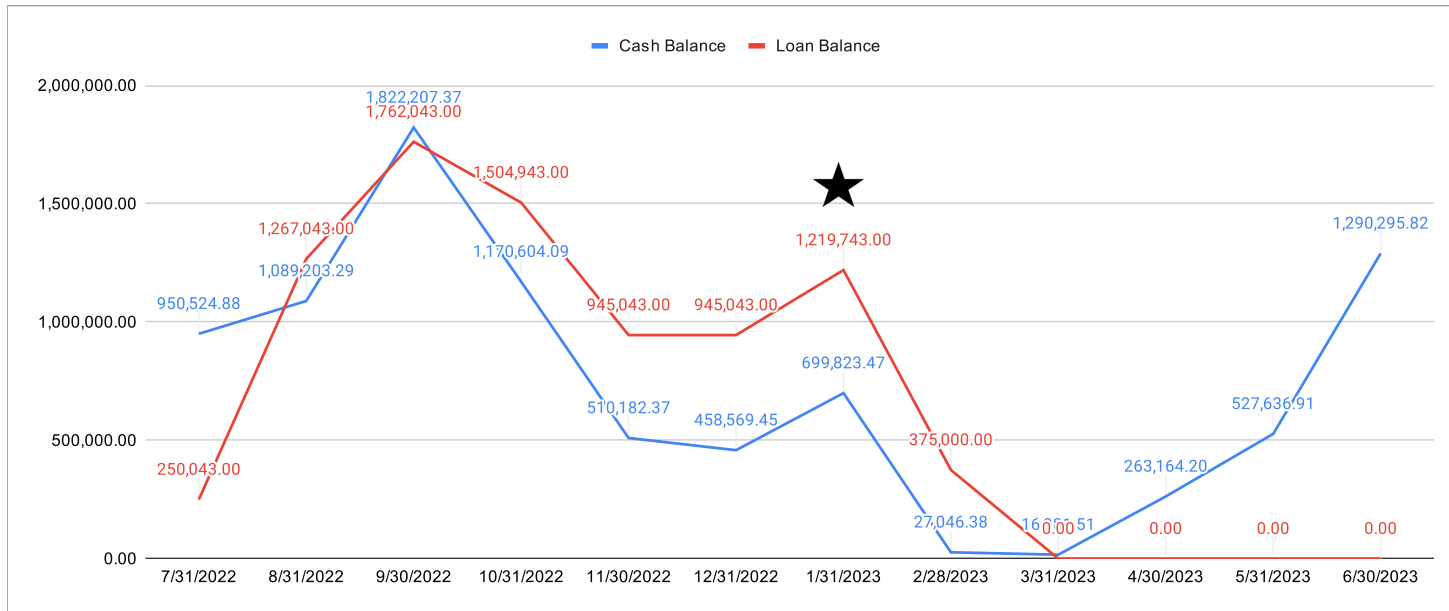
	7/31/2022	8/31/2022	9/30/2022	10/31/2022	11/30/2022	12/31/2022	1/31/2023	2/28/2023	3/31/2023	4/30/2023	5/31/2023	6/30/2023
Cash Balance	950,524.88	1,089,203.29	1,822,207.37	1,170,604.09	510,182.37	458,569.45	699,823.47	27,046.38	16,981.51	263,164.20	527,636.91	1,290,295.82
Loan Balance	250,043.00	1,267,043.00	1,762,043.00	1,504,943.00	945,043.00	945,043.00	1,219,743.00	375,000.00	0.00	0.00	0.00	0.00

Borrowing plan based on board approved 1.8m line of credit - June 2022

REPAYMENTS

ROUNDS OF BORROWING

10/31/2022	\$457,100.00		
11/30/2022	\$455,700.00 \$104,200.00	★	
1/31/2023	\$475,300.00	1/31/2023	\$750,000.00
2/28/2023	\$475,300.00 \$375,000.00		
3/31/2023	\$375,000.00		





Gena Altamirano <galtamirano@eliteacademic.com>

Fwd: Board Resignation

Meghan Freeman <mfreeman@eliteacademic.com>
To: Gena Altamirano <galtamirano@eliteacademic.com>

Thu, Sep 29, 2022 at 9:56 AM

Can you please add this to consent for ME? Thanks so much!

----- Forwarded message -----
From: **Patrick Keeley** <patrick.keeley@meusd.org>
Date: Fri, Sep 23, 2022 at 4:01 PM
Subject: Board Resignation
To: Meghan Freeman <mfreeman@eliteacademic.com>

Hi Meghan,

Please accept this email as my formal resignation from the Elite Charter Board. Thank you for all you do for the students in your school and I look forward our continued work together.

Sincerely,

--
Patrick Keeley, Ed.D.
Superintendent and Proud Graduate of
Mountain Empire Unified School District
619-473-9022

Educating the mind without educating the heart is no education at all.

- Aristotle

--

Chief Executive Officer

✉ mfreeman@eliteacademic.com

☎ 866-354-8302 ext 703

🌐 www.eliteacademic.com

📍 43414 Business Park Drive,
Temecula CA 92590





Elite Academic Academy - Mountain Empire

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)

September 1, 2022 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590



Elite Academic Academy - Mountain Empire -September 1st, 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: 10:00 a.m.

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 September 1st, 2022.

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 13.0.

5.0 Closed Session

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

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

Open (Time): 10:01 a.m.

A) CEO Goal Review and Proposal for the 22.23 School

Close (Time): 10:36 a.m.

Year

[CEO Goals Update](#)

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: 10:36 a.m.

6.0 Pledge Of Allegiance

Led By: [Meghan Freeman](#)

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendized items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have

questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date. A request for disability related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Authorizer Report

9.2 Consent Agenda

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

A. Meeting Minutes from August 4, 2022

B. Warrant Register

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community
Partner_August_2022 - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials
Partner_August_2022.xlsx - EM Partners.pdf

E. Job Descriptions

JD - CTE Esports Teacher (pending board approval).pdf

JD - CTE-Athletic Performance Coordinator (pending board approval).pdf

JD - Moonshot_CEO Think Tank Stipend (rider to other JD)
(pending board approval).pdf

Morgen Ronnie

Motion: Second:

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

10.0 Personnel Services

** Items 10.1 - 10.3 were opened together. A vote was taken for each item separately.

Motion: Morgen
Second: Ronnie
Vote: Morgen; Aye,
Ronnie; Aye.
Item carries 2-0.

10.1 Certificated Hires

It is recommended the board ratify the following Certificated Hires for Elite Academic Academy - Mountain Empire.

22230394

10.2 Employee Contract Addendums

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

22230205

22230342

22230218

22230260

22230257

10.3 Temporary Employee Release and Resignations

It is recommended that the board ratify the following Temporary Employee Release and Resignations for Elite Academic Academy - Mountain Empire.

22230243

22230373

Morgen Ronnie

Motion: Second:

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

Morgen Ronnie

Motion: Second:

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

Morgen Ronnie

Motion: Second:

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

22230311

22230367

22230306

22230377

22230382

22230242

22230303

22230355

11.0 Business Services

11.1 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.

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

Morgen Ronnie

Motion: Second:

Vote:

Morgen; Aye, Ronnie; Aye.
Item carries 2-0.

Motion to pull item 11.2 Professional Development Budget 2023 from the agenda.

Motion: Morgen

Second: Ronnie

Vote: Morgen; Aye, Ronnie; Aye.

Item carries 2-0.

11.2 Professional Development Budget 2023

It is recommended that the board approve the following Professional Development Budget 2023 for Elite Academic Academy-Mountain Empire.

Motion: Second:

Vote:

Morgen Ronnie

Motion: Second:

Vote:

Morgen; Aye, Ronnie; Aye.
Item carries 2-0.

11.3 CSC Loan Documents

It is recommended that the board approve the following CSC Loan Documents for Elite Academic Academy-Mountain Empire.

1_EAAME-A&R TL-CA22-2.docx.pdf

2_EAAME-BOS-CA22-2.docx.pdf

3_EAAME-NOA-CA22-2.docx.pdf

4_EAAME-OC-CA22-2.docx.pdf

5_EAAME-IC-CA22-2.pdf

11.4 DocuSign Contract 22.23

It is recommended that the board approve the following DocuSign Contract 22.23 for Elite Academic Academy-Mountain Empire.

22.23 DocuSign Renewal Contract.pdf

Morgen Ronnie

Motion: Second:

Vote:

Morgen; Aye, Ronnie; Aye.
Item carries 2-0.

12.0 Educational Services/Policy Development

12.1 Special Education Master Vendor Contracts 22-23

It is recommended that the board approve the following Special Education Master Vendor Contracts 22-23 for Elite Academic Academy - Mountain Empire.

K12SES_signed2022-2023 MEMaster-Contract (2).pdf

Morgen Ronnie

Motion: Second:

Vote:

Morgen; Aye, Ronnie; Aye.
Item carries 2-0.

12.2 Updated Parent Student Handbook 22-23

It is recommended that the board approve the following Updated Parent Student Handbook 22-23 for Elite Academic Academy - Mountain Empire.

22_23 Edited Parent_Student Handbook (2).pdf

Morgen Ronnie

Motion: Second:

Vote:

Morgen; Aye, Ronnie; Aye.
Item carries 2-0.

12.3 Independent Study Policy 22-23

It is recommended that the board retroactively approve the following Independent Study Policy 22-23 for Elite Academic Academy-Mountain Empire.

Independent Study Policy EAA_updated_071222.pdf

12.4 Universal Pre-K Plan 22-23

It is recommended that the board approve the following Universal Pre-K Plan 22-23 for Elite Academic Academy-Mountain Empire.

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next regularly scheduled meeting is October 6th, 2022 at 10:00 am.

15.0 Board Comments and Future Planning

16.0 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.

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.

Morgen Ronnie

Motion: Second:

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

Morgen Ronnie

Motion: Second:

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

Morgen: "We reviewed and approved Meghan's goals and objectives for 2022-2023."

Morgen Ronnie

Motion: Second:

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

Staff Present:

Meghan Freeman
Catherine Heredia
Laura Spencer
Jen Edick
Teresa Schaffer
Karen Makkai
Allison Watters
Scott Michaelson
Adam Woodard
Tracy Hasper
Kris Mason
Evan Jorgensen
Ashlea Kirkland
Antonette Sims
Monique Waithe
Gena Altamirano

Time: 10:36 a.m.

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
8/1/2022	Elite Spirit Cheer	Educational Services	102	\$49,000.00
8/1/2022	Elite Spirit Cheer	Educational Services	102	\$22,160.00
8/1/2022	Jay Heads Photography	Marketing	1001	\$1,450.00
8/2/2022	Marsha Venegas	Core Teaching/Student Supplies	VEN063022	\$315.00
8/2/2022	Prime Educational Solutions	Misc. Operating Expense	1067	\$10,000.00
8/2/2022	Life Storage	Rent - Facilities Lease	006June22#658b	\$133.98
8/2/2022	Pioneer Nashville II, LLC	Rent - Facilities Lease	008AugSTE130	\$1,030.50
8/2/2022	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	08Aug2022Lease	\$2,633.50
8/3/2022	Anthem Blue Cross	Health Insurance	202207926240	\$9,730.72
8/3/2022	Guardian	Health Insurance	008Aug2022	\$2,209.24
8/4/2022	CliftonLarsonAllen LLP	Accounting Fees / Audit	3359804	\$2,625.00
8/4/2022	Class of Recognition	Core Teaching/Student Supplies	525528774	\$223.70
8/4/2022	Jamie Salgado	Core Teaching/Student Supplies	SAL063022	\$120.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022d	\$310.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022a	\$75.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022b	\$100.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022c	\$100.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022	\$75.00
8/4/2022	Alicia Yeh	Educational Services	YEH063022e	\$245.00
8/4/2022	Ambassador Media Group, LLC	Educational Services	072022-1	\$29,280.00
8/4/2022	Ambassador Media Group, LLC	Educational Services	072122-2	\$41,520.00
8/4/2022	Amy Helfrich	Educational Services	HEL063022	\$740.00
8/4/2022	Amy Helfrich	Educational Services	HEL063022a	\$70.00
8/4/2022	Ana Gutierrez-Soto	Educational Services	GUT063022a	\$450.00
8/4/2022	Ana Gutierrez-Soto	Educational Services	GUT063022	\$450.00
8/4/2022	Andrew Lovasz	Educational Services	LOV063022a	\$44.00
8/4/2022	Andrew Lovasz	Educational Services	LOV063022	\$110.00
8/4/2022	Andrew Lovasz	Educational Services	LOV063022c	\$154.00
8/4/2022	Andrew Lovasz	Educational Services	LOV063022b	\$154.00
8/4/2022	Branche Jones	Educational Services	104	\$1,500.00
8/4/2022	Briana Chiddick	Educational Services	CHI063022h	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022i	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022k	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022j	\$262.50

Elite Academic Academy - Mountain Empire

8/4/2022	Briana Chiddick	Educational Services	CHI063022i	\$227.50
8/4/2022	Briana Chiddick	Educational Services	CH1063022g	\$227.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022f	\$87.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022e	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022d	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022c	\$260.00
8/4/2022	Briana Chiddick	Educational Services	CHI063022b	\$260.00
8/4/2022	Briana Chiddick	Educational Services	CHI063022a	\$262.50
8/4/2022	Briana Chiddick	Educational Services	CHI063022	\$280.00
8/4/2022	Cyrus Gladstone	Educational Services	GLA063022	\$1,100.00
8/4/2022	Deana Tuniyants	Educational Services	TUN063022a	\$532.10
8/4/2022	Deana Tuniyants	Educational Services	TUN063022	\$84.00
8/4/2022	Diana Kennedy	Educational Services	KEN063022	\$120.00
8/4/2022	Diana Kennedy	Educational Services	KEN063022a	\$120.00
8/4/2022	Edward Walker	Educational Services	WAL063022	\$308.87
8/4/2022	Edward Walker	Educational Services	WAL063022a	\$360.00
8/4/2022	Ellen Yang	Educational Services	YAN063022	\$495.00
8/4/2022	Ellen Yang	Educational Services	YAN063022a	\$495.00
8/4/2022	Katie Deuth	Educational Services	DEU063022d	\$360.00
8/4/2022	Katie Deuth	Educational Services	DEU063022c	\$255.00
8/4/2022	Katie Deuth	Educational Services	DEU063022a	\$255.00
8/4/2022	Katie Deuth	Educational Services	DEU063022b	\$225.00
8/4/2022	Katie Deuth	Educational Services	DEU063022	\$255.00
8/4/2022	Katie Deuth	Educational Services	DEU063022f	\$225.00
8/4/2022	Katie Deuth	Educational Services	DEU063022e	\$360.00
8/4/2022	Kyle Boller	Educational Services	BOL063022	\$1,005.49
8/4/2022	Kyle Boller	Educational Services	BOL063022a	\$1,611.68
8/4/2022	Lily Diehl	Educational Services	525528746	\$175.00
8/4/2022	Linda McDonald	Educational Services	MCD063022	\$59.00
8/4/2022	Lindsey Eidsvold	Educational Services	EID063022	\$300.00
8/4/2022	Lisa Caudle	Educational Services	CAU063022	\$328.00
8/4/2022	Marita Rodriguez	Educational Services	ROD063022	\$143.85
8/4/2022	Megan Hammond	Educational Services	HAM063022f	\$375.00
8/4/2022	Megan Hammond	Educational Services	HAM063022	\$899.00
8/4/2022	Sanga Manness	Educational Services	MAN063022	\$160.00

Elite Academic Academy - Mountain Empire

8/4/2022	Sarah Murrietta	Educational Services	MUR063022	\$560.00
8/4/2022	Sharon Brown	Educational Services	BRO063022b	\$600.00
8/4/2022	Sharon Brown	Educational Services	BRO063022a	\$600.00
8/4/2022	Shelley Wright	Educational Services	WRI063022d	\$90.00
8/4/2022	Shelley Wright	Educational Services	WRI063022a	\$200.00
8/4/2022	Shelley Wright	Educational Services	WRI063022e	\$90.00
8/4/2022	Shelley Wright	Educational Services	WRI063022c	\$120.00
8/4/2022	Shelley Wright	Educational Services	WRI063022b	\$120.00
8/4/2022	Shelley Wright	Educational Services	WRI063022g	\$90.00
8/4/2022	Shelley Wright	Educational Services	WRI063022h	\$183.75
8/4/2022	Shelley Wright	Educational Services	WRI063022	\$200.00
8/4/2022	Shelley Wright	Educational Services	WRI063022i	\$372.00
8/4/2022	Shelley Wright	Educational Services	WRI063022f	\$120.00
8/4/2022	Susan Zaugg	Educational Services	ZAU063022	\$111.28
8/4/2022	Suzanne Greenough	Educational Services	GRE063022	\$288.00
8/4/2022	Tiffany McBride	Educational Services	MCB063022	\$67.00
8/4/2022	Tiffany McBride	Educational Services	MCB063022a	\$67.00
8/4/2022	Amazon Capital Services, Inc.	Materials & Supplies - Office	1L36-6MDQ-XMNG	\$42.57
8/4/2022	Prime Educational Solutions	Misc. Operating Expense	1067	\$10,000.00
8/4/2022	Frontier	Phone / Internet / Website Fees	008Aug2022-43385	\$167.88
8/4/2022	Purchase Power	Postage & Delivery - Business	007Jul2022	\$514.50
8/4/2022	Thomas S. Olson	Postage & Delivery - Educational	OLS063022	\$30.00
8/4/2022	PresenceLearning, Inc.	Special Education Services	INV52598	\$5,000.00
8/4/2022	Riverside Insights	Special Education Services	INV127296	\$2,019.28
8/4/2022	Specialized Therapy Services, Inc.	Special Education Services	ELAA02-0622	\$148.75
8/4/2022	The Speech and Language Group, Inc.	Special Education Services	44713	\$562.50
8/4/2022	AGiRepair, Inc.	Technology Services & Software - Educational	26013	\$159.00
8/4/2022	OPS	Technology Services & Software - Educational	2348	\$1,995.00
8/4/2022	OPS	Technology Services & Software - Educational	2347	\$2,552.30
8/4/2022	Zoom Video Communications Inc.	Technology Services & Software - Educational	INV156327149	\$201.58
8/5/2022	Southern California Edison	Utilities - Gas/Electric/Water	007JulSCE2022ME	\$240.36
8/5/2022	APPLE.COM/US	Technology Equipment - Staff	Credit Card 0348	\$1,307.91
8/9/2022	Erika Lupo	Approved Core Curriculum, Teacher Manuals &	LUP063022	\$30.81
8/9/2022	Morgen Oelckers	Board Stipends - Attendance	08Aug2022ME	\$300.00
8/9/2022	Ronald Lloyd Jackson	Board Stipends - Attendance	08Aug2022ME	\$300.00

Elite Academic Academy - Mountain Empire

8/9/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17H6-3NTQ-N964	\$2,141.14
8/9/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W1-T746-V6PX	\$4,698.75
8/9/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JD4-7XKK-WT6C	\$2,478.35
8/9/2022	ATH Academy	Educational Services	6	\$12,000.00
8/9/2022	Deana Tuniyants	Educational Services	TUN063022b	\$532.10
8/9/2022	Edward Walker	Educational Services	WAL063022b	\$50.00
8/9/2022	Edward Walker	Educational Services	WAL063022c	\$50.00
8/9/2022	Kristiana Sussi	Educational Services	SUS063022	\$120.00
8/9/2022	Neesha N. Rahim	Educational Services	106	\$3,750.00
8/9/2022	San Diego Natural History Museum	Educational Services	12172160	\$81.00
8/9/2022	Sayed Mahmood Yousuf	Educational Services	YOU063022	\$75.00
8/9/2022	Tiell Total Sports, LLC	Educational Services	2318	\$125.00
8/9/2022	FlipSwitch Marketing LLC	Marketing	INVM337	\$10,451.96
8/9/2022	Mimeo.com, Inc	Marketing	1835537	\$2,230.30
8/9/2022	Amazon Capital Services, Inc.	Materials & Supplies - Office	1DCX-VLTX-4J6N	\$157.67
8/9/2022	Amazon Capital Services, Inc.	Materials & Supplies - Office	1R9R-QJQV-RNMK	\$40.23
8/9/2022	NCS Pearson, Inc.	Special Education Services	18428841	\$41.25
8/9/2022	TSW Therapy, Inc.	Special Education Services	1175	\$3,000.00
8/9/2022	TSW Therapy, Inc.	Special Education Services	1174	\$2,426.25
8/9/2022	TSW Therapy, Inc.	Special Education Services	1176	\$312.50
8/9/2022	Instructure, Inc.	Technology Services & Software - Educational	INV384978	\$1,720.00
8/9/2022	ParentSquare Inc	Technology Services & Software - Educational	SI-000803	\$3,212.50
8/9/2022	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV3432	\$5,975.40
8/9/2022	Zoom Video Communications Inc.	Technology Services & Software - Educational	INV156920735	\$453.09
8/12/2022	Great American Insurance Group	General Liability Insurance	008Aug2022ME	\$11,455.50
8/12/2022	Sprint	Technology Equipment - Students	203114558-033	\$588.03
8/12/2022	Instructure, Inc.	Technology Services & Software - Educational	INV384597	\$4,500.00
8/14/2022	ZOOM.US 888-799-9666	Technology Services & Software - Educational	Credit Card 0348	\$18.00
8/15/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19XQ-D6M9-WCMV	\$24.77
8/15/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19W7-3YNR-4X4K	\$25.00
8/15/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LMM-VY44-WKCY	\$25.17
8/15/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	134F-1H67-WPFK	\$24.77
8/15/2022	Pitney Bowes Global Financial Services	Business Services	3105621708	\$104.45
8/15/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	174J-XJ7F-VNDD	\$702.05
8/15/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KD4-XYC9-6RVM	\$1,500.30

Elite Academic Academy - Mountain Empire

8/15/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MNL-NPRL-D4JY	\$81.96
8/15/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GR7-TYVF-VWF3	\$115.46
8/15/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YVJ-Y3Q7-TH36	\$413.70
8/15/2022	Cece's Artistic Touch	Educational Services	366	\$25.00
8/15/2022	Knight Security & Fire Systems	Fire, Alarm & Pest control	147381	\$20.00
8/15/2022	Prime Educational Solutions	Misc. Operating Expense	1067	\$61,729.68
8/15/2022	Life Storage	Rent - Facilities Lease	007Jul22#658b	\$116.50
8/15/2022	NCS Pearson, Inc.	Special Education Services	18435153	\$563.76
8/15/2022	NCS Pearson, Inc.	Special Education Services	18446220	\$2,002.81
8/15/2022	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV3760	\$2,500.00
8/15/2022	Alyssa Bobczynski	UNALLOCATED WAGES	81622	\$556.76
8/15/2022	Marsh & McLennan Agency, LLC	Workers Compensation	1949736	\$2,514.50
8/17/2022	Aflac	Health Insurance	270581	\$509.17
8/17/2022	MAILCHIMP *MISC	Technology Services & Software - Business	Credit Card 0348	\$59.00
8/22/2022	Accrediting Commission for Schools W	Accreditation	1313284	\$1,130.00
8/22/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1GRN-4DN9-7MND	\$25.00
8/22/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RR1-PNRT-9YQL	\$49.51
8/22/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1H4Y-J3Q7-CDJ7	\$8.61
8/22/2022	Brain POP	Approved Core Curriculum, Teacher Manuals &	US343903	\$3,495.00
8/22/2022	Edmentum, INC.	Approved Core Curriculum, Teacher Manuals &	INV190716-1	\$5,500.00
8/22/2022	Lexia Learning Systems LLC	Approved Core Curriculum, Teacher Manuals &	SINO86792	\$2,375.00
8/22/2022	Lynn Ekaireb	Approved Core Curriculum, Teacher Manuals &	EKA063022	\$725.00
8/22/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1838918	\$73.74
8/22/2022	Rosetta Stone, LLC c/o IXL Learning	Approved Core Curriculum, Teacher Manuals &	11829582	\$3,292.50
8/22/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	446339	\$14.95
8/22/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	446336	\$14.95
8/22/2022	Document Tracking Services	Business Services	9259004	\$397.50
8/22/2022	Valley Office Equipment	Copier Lease, Service, Toner & Repair	IN2207-1437	\$15.61
8/22/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GHH-3TKC-PKXJ	\$482.71
8/22/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H4Y-J3Q7-CWQ3	\$39.86
8/22/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DND-QVJR-DFL6	\$10.78
8/22/2022	Marita Rodriguez	Core Teaching/Student Supplies	ROD063022c	\$45.00
8/22/2022	Mimeo.com, Inc	Core Teaching/Student Supplies	1840978	\$132.64
8/22/2022	Amy Helfrich	Educational Services	HEL063022b	\$178.75
8/22/2022	Angela Froistad	Educational Services	FRO063022	\$69.00

Elite Academic Academy - Mountain Empire

8/22/2022	Branche Jones	Educational Services	105	\$1,500.00
8/22/2022	Brette Space	Educational Services	SPA063022	\$100.00
8/22/2022	Candace Nielson	Educational Services	NIE063022	\$100.00
8/22/2022	Cheryl McCormick	Educational Services	5	\$1,440.00
8/22/2022	Davey's Locker	Educational Services	1	\$1,750.00
8/22/2022	Elizabeth Griswold	Educational Services	GRI063022	\$655.00
8/22/2022	Griselda Reyna	Educational Services	REY063022	\$350.00
8/22/2022	Heather Price	Educational Services	PRI063022	\$254.47
8/22/2022	Heather Price	Educational Services	PRI063022a	\$128.00
8/22/2022	Linda McDonald	Educational Services	MCD062422	\$38.40
8/22/2022	Lynn Ekaireb	Educational Services	EKA063022a	\$292.50
8/22/2022	Marita Rodriguez	Educational Services	ROD063022a	\$305.45
8/22/2022	Marita Rodriguez	Educational Services	ROD063022b	\$845.00
8/22/2022	Mission San Juan Capistrano	Educational Services	JZKT-260722	\$322.00
8/22/2022	Nicole the Math Lady, LLC	Educational Services	4606	\$149.00
8/22/2022	Sanga Manness	Educational Services	MAN063022a	\$257.87
8/22/2022	Sanga Manness	Educational Services	MAN063022b	\$154.80
8/22/2022	Sara Kisling	Educational Services	KIS063022	\$720.00
8/22/2022	Certifix Live Scan	Fingerprinting	66056	\$85.50
8/22/2022	FlipSwitch Marketing LLC	Marketing	INVM341	\$8,194.33
8/22/2022	Mimeo.com, Inc	Marketing	1840978	\$358.34
8/22/2022	Purchase Power	Postage & Delivery - Business	008Aug2022	\$567.82
8/22/2022	Mathletic Performance	Professional Development	1	\$750.00
8/22/2022	Scenario Learning	Professional Development	INV54862	\$281.38
8/22/2022	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV3769	\$4,134.00
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16KG-DVNX-1MVL	\$24.66
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DND-QVJR-GMJX	\$25.43
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PX1-1C11-3GG1	\$92.12
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16KG-DVNX-3TJ3	\$70.01
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	167V-17L1-9DR7	\$193.20
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HJ3-PVFN-6CCF	\$103.28
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LWW-VKY1-MGLX	\$2,218.79
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1614-D1H3-3CVD	\$66.76
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17HL-XDGN-TNR6	\$121.99
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LMG-96GV-3XT6	\$25.84

Elite Academic Academy - Mountain Empire

8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FPD-FPY7-193C	\$49.94
8/24/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1YNJ-NH3P-1GWP	\$47.94
8/24/2022	Ambassador Media Group, LLC	Approved Core Curriculum, Teacher Manuals &	72922	\$73,125.00
8/24/2022	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV226249	\$96.00
8/24/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0008725	\$252.88
8/24/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0008728	\$566.99
8/24/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0008726	\$252.88
8/24/2022	Demme Learning LLC	Approved Core Curriculum, Teacher Manuals &	0780540-IN	\$191.39
8/24/2022	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-156105	\$203.10
8/24/2022	McGraw-Hill School Education, LLC	Approved Core Curriculum, Teacher Manuals &	123640949001	\$2,850.30
8/24/2022	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C230295	\$169.49
8/24/2022	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C230294	\$41.11
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812049	\$397.95
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812071	\$121.52
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812058	\$223.44
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812045	\$20.39
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812066	\$517.92
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812012	\$14.54
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812055	\$20.39
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812019	\$212.63
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812002	\$868.83
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812070	\$230.91
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3811553	\$34.98
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812004	\$51.35
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812024	\$20.27
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812061	\$211.91
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812001	\$158.40
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3811262	\$1,043.67
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812052	\$43.60
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3812031	\$20.27
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814768	\$79.79
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814773	\$25.55
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814762	\$125.23
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814769	\$61.82
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814772	\$25.55

Elite Academic Academy - Mountain Empire

8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3814758	\$123.13
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818654	\$211.90
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818679	\$977.43
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818705	\$285.89
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818712	\$43.22
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818720	\$380.28
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818702	\$78.82
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818663	\$78.93
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818724	\$111.53
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3818690	\$159.14
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822116	\$43.60
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822108	\$43.60
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822200	\$61.68
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822102	\$43.60
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822194	\$89.61
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822113	\$43.60
8/24/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822132	\$91.09
8/24/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S236266	\$140.84
8/24/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S236719	\$148.78
8/24/2022	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	199963	\$144.10
8/24/2022	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	211558	\$324.00
8/24/2022	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	255328	\$146.55
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GVH-VNWX-3RFX	\$392.74
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	143C-W3LP-FPQ7	\$913.08
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19V9-VVP4-DM9D	\$14.00
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MGR-K31J-LXN3	\$36.83
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QFM-JKTX-HVP3	\$64.68
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17JL-1LN6-NNQ3	\$8.52
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FH1-KLKN-XPCL	\$242.04
8/24/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N64-R7JM-WWVJ	\$215.25
8/24/2022	BookShark, LLC	Core Teaching/Student Supplies	BI0008529	\$129.25
8/24/2022	Lakeshore Learning Materials	Core Teaching/Student Supplies	331066080222	\$90.81
8/24/2022	Lakeshore Learning Materials	Core Teaching/Student Supplies	341244080822	\$111.36
8/24/2022	Mimeo.com, Inc	Core Teaching/Student Supplies	1842569	\$2,002.90
8/24/2022	Staples Business Credit	Core Teaching/Student Supplies	7362482922-0-1	\$32.04

Elite Academic Academy - Mountain Empire

8/24/2022	ATH Academy	Educational Services		7	\$5,200.00
8/24/2022	Amy Richardson	Educational Services	RIC063022		\$565.00
8/24/2022	Cheryl McCormick	Educational Services		6	\$3,250.00
8/24/2022	Dolphin Safari Inc	Educational Services	31266273		\$1,575.00
8/24/2022	Nicole the Math Lady, LLC	Educational Services		4626	\$149.00
8/24/2022	Nicole the Math Lady, LLC	Educational Services		4661	\$59.00
8/24/2022	Pali Institute	Educational Services		8936	\$3,127.50
8/24/2022	Teresa Jimenez	Educational Services	JIM063022		\$183.70
8/24/2022	Bagger Sports	Marketing		4689	\$5,081.50
8/24/2022	Mimeo.com, Inc	Marketing		1842569	\$629.05
8/24/2022	Frontier	Phone / Internet / Website Fees	009Sept2022-43385		\$169.94
8/24/2022	Pro-Ed Inc.	Special Education Services		2948860	\$2,286.12
8/24/2022	TSW Therapy, Inc.	Special Education Services		1182	\$62.50
8/24/2022	TSW Therapy, Inc.	Special Education Services		1184	\$1,000.00
8/24/2022	TSW Therapy, Inc.	Special Education Services		1183	\$62.50
8/24/2022	TSW Therapy, Inc.	Special Education Services		1185	\$375.00
8/24/2022	AGiRepair, Inc.	Technology Services & Software - Educational		29509	\$99.00
8/24/2022	OPS	Technology Services & Software - Educational		2358	\$1,995.00
8/24/2022	OPS	Technology Services & Software - Educational		2357	\$1,276.15
8/24/2022	ULINE *SHIP SUPPLIES	Postage & Delivery - Educational	Credit Card 0348		\$288.78
8/24/2022	FEDEX OFFIC17000017012	Postage & Delivery - Educational	Credit Card 0348		\$1,365.68
8/26/2022	FIS LOCKBOX OPERATIONS ATTN:PITN	Postage & Delivery - Educational		10	\$5,000.00
8/29/2022	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-4532		\$74.78
8/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3822128		\$152.49
8/29/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S237023		\$94.42
8/29/2022	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &		388571	\$144.10
8/29/2022	Staples Business Credit	Core Teaching/Student Supplies	7362580605-0-1		\$219.02
8/29/2022	Brette Space	Educational Services	SPA063022a		\$100.00
8/29/2022	Elite Spirit Cheer	Educational Services		103	\$29,200.00
8/29/2022	Elizabeth Griswold	Educational Services	GRI063022a		\$120.00
8/29/2022	Natalie Neal	Educational Services	NEA063022		\$143.71
8/29/2022	Susan Zaugg	Educational Services	ZAU063022b		\$573.71
8/29/2022	Susan Zaugg	Educational Services	ZAU063022a		\$273.36
8/29/2022	Susan Zaugg	Educational Services	ZAU063022c		\$273.36
8/29/2022	Talisa Horine	Educational Services	HOR063022		\$188.00

Elite Academic Academy - Mountain Empire

8/29/2022	Kaiser Foundation Health Plan	Health Insurance	09Sep2022ME	\$8,265.95
8/29/2022	Empower Retirement c/o SchoolsFirst	Other Employee Benefits	003-071522	\$21,435.12
8/29/2022	JAMF Software, LLC	Technology Services & Software - Educational	INV260157	\$846.00
8/30/2022	VISTAPRINT	Marketing	Credit Card 0348	\$1,233.28
9/1/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1846139	\$8,525.75
9/1/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1844272	\$3,942.64
9/1/2022	Mimeo.com, Inc	Core Teaching/Student Supplies	1844272	\$7,215.47
9/1/2022	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	09Sep2022Lease	\$2,633.50
9/2/2022	VISTAPRINT	Marketing	Credit Card 0348	\$150.44
9/6/2022	Anthem Blue Cross	Health Insurance	202208926383	\$11,263.36
9/6/2022	Guardian	Health Insurance	009Sept2022	\$3,060.58
9/9/2022	California Charter Schools Association	Dues & Memberships	A-05203-6/30/2023	\$9,375.00
9/11/2022	APPLE.COM/US	Technology Equipment - Staff	Credit Card 0348	\$11,774.13
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1F1C-9TGQ-33G	\$23.31
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1T1M-QNWL-77D6	\$25.00
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11HD-JWWX-CCR4	\$35.51
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1YJ4-RQWL-93NQ	\$25.41
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1WCP-TTTV-1KKL	\$13.35
9/12/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XRV-H7HY-7LK1	\$11.84
9/12/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	17428	\$226.50
9/12/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	17429	\$295.32
9/12/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0009258	\$811.03
9/12/2022	Pandia Press	Approved Core Curriculum, Teacher Manuals &	35100	\$74.99
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828714	\$32.73
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828715	\$77.78
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828716	\$230.91
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828720	\$86.49
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828718	\$27.97
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828719	\$83.42
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3828717	\$175.92
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832433	\$38.89
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832452	\$82.18
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832455	\$78.50
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832438	\$38.89
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3831722	\$124.76

Elite Academic Academy - Mountain Empire

9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832443	\$38.89
9/12/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3832449	\$318.89
9/12/2022	Renaissance	Approved Core Curriculum, Teacher Manuals &	INV5261864	\$1,460.00
9/12/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S238809	\$161.32
9/12/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S238808	\$83.95
9/12/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	448556	\$32.27
9/12/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451403	\$64.54
9/12/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451365	\$64.54
9/12/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451366	\$64.54
9/12/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451405	\$64.54
9/12/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	199391268	\$20.00
9/12/2022	Well Trained Mind Press	Approved Core Curriculum, Teacher Manuals &	55551	\$16.90
9/12/2022	Morgen Oelckers	Board Stipends - Attendance	09Sep2022ME	\$300.00
9/12/2022	Ronald Lloyd Jackson	Board Stipends - Attendance	09Sep2022ME	\$300.00
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17NQ-JPQM-1LWW	\$18.09
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L17-RTF3-HN6L	\$54.96
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYY-D6PD-L4KT	\$26.48
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G7M-YQFL-V4NR	\$7.41
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GM3-NKPD-R41D	\$93.32
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYY-D6PD-PXJV	\$136.48
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X9G-HNMM-T11H	\$15.19
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	176R-HHWC-W96D	\$194.52
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MGN-CCLY-3CJY	\$15.66
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TQQ-LNNW-WJNM	\$218.47
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JCY-HRWJ-14QQ	\$19.46
9/12/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	111Y-JCGL-6R97	\$323.85
9/12/2022	Staples Business Credit	Core Teaching/Student Supplies	7362580605-0-2	\$12.38
9/12/2022	Cheryl McCormick	Educational Services	7	\$1,440.00
9/12/2022	Erika Lupo	Educational Services	LUP063022a	\$495.00
9/12/2022	Jannet Dominguez	Educational Services	DOM063022	\$99.00
9/12/2022	Jennifer Ervin	Educational Services	ERV063022	\$104.00
9/12/2022	Nicole the Math Lady, LLC	Educational Services	4698	\$149.00
9/12/2022	Nicole the Math Lady, LLC	Educational Services	4697	\$99.00
9/12/2022	Nicole the Math Lady, LLC	Educational Services	4756	\$59.00
9/12/2022	Shelley Wright	Educational Services	WRI063022j	\$385.00

Elite Academic Academy - Mountain Empire

9/12/2022	Shelley Wright	Educational Services	WRI063022k	\$68.16
9/12/2022	Department of Justice	Fingerprinting	599291	\$32.00
9/12/2022	Knight Security & Fire Systems	Fire, Alarm & Pest control	149448	\$20.00
9/12/2022	Mary R. Pierce, Esq.	Legal Fees	202225	\$75.00
9/12/2022	Life Storage	Rent - Facilities Lease	008Aug22#658b	\$116.50
9/12/2022	Pioneer Nashville II, LLC	Rent - Facilities Lease	009SepSTE130	\$1,030.50
9/12/2022	Parchment LLC	Technology Services & Software - Educational	INV15397	\$2,300.00
9/12/2022	Southern California Edison	Utilities - Gas/Electric/Water	008AugSCEME	\$265.01
9/12/2022	Marsh & McLennan Agency, LLC	Workers Compensation	1977402	\$2,514.50
9/14/2022	IN *INTELLIBOARD INC	Technology Services & Software - Educational	Credit Card 0348	\$4,335.00
9/19/2022	FIS LOCKBOX OPERATIONS ATTN:PITN	Postage & Delivery - Educational	011.ME	\$5,000.00
9/20/2022	Aflac	Health Insurance	642761	\$509.17
9/21/2022	Prime Educational Solutions	Misc. Operating Expense	1069	\$49,285.23
9/21/2022	USPS.COM POSTAL STORE	Postage & Delivery - Educational	Credit Card 0348	\$1,102.10
9/22/2022	Mountain & Sea Educational Adventur	Educational Services	050216EBC1876ELSIIDV	\$4,095.12
9/22/2022	Prime Educational Solutions	Misc. Operating Expense	1069	\$49,000.00
9/23/2022	Great American Insurance Group	General Liability Insurance	009Sep2022ME	\$2,865.00
9/23/2022	PURCHASE INTEREST CHARGE	Banking Fees	Credit Card 0348	\$156.91
9/26/2022	42 Development LLC	Approved Core Curriculum, Teacher Manuals &	6671	\$375.03
9/26/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912460	\$29.91
9/26/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912520	\$225.06
9/26/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14JJ-MRHF-6WXH	\$70.24
9/26/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1TRR-PN91-3DL1	\$26.89
9/26/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FWY-L6TH-YLNV	\$52.54
9/26/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1M7M-7RMM-VLGN	\$29.04
9/26/2022	Angela Froistad	Approved Core Curriculum, Teacher Manuals &	FRO090222	\$185.00
9/26/2022	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV226981	\$129.32
9/26/2022	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV226983	\$96.00
9/26/2022	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV226982	\$129.32
9/26/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	17593	\$245.12
9/26/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0008723	\$276.18
9/26/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0010078	\$588.80
9/26/2022	Bryan Thunstrom	Approved Core Curriculum, Teacher Manuals &	THU090822	\$49.99
9/26/2022	Build Your Library	Approved Core Curriculum, Teacher Manuals &	CSO-150	\$7.95
9/26/2022	Courtney White Menezes	Approved Core Curriculum, Teacher Manuals &	MEN090922	\$1,120.00

Elite Academic Academy - Mountain Empire

9/26/2022	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	402	\$88.00
9/26/2022	Daisy Brum	Approved Core Curriculum, Teacher Manuals &	BRU082922b	\$314.15
9/26/2022	Daisy Brum	Approved Core Curriculum, Teacher Manuals &	BRU082922d	\$6.76
9/26/2022	Daisy Brum	Approved Core Curriculum, Teacher Manuals &	BRU082922a	\$329.00
9/26/2022	Daisy Brum	Approved Core Curriculum, Teacher Manuals &	BRU082922	\$62.50
9/26/2022	Daisy Brum	Approved Core Curriculum, Teacher Manuals &	BRU082922c	\$18.33
9/26/2022	Demme Learning LLC	Approved Core Curriculum, Teacher Manuals &	0788799-IN	\$221.11
9/26/2022	Dino Lingo, Inc	Approved Core Curriculum, Teacher Manuals &	527078952-INV	\$99.00
9/26/2022	Edmentum, INC.	Approved Core Curriculum, Teacher Manuals &	INV193450-1	\$304.20
9/26/2022	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-4832	\$66.58
9/26/2022	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-4833	\$14.49
9/26/2022	Ingrid Seelman	Approved Core Curriculum, Teacher Manuals &	SEE090622	\$595.00
9/26/2022	Ingrid Seelman	Approved Core Curriculum, Teacher Manuals &	SEE090622a	\$595.00
9/26/2022	Ingrid Seelman	Approved Core Curriculum, Teacher Manuals &	SEE090822	\$595.00
9/26/2022	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	925276	\$195.13
9/26/2022	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	930765	\$120.68
9/26/2022	Ironbox	Approved Core Curriculum, Teacher Manuals &	2513	\$4,389.20
9/26/2022	Kjristi Burningham	Approved Core Curriculum, Teacher Manuals &	BUR083022	\$98.50
9/26/2022	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	FE2022082202	\$340.01
9/26/2022	Mayra Reynoso	Approved Core Curriculum, Teacher Manuals &	REY111021	\$81.55
9/26/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1850139	\$1,134.13
9/26/2022	Mystery Science	Approved Core Curriculum, Teacher Manuals &	195727	\$79.00
9/26/2022	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	133922	\$722.39
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3839487	\$649.95
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3839495	\$649.95
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3839496	\$334.54
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3839489	\$136.52
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3839505	\$20.16
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3844389	\$42.73
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3844384	\$105.50
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3844396	\$311.13
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3844380	\$66.71
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853531	\$86.16
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853327	\$121.52
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852492	\$137.10

Elite Academic Academy - Mountain Empire

9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853323	\$25.55
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852482	\$21.57
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852450	\$139.78
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853834	\$17.68
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853210	\$229.85
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853262	\$38.89
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852513	\$37.24
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852449	\$128.94
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853807	\$12.64
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853794	\$355.26
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853264	\$77.65
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853534	\$148.82
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852517	\$184.77
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853228	\$109.07
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852516	\$35.52
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853271	\$21.35
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852499	\$89.97
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853338	\$80.59
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853827	\$29.00
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852577	\$41.76
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853810	\$31.53
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853215	\$20.28
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852484	\$180.16
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3852509	\$189.15
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854778	\$80.05
9/26/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854793	\$484.12
9/26/2022	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	386329	\$107.25
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	447908	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	450231	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	450230	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	450243	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	450238	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	450209	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451364	\$65.14
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451399	\$64.54

Elite Academic Academy - Mountain Empire

9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451361	\$65.14
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451391	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451360	\$65.14
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451362	\$65.14
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451395	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	451394	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	453700	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	453688	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456254	\$65.14
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456344	\$64.54
9/26/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456667	\$65.14
9/26/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	200382737	\$60.00
9/26/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201095587	\$24.44
9/26/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201207996	\$23.50
9/26/2022	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	44841	\$80.76
9/26/2022	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	205963	\$159.00
9/26/2022	Waldorf Essentials	Approved Core Curriculum, Teacher Manuals &	75	\$320.00
9/26/2022	Waldorfish, Inc.	Approved Core Curriculum, Teacher Manuals &	3254	\$279.00
9/26/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M9C-X9KR-7Q9H	\$25.81
9/26/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RRF-WL9M-CH9Q	\$84.76
9/26/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P7W-1JCP-LXGQ	\$83.61
9/26/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KMC-4G4Q-33WQ	\$18.31
9/26/2022	Home Science Tools	Core Teaching/Student Supplies	438318	\$60.02
9/26/2022	Home Science Tools	Core Teaching/Student Supplies	447951	\$59.94
9/26/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992335	\$477.44
9/26/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000993098	\$180.70
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839665	\$151.64
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839668	\$151.01
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839544	\$116.95
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839662	\$151.01
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839537	\$104.26
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839499	\$72.11
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839500	\$116.00
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3839518	\$78.59
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3843961	\$92.75

Elite Academic Academy - Mountain Empire

9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853217	\$79.54
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3852470	\$179.26
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853282	\$42.90
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853739	\$34.51
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3852451	\$92.75
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853219	\$104.26
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3852452	\$116.95
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3852464	\$104.26
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3852510	\$218.12
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853302	\$72.70
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853222	\$72.70
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854814	\$78.59
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854772	\$72.70
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854809	\$72.70
9/26/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854806	\$133.71
9/26/2022	Branche Jones	Educational Services	106	\$1,500.00
9/26/2022	Heather Machulsky	Educational Services	MAC090822	\$36.00
9/26/2022	Kelsey Swann	Educational Services	SWA090922	\$27.75
9/26/2022	Neesha N. Rahim	Educational Services	107	\$3,750.00
9/26/2022	Trenay Hardman	Educational Services	1	\$100.00
9/26/2022	Hatch & Cesario, Attorneys-at-Law	Special Education Services	14587	\$125.00
9/26/2022	TSW Therapy, Inc.	Special Education Services	1205	\$650.00
9/26/2022	TSW Therapy, Inc.	Special Education Services	1214	\$682.50
9/26/2022	TSW Therapy, Inc.	Special Education Services	1204	\$390.00
9/26/2022	The Speech and Language Group, Inc.	Special Education Services	44743	\$250.00
9/26/2022	Curriculum Associates	Student Assessments	90202491	\$8,868.00
9/26/2022	Amazon Capital Services, Inc.	Technology Equipment - Staff	1RLW-9MFG-9DHP	\$1,775.33
9/26/2022	OPS	Technology Services & Software - Educational	2372	\$1,276.15
9/26/2022	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV3886	\$7,056.94
9/26/2022	Allison Watters	Travel, Lodging & Meals	WAT083022	\$31.34
9/26/2022	TAMARA RADFORD	UNALLOCATED WAGES	120321	\$41.81
9/27/2022	Kaiser Foundation Health Plan	Health Insurance	010Oct2022ME	\$8,265.95
9/28/2022	Prime Educational Solutions	Misc. Operating Expense	1071	\$49,000.00
9/28/2022	Prime Educational Solutions	Misc. Operating Expense	1071	\$42,317.18
9/28/2022	Danielle Zankich	UNALLOCATED WAGES	93022	\$912.50

Elite Academic Academy - Mountain Empire

9/28/2022	WWW.TANGO.US	Technology Services & Software - Business	Credit Card 0348	\$192.00
9/29/2022	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	5164	\$17,965.00
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912526	\$117.65
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912596	\$154.18
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912626	\$139.75
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912832	\$47.71
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912837	\$132.68
9/29/2022	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	912935	\$157.41
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NNN-LW1J-3WCL	\$92.92
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NNN-LW1J-QVJT	\$15.72
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PYP-VCJ9-N4FM	\$17.30
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1R9C-HJNY-F7YC	\$51.43
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1KP1-PQGR-J36F	\$47.08
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Q6G-R4YD-PHCK	\$16.15
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NF1-K67D-3RHC	\$47.08
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1MJ6-RYY3-V1PT	\$34.17
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1K1L-LYJV-3N91	\$8.07
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1M43-RFJJ-QFMY	\$41.18
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Q6G-R4YD-PNJW	\$46.86
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1MJ6-RYY3-J74N	\$9.69
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CCJ-RYW7-167W	\$31.88
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1GCV-XGYG-4CQV	\$8.61
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1G3V-7JW7-37JT	\$11.63
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VDK-FN4G-39MR	\$7.75
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VXG-FWCR-4DC7	\$52.74
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HWD-XXD6-4GDW	\$7.75
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1K1L-LYJV-6DLJ	\$8.59
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CCJ-RYW7-3C7P	\$9.69
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VDK-FN4G-7KQY	\$87.58
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19H1-CV1R-1RQP	\$10.76
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VDK-FN4G-CVLT	\$25.54
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XPP-GKLH-11VL	\$12.60
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13FR-YTKX-6VV3	\$20.46
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14YF-WJY3-399P	\$19.36
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XPP-GKLH-3YHG	\$143.65

Elite Academic Academy - Mountain Empire

9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1MHD-QCVJ-397T	\$20.39
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1X77-1MVP-1NX6	\$68.01
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NN7-CG3C-64FQ	\$66.39
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VXG-FWCR-JQYL	\$57.91
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11JX-LLJG-3CKV	\$62.63
9/29/2022	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NN7-CG3C-GQM3	\$48.14
9/29/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	17898	\$93.35
9/29/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	17904	\$170.40
9/29/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	18085	\$170.40
9/29/2022	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	18107	\$259.19
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011325	\$255.19
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011674	\$593.67
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011670	\$783.62
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011673	\$315.20
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011672	\$254.08
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011671	\$379.70
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011983	\$66.84
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011992	\$245.20
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0011994	\$278.72
9/29/2022	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0012009	\$257.82
9/29/2022	Build Your Library	Approved Core Curriculum, Teacher Manuals &	CSO-154	\$39.95
9/29/2022	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	143	\$174.99
9/29/2022	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	146	\$174.82
9/29/2022	Demme Learning LLC	Approved Core Curriculum, Teacher Manuals &	0790564-IN	\$155.38
9/29/2022	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-4870	\$26.38
9/29/2022	Gravitas Publications, Inc	Approved Core Curriculum, Teacher Manuals &	GS-381363	\$93.98
9/29/2022	Gravitas Publications, Inc	Approved Core Curriculum, Teacher Manuals &	GS-381406	\$115.81
9/29/2022	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	441036	\$220.83
9/29/2022	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	441033	\$82.28
9/29/2022	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	441031	\$38.11
9/29/2022	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	460556	\$66.03
9/29/2022	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	SM2022081910	\$340.01
9/29/2022	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	TG2022090805	\$151.12
9/29/2022	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1847967	\$778.18
9/29/2022	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	272162	\$981.69

Elite Academic Academy - Mountain Empire

9/29/2022	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	272161	\$427.12
9/29/2022	Mystery Science	Approved Core Curriculum, Teacher Manuals &	195546	\$79.00
9/29/2022	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	134010	\$606.08
9/29/2022	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	134153	\$468.41
9/29/2022	Pandia Press	Approved Core Curriculum, Teacher Manuals &	36593	\$28.99
9/29/2022	Pandia Press	Approved Core Curriculum, Teacher Manuals &	36601	\$64.99
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853371	\$207.77
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853265	\$18.27
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853379	\$218.71
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853277	\$21.35
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853848	\$52.15
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853828	\$38.69
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853538	\$125.29
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853289	\$34.38
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853374	\$186.75
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3853838	\$101.56
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854686	\$28.78
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855325	\$231.80
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854635	\$148.01
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855317	\$284.99
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855313	\$79.45
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854679	\$507.84
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854692	\$170.95
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854637	\$299.93
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854683	\$29.00
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3854797	\$152.49
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855311	\$270.81
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855886	\$139.53
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856379	\$31.48
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856287	\$119.93
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855846	\$234.86
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856351	\$244.01
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855866	\$45.37
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855864	\$162.97
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856375	\$68.00

Elite Academic Academy - Mountain Empire

9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856384	\$135.26
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856343	\$138.89
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855880	\$49.41
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856099	\$140.07
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855855	\$139.53
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856308	\$39.39
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855874	\$152.96
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856073	\$67.45
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855995	\$382.84
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856087	\$407.68
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856662	\$90.96
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855826	\$242.21
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856005	\$195.82
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855858	\$162.97
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855849	\$20.28
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856388	\$31.48
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855823	\$19.89
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856068	\$185.93
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856232	\$35.23
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855842	\$124.76
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855853	\$561.58
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856399	\$23.81
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856423	\$268.82
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856097	\$14.57
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856020	\$117.02
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856310	\$528.37
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855857	\$212.96
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3856011	\$124.63
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858385	\$25.55
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858508	\$52.15
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858381	\$120.30
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858491	\$38.75
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858497	\$61.94
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858481	\$122.69
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858421	\$252.51

Elite Academic Academy - Mountain Empire

9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858390	\$16.39
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858484	\$25.12
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858377	\$222.55
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858372	\$160.09
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3858503	\$61.94
9/29/2022	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3855869	\$65.37
9/29/2022	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	386465	\$115.57
9/29/2022	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	386467	\$115.57
9/29/2022	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	386466	\$373.96
9/29/2022	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	386480	\$115.57
9/29/2022	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	114862	\$352.00
9/29/2022	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	114439	\$286.00
9/29/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S243257	\$175.15
9/29/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S242867	\$57.54
9/29/2022	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S242737	\$148.70
9/29/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	446768	\$64.54
9/29/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	453711	\$64.54
9/29/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456122	\$66.04
9/29/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456343	\$64.54
9/29/2022	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	456391	\$64.54
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201649639	\$15.00
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201652641	\$14.40
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201659708	\$201.69
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201649047	\$15.50
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201648017	\$21.00
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201648453	\$77.00
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201649419	\$21.50
9/29/2022	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	201647473	\$26.50
9/29/2022	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	45286	\$67.08
9/29/2022	The BEarth Institute, Inc.	Approved Core Curriculum, Teacher Manuals &	INV-00055	\$750.00
9/29/2022	The BEarth Institute, Inc.	Approved Core Curriculum, Teacher Manuals &	INV-00056	\$900.00
9/29/2022	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	206030	\$197.63
9/29/2022	Waldorf Essentials	Approved Core Curriculum, Teacher Manuals &	76	\$1,000.00
9/29/2022	Waldorf Essentials	Approved Core Curriculum, Teacher Manuals &	78	\$350.00
9/29/2022	Waldorf Essentials	Approved Core Curriculum, Teacher Manuals &	77	\$320.00

Elite Academic Academy - Mountain Empire

9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13LD-CMK3-6VGL	\$52.74
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PYP-V CJ9-NK LQ	\$111.32
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NHW-Q76J-MK W V	\$5.30
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PM1-VGNK-THV K	\$50.86
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N13-L41V-3XCT	\$50.97
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NF1-K67D-34NJ	\$29.09
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164D-MVMQ-QCD7	\$61.35
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13QX-QT1T-HVQH	\$20.32
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164D-MVMQ-T9Q7	\$43.06
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M43-RFJJ-KLXK	\$74.69
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NHW-Q76J-TNMW	\$50.86
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164D-MVMQ-R67J	\$50.86
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QYJ-XV3K-3RWY	\$29.72
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KP1-PQGR-T6QF	\$163.73
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CCJ-RYW7-3MXT	\$17.97
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	141N-KKNQ-CKV3	\$26.71
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLW-RW74-71P7	\$90.46
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKD-76NY-D1D3	\$35.66
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HKD-X3FD-1R6G	\$40.23
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NN7-CG3C-3RRF	\$93.30
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TTL-WNP6-3NTT	\$26.94
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GHN-HLVQ-16GK	\$18.19
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HWD-XXD6-K3TD	\$66.62
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19KX-R3PQ-KVJG	\$18.19
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J4P-V41P-MJ6F	\$202.64
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J4P-V41P-JCK3	\$176.17
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYQ-QYXQ-7QDW	\$48.66
9/29/2022	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LFF-1LC4-F9DW	\$72.72
9/29/2022	Elemental Science, Inc.	Core Teaching/Student Supplies	IN-4852	\$60.49
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	440442	\$200.36
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	440461	\$103.34
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	440438	\$136.78
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	441047	\$60.69
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	441035	\$11.45
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	441034	\$72.28

Elite Academic Academy - Mountain Empire

9/29/2022	Home Science Tools	Core Teaching/Student Supplies	441032	\$123.17
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	441495	\$126.43
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	442064	\$216.30
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	445339	\$94.10
9/29/2022	Home Science Tools	Core Teaching/Student Supplies	445338	\$122.11
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992760	\$312.55
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992762	\$309.67
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992761	\$312.55
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992763	\$309.67
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992742	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992736	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992743	\$168.55
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992744	\$168.55
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992738	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992691	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992708	\$309.67
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992692	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992808	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992810	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992809	\$167.77
9/29/2022	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000992811	\$167.77
9/29/2022	Mimeo.com, Inc	Core Teaching/Student Supplies	1847967	\$1,471.27
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853288	\$30.02
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853220	\$104.26
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3853297	\$178.88
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854785	\$104.26
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854762	\$192.11
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3854695	\$92.75
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3855832	\$72.70
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3855828	\$92.75
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3856053	\$20.16
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3856450	\$205.24
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3856066	\$20.16
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858475	\$156.46
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858425	\$72.70

Elite Academic Academy - Mountain Empire

9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858429	\$78.59
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858513	\$72.41
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858388	\$142.07
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858423	\$107.08
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3859040	\$107.30
9/29/2022	Rainbow Resource Center	Core Teaching/Student Supplies	3858433	\$92.75
9/29/2022	Staples Business Credit	Core Teaching/Student Supplies	7364483600-0-1	\$154.07
9/29/2022	Staples Business Credit	Core Teaching/Student Supplies	7364650323-0-1	\$144.85
9/29/2022	Staples Business Credit	Core Teaching/Student Supplies	7364649305-0-1	\$97.38
9/29/2022	Christina Garlinger	Educational Services	GAR061822	\$31.00
9/29/2022	Crystal Casey	Educational Services	CAS061822	\$76.00
9/29/2022	Jennifer Doerrige	Educational Services	DOE091222a	\$75.00
9/29/2022	Jennifer Doerrige	Educational Services	DOE091222b	\$75.00
9/29/2022	Jennifer Doerrige	Educational Services	DOE091222	\$75.00
9/29/2022	Melissa Allen	Educational Services	525526050	\$175.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5036	\$99.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5030	\$59.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5043	\$99.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5034	\$99.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5033	\$59.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5039	\$59.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5038	\$99.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5040	\$59.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5042	\$99.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5041	\$59.00
9/29/2022	Nicole the Math Lady, LLC	Educational Services	5166	\$59.00
9/29/2022	Sarah Murrietta	Educational Services	MUR063022a	\$250.00
9/29/2022	The Living Desert	Educational Services	281195	\$525.00
9/29/2022	Certifix Live Scan	Fingerprinting	66962	\$77.00
9/29/2022	Amazon Capital Services, Inc.	Materials & Supplies - Office	1YKF-1FKW-MT4C	\$105.58
9/29/2022	Staples Business Credit	Materials & Supplies - Office	7364415333-0-1	\$275.35
9/29/2022	Frontier	Phone / Internet / Website Fees	010Oct2022-43385	\$169.94
9/29/2022	Purchase Power	Postage & Delivery - Business	009Sep2022	\$506.59
9/29/2022	The Speech and Language Group, Inc.	Special Education Services	44805	\$125.00
9/30/2022	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	10Oct2022Lease	\$2,633.50

Elite Academic Academy - Mountain Empire

9/30/2022

BLOOKET

Technology Services & Software - Educational

Credit Card 0348

\$450.00

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

Partner Name	Description of Services	Link to EAA VCI 2022-2023 Applications
Escondido Explorers	Outdoor enrichment classes including Math, LA, Science, Arts/Crafts, etc.	Escondido Explorers_EAA VCI 22-23 Application
Gum Tree Nature Camp	Early childhood and Kindergarten nature camp	Gum Tree Nature Camp_EAA VCI 22-23 Application
Sylvan Learning Center (Glendora)	Tutoring Pre-12th grade (Math, Reading, Homework Support)	Sylvan Learning Center_Glendora_EAA VCI 22-23 Application
Milly Haynes	Vendor led classes, private tutoring, small group instruction	Milly Haynes_EAA VCI 22-23 Application
Mathnasium of North Costa Mesa	Math tutoring and enrichment	Mathnasium of North Costa Mesa_EAA VCI 22-23 Application
Sandlotz	PE type course for kids K-8. Includes skill/fitness instruction and game playing	Sandlotz_EAA VCI 22-23 Application
Cadenza School of Music	Violin, viola, piano, orchestra	Cadenza School of Music_EAA VCI 22-23 Application
LIVE Online Math	Math classes, tutoring and more via live, real-time online sessions. Video courses, a supplemental practice system (Infinite Math) and more.	LIVE Online Math_EAA VCI 22-23 Application
Joanie Mendenhall Studio Inc.	Piano Instruction - group and private	Joanie Mendenhall Studio Inc._EAA VCI 22-23 Application
Rosetree Piano Studio	Piano lessons	Rosetree Piano Studio_EAA VCI 22-23 Application
Firefly Tutors	In-home, Online and Pod tutoring for all K-12th grades and subjects	Firefly Tutors_EAA VCI 22-23 Application
North County Academy of Dance	Dance classes for K-12 from beginners to the pre-professional level	North County Academy of Dance_EAA VCI 22-23 Application
BODYNAMICS	Physical Education and Sports Performance Training	BODYNAMICS_EAA VCI 22-23 Application
Temecula Music Teacher, LLC	Private or group music instruction. One-on-one, 20 different instruments as well as groups and ensembles.	Temecula Music Teacher, LLC_EAA VCI 22-23 Application
Sand n' Straw Community Farm	Farm school (garden, kitchen, nature, art, farm animals, etc)	Sand n' Straw Community Farm_EAA VCI 22-23 Application
Alicia M Ferreira Studios	Ceramic art classes	Alicia M Ferreira Studios_EAA VCI 22-23 Application
Portal Languages - Costa Mesa	Languages Classes	Portal Languages - Costa Mesa_EAA VCI 22-23 Application
SoCal Gymnastics Training Center	Gymnastic lessons for children of all ages	SoCal Gymnastics Training Center_EAA VCI 22-23 Application
DevenhermanPE	Enrichment PE classes	DevenhermanPE_EAA VCI 22-23 Application
Tutoring Club of Fallbrook	Tutoring all ages (reading, writing, math, homework help)	Tutoring Club of Fallbrook_EAA VCI 22-23 Application

Elite Academic Academy - Educational Material Partners - September 2022

<u>Partner Name</u>	<u>Product Description</u>	<u>Link to EAA EMR 2022-2023 Applications</u>
Learn Beyond the Book, LLC	Online courses	Learn Beyond the Book, LLC_EAA EMR 22-23 Application
1000 Hours Outside	Digital download curriculum	1000 Hours Outside_EAA EMR 22-23 Application
Schoolhouse Discoveries LLC	Multi-Subject Unit Study Kits	Schoolhouse Discoveries LLC_EAA EMR 22-23 Application
Wild Learning LLC	Outdoor Math and Reading curriculum	Wild Learning LLC_EAA EMR 22-23 Application
Miacademy	Online Educational Lessons	Miacademy_EAA EMR 22-23 Application



Credit Recovery/Acceleration Coordinator

Job Description

Position Title:	Credit Recovery/Acceleration Coordinator
Reports To:	Chief Academic Innovations Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based on experience and student enrollment
Work Schedule:	12 months
Location:	Onsite/Remote Office

Position Summary: *To serve under the Governing Board, and the Chief Executive Officer or designee, as Credit Recovery/Acceleration Coordinator. Serves as the educational leader and administrator of Elite's Credit Recovery/Advancement program; responsible for the planning, organizing, implementation, and evaluation of all of the programs including Credit Recovery/Acceleration and Peak Performance.*

Qualifications:

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

ESSENTIAL DUTIES and RESPONSIBILITIES

- Responsible for planning, coordinating, and administering the program, preparing appropriate reports, and providing support for the program and staff.
- Participates in the development and implementation of goals, objectives, policies, and priorities for the program; identifies resource needs; recommends and implements policies and procedures to ensure a successful program implementation.
- Develops and implements effective publicity and information regarding the program.
- Provides projected staffing needs to HR and assists in the hiring of temporary staff.
- Provides professional learning to staff before and during program implementation.
- Identifies and recruits students eligible for participation in the program.
- Works with Community Members and schools to advertise program.
- Implements and monitors the effectiveness of the curriculum.
- Creates a budget and monitors expenses as they relate to the program, as well as coordinates the ordering of supplies and teaching materials.
- Works with the Educational Leadership team in the development of the course and live session master schedule.
- Meet with parents to handle concerns and complaints.
- Coordinates with vendors and community partners to plan various events.

General Expectations:

- Encourage and support all Elite Academic Staff.
- Attend various meetings
- 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.

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 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 essential functions.

- The noise level is generally moderate
- Meetings conducted in public and private settings
- Indoor and outdoor in varying temperature
- Employees 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: August 25, 2022

Re: [REDACTED]

Per your conversation with Evan Jorgensen, your part-time (60%) position, as Teacher of Record - Homeschool, with Elite Academic Academy - Mountain Empire (as detailed in your attached contract) has been changed to part-time (50%) due to decreased student caseload.

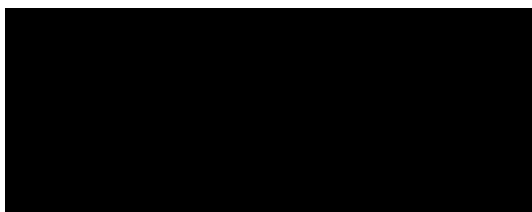
As a 50% employee you will now be paid \$50.00 per hour for **20 hours per week**; and, you will also be paid, at your hourly rate, for an additional 50% of required staff meetings and professional development. You will also receive a stipend of \$75.00 a month (or \$37.50 per pay period) for mileage (in lieu of mileage reimbursement). You will continue to be paid twice a month on, or around, the 10th and 26th of each month.

All other elements of your 22.23 contract, including your job description, doctorate degree stipend, and staffing calendar, 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:

A4137E406BF5494...
Meghan Freeman





AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Mountain Empire

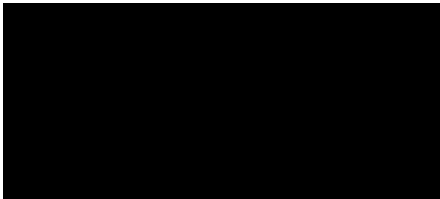
and

Name: [REDACTED]

in the position of

Title: Part-Time Teacher of Record - Homeschool (60%)

June 1, 2022



We are pleased to offer you the position of **part-time (non-exempt) Teacher of Record - Homeschool (60%)** with Elite Academic Academy – Mountain Empire (the “School”) commencing **July 1, 2022** (please see below regarding start date), including 2 Professional Development days (August 18 and 19, 2022). We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The purpose of this letter is to summarize the terms of your employment with the School as set forth in this At-Will Employment Agreement (the “Agreement”), should you accept our offer. This offer of employment is 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.

The terms of your employment with the School are as follows:

1. **Job Duties.** Your job duties are detailed in the attached job description (“Exhibit A”) which is incorporated herein, and you will report to the Director of Homeschool, or designee. The duties set forth in Exhibit A may be amended from time to time at the sole discretion of the School.
2. **At-Will Employment.** Your employment at Elite Academic Academy 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.

3. Hours of Employment. Your days of work, and hours of employment, will be Monday through Friday at hours determined by the School and your direct supervisor, provided that ordinary working hours shall not exceed 24 hours per week, *unless agreed upon by the School in advance.* We anticipate that there will be occasions when we will ask you to work over 24 hours per week, and/or occasions when you may be asked to work overtime. All overtime hours must be approved in advance by your supervisor
4. Best Efforts. 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 by the School which shall include:
 - a. Fulfilling the job duties and functions enumerated in the job description, attached hereto as Exhibit A;
 - 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 discretion and judgment to effectuate the purposes of this Agreement including assignments that are in addition to those expressly described in this Agreement or its Exhibit A;
 - c. Attending any scheduled School events or training or planning sessions before or during the school year if requested by your direct supervisor; 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.
5. Non-Competition During Employment. You agree that while you are working for the School, you will not render services in person or by electronic means, paid or otherwise, to any other entity, unless prior written approval is given by the CEO.
6. Compensation. 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. You will be paid a minimum rate of \$50.00 an hour for all regular hours worked, less applicable withholdings, for 186 days of work (see attached calendar), 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 be paid, at your hourly rate, for an additional 40% of required staff meetings and professional development.

[**Note:** From July 1, 2021 through August 17, 2021 (the "Summer"), you are not expected to render teaching services to students.]

For any overtime hours worked, you will be paid at the appropriate overtime rate in accordance with all applicable laws. You will also receive a stipend of \$90 a month (or \$45.00 per pay period) for travel and mileage (in lieu of mileage reimbursement), along with a

\$2,000.00 annual stipend (\$83.33 per pay period) in honor of your Doctorate Degree. You will be paid twice a month on, or around, the 10th and 26th of each month. Human Resources will confirm your exact pay dates.

7. Benefits. As a part-time employee you will not generally be eligible for benefits, except for voluntary benefits, and those required by law such as paid sick time and California State Teachers Retirement System, as described in the School's Employee Handbook. For more information, please see the plan benefits.
8. Meal and Rest Periods. You shall be given a duty-free, uninterrupted unpaid meal period of at least thirty minutes for a work period of over 5 hours in a day and one rest break of 10 minutes for every 4 hours worked or major fraction thereof. Your supervisor will schedule the times for your meal and rest periods.
9. Timekeeping. You are required to record your time via our timekeeping system, in Paycom. You will be provided with specific instructions regarding this system. You will be responsible for reviewing, approving, and submitting your time to your supervisor. You must report any instance where you believe your time, or pay, is inaccurate to the payroll department.
10. Arbitration. It is a condition of your employment that you review the School's Arbitration Agreement (attached) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified.
11. Confidentiality. Because of the nature of our work and the highly confidential information we provide to our employees, you will be required to execute a Confidentiality and Non-Disclosure Agreement (attached), which will remain in full force and effect after your employment.
12. Equal Employment Opportunity. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on practices, national origin, including language use and possession of a driver's license issued 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, 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.
13. Prior Agreements. 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.

14. Organization Policies. If you accept this offer and begin employment, on your first day of employment, you will be given additional information about the School, including but not limited to its Employee Handbook and other policies and procedures
15. Entire Agreement. This Agreement and its Exhibit A, and accompanying attachments, 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 of the School. To the extent this Agreement or its attachments conflict with our Employee Handbook or any other policy or procedure, this Agreement or its attachments, as the case may be, shall control.

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 days.

Once again, we are looking forward to you joining the Elite Academic Team, and personally growing with the School.

Sincerely,


A4137E406BF5494...
Meghan Freeman, CEO

CEO/Designee Signature:

6/3/2022
Date:

AGREED TO AND ACCEPTED BY:



6/5/2022



Teacher of Record - Homeschool

Job Description

Position Title:	Teacher of Record - Homeschool
Reports To:	Director of Homeschool (or designee)
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Starting at \$62,000 annually
Work Schedule:	186-221 days
Location:	Remote Office

Position Summary:

Teachers of Record - Homeschool support students in meeting their educational goals and ensuring they are successful in an independent study environment. Required duties include administrative responsibilities and completion of all required paperwork as outlined below. Teachers of Record - Homeschool are required to participate in all staff meetings and trainings. Teachers of Record - Homeschool are expected to uphold the school's mission and shared values, philosophy, and policies and procedures. Teachers of Record - Homeschool must carry and maintain a valid California teaching credential. Teachers of Record - Homeschool must meet with K-8 students at least once every 35 days but communicate weekly. High School students will be supported weekly. Teachers of Record - Homeschool may have to tutor students/support tutoring opportunities weekly if they are not making sufficient academic progress and an intervention plan is in effect.

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

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being

*Teacher of Record - Homeschool Job Description
Board Approved Nov. 04, 2021*

received and Human Resources notifying the immediate supervisor of this clearance.

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

General Skills:

- Team player.
- Love of learning – a lifelong learner.
- Ability to transmit passion for learning to students and families.
- Flexibility and accountability.
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional, and courteous manner.
- Conflict resolution skills.
- Strong organizational skills.
- Openness to differing views and objectives.
- Computer and technology literacy.
- Willingness to research and become knowledgeable of curriculum and educational resources.
- Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
- Serve the student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere.
-

ESSENTIAL DUTIES AND RESPONSIBILITIES

Professional Support:

- The Teacher of Record - Homeschool's goal is to ensure the academic success of each student on their roster.
- Teachers of Record - Homeschool must meet with assigned students and parents to support the student's academic needs, and to facilitate adequate progress toward the common core state standards. This requires understanding the student/family goals and Teachers of Record - Homeschool assist families in the development and execution of the goals.
- Teachers of Record - Homeschool will work with students in all grade levels TK-12. For students in grades 6-12 this includes a knowledge of the high school requirements.
- Teachers of Record - Homeschool will complete all educational and administrative duties, paperwork, and other tasks as needed to achieve this goal. Professional support is not limited to the school calendar days.

Responsibilities:

- Develop an educational plan with each family at the beginning of each learning period.
- Maintain daily communication through live and synchronous sessions with students and parents/guardians through online platform, email, and telephone communication.
- Evaluate, update, and document student progress towards the educational plan and Common Core State Standards by examining the entire body of student learning at the monthly Academic Consultation and engaging the student through evaluative discussion and observation.
- Collect work samples each learning period and use those samples to create a record of each students' learning.
- Stay current with school policy and procedure.
- Complete the required paperwork and documentation for each student according to individual deadlines.
- Responsible for synchronous and live sessions to support increased student engagement and grade level mastery.
- Advise and support parents and students.
- Ensure students' academic needs are met by ordering, researching, and suggesting curriculum.
- Suggest and provide information regarding available educational opportunities.
- Proactively seek information on high school curriculum and course work.
- Stay current with UC A-G requirements, school policy and procedure.
- Work with Program Director to ensure high school requirements are being met.
- Design Custom High School Courses according to student need.
- Maintain an accurate online budget for each student-make sure funds are spent according to academic priority—curriculum, tutoring, and then enrichment.
- Communicate school information to the parents/students.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Attend IEP and other required meetings for assigned students.
- Use computer technology, email, the Internet, and other technology.
- Attend mandatory teacher trainings and weekly meetings/mentoring sessions.
- Complete online and other trainings as determined as necessary by the school.
- Proctor state mandated tests and administer any charter required assessments, such as the i-Ready assessment, easyCBM, etc.
- Support high school students and parents with high school planning.
- Evaluate student transcripts for graduation/completion purposes.
- May perform other duties commensurate with the functions and level of the position.

Paperwork and Documentation:

The Teacher of Record - Homeschool must complete all paperwork and documentation necessary to serve each assigned student. Completed documentation must be submitted by specific due dates as specified by the school. The required documentation includes, but is not limited to, the following:

- Master Agreements and enrollment paperwork
- Attendance Reporting
- Assignment and Work Record (AWR) in School Pathways to document student learning--to be completed within two weeks after attendance has been taken
- Report Cards
- Portfolios(digital)
- Purchase Orders
- Checkout (performed after last day of school)
- High school plans and paperwork
- IEP paperwork
- Additional paperwork as needed

Advice and Support:

The Teacher of Record - Homeschool is expected to serve students with varying needs. A broad base of educational knowledge, as well as a thorough understanding of educational opportunities available through the school, is necessary to support families adequately. This knowledge must include, but is not limited to, familiarity with the following:

- School and Common Core State Standards
- Curricular options to meet the standards
- Learning approaches and teaching philosophies
- School graduation requirements
- School and community in-services available
- Internet resources
- Distance learning
- Field Trips
- High School specific information

The Teacher of Record - Homeschool is responsible for answering educational questions posed by their families, performing research, using the Elite Educator manual, and consulting their assigned local lead as needed.

Other Duties

- Proctoring duties as needed during the testing window.
- Plan two field trips per year and create educational materials to support the field trip. This includes but is not limited to worksheets to be completed on the field trip, before or after.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and parents in a timely manner; and ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Perform other duties as assigned.

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. The employee should be familiar with videochat platforms in order to support students virtually and attend meetings, as applicable.

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 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:



6/5/2022

Date



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 [REDACTED] (“Employee”) on the one hand, and Elite Academic Academy Mountain Empire (“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.

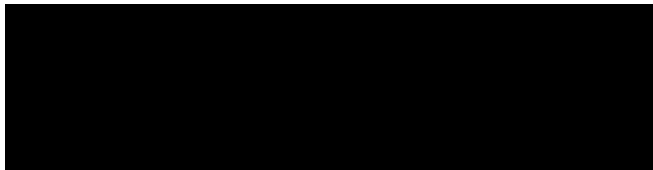
COMPANY:

DocuSigned by:

A4137E406BE5494

By:

Its: Chief Executive Officer



DATED: 6/3/2022

DATED: 6/5/2022



CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The Parties to this Confidentiality and Non-Solicitation Agreement ("Agreement") are Elite Academic Academy-Mountain Empire (the "School") and [REDACTED] ("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.

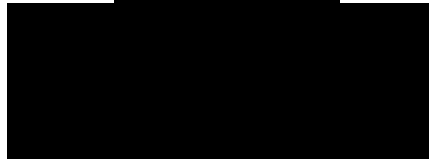
Employee further agrees that signing this Agreement is a condition of his/her employment with the School and payment therefore, which he/she understood before accepting employment with the School.

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: 6/5/2022



Date: 6/3/2022

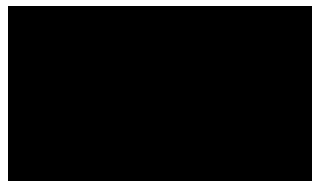
By:  _____
Its: Chief Executive Officer

EAA 2022/2023 Staffing Calendar – 186 Day (11 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		1	2	3	4	5	6					1	2	3	¹							1	7/1	Contract Start Date				
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	²	2	3	4	5	6	7	8	7/1	First Day of School (Year-Round)			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	³	9	10	11	12	13	14	15	7/4	Independence Day Holiday			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	⁴	16	17	18	19	20	21	22	8/29	First Day of School (Traditional)			
24	25	26	27	28	29	30	28	29	30	31			25	26	27	28	29	30			23	24	25	26	27	28	29	9/5	Labor Day Holiday				
31																					30	31						11/11	Veteran's Day Holiday				
																												11/21 - 11/25	Thanksgiving Break				
																												12/19 - 1/6	Winter Break				
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	¹⁰					1	2	3	¹³	1	2	3	4	5	6	7					1	2	3	4	1/16	MLK Day Holiday
6	7	8	9	10	11	12	¹¹	4	5	6	7	8	9	10	¹⁴	8	9	10	11	12	13	14	¹⁶	5	6	7	8	9	10	11	2/17 - 2/20	Presidents' Day Weekend	
13	14	15	16	17	18	19	¹²	11	12	13	14	15	16	17	¹⁵	15	16	17	18	19	20	21	¹⁷	12	13	14	15	16	17	18	3/13 - 3/17	Spring Break	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	¹	19	20	21	22	23	24	25	5/29	Memorial Day			
27	28	29	30				25	26	27	28	29	30	31	29	30	31						26	27	28					6/13	Last Day of School - Traditional			
																												6/14	Last Day of School - Year Round				
																												6/30	Contract End Date				
MARCH							APRIL							MAY							JUNE							Key					
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	⁶						1	⁹	1	2	3	4	5	6	¹⁴					1	2	3		Contract Start and End Dates			
5	6	7	8	9	10	11	⁷	2	3	4	5	6	7	8	¹⁰	7	8	9	10	11	12	13	¹⁵	4	5	6	7	8	9	10		First & Last Day of School	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	¹¹	14	15	16	17	18	19	20	¹⁶	11	12	13	14	15	16	17		Paid Holidays (FT)		
19	20	21	22	23	24	25	⁸	16	17	18	19	20	21	22	¹²	21	22	23	24	25	26	27	¹⁷	18	19	20	21	22	23	24		Paid Flex (Non-school/contract) Days (FT)	
26	27	28	29	30	31		23	24	25	26	27	28	29	30	¹³	28	29	30	31					25	26	27	28	29	30			Professional Development Days	
							30																						New Teacher PD				
																													186 Days worked				



Board Approved March 03, 2022



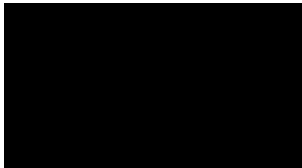
6/5/2022

Elite Academic Academy 2022/2023 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		1	2	3	4	5	6					1	2	3							1	7/4	Independence Day Holiday	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	2	3	4	5	6	7	8	9/5	Labor Day Holiday
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	3	9	10	11	12	13	14	15	11/11	Veteran's Day Holiday
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	4	16	17	18	19	20	21	22	11/21 - 11/25	Thanksgiving Break
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30									12/19 - 1/6	Winter Break	
31																													1/16	MLK Day Holiday
NOVEMBER							DECEMBER							JANUARY							FEBRUARY							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	4	5					1	2	3	1	2	3	4	5	6	7					1	2	3	4	2/17 - 2/20	Presidents' Day Weekend
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	16	5	6	7	8	9	10	11	3/13 - 3/17	Spring Break
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	17	12	13	14	15	16	17	18	5/29	Memorial Day Holiday
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	1	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							Key		
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		Semi-Monthly Payroll			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	15	4	5	6	7	8	9	10		Monthly/Semi-Monthly Payroll
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	16	11	12	13	14	15	16	17		Holidays
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	17	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			



Board Approved March 03, 2022



6/5/2022




Temporary Contract Addendum

August 30, 2022

Re: Temporary Admissions Clerk Position – [REDACTED] ch

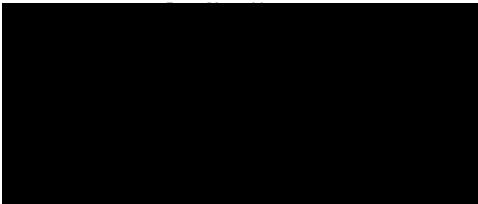
Your temporary contract (attached) will be amended (by virtue of this contract addendum) to now include an end date of September 30, 2022.

Please let us know if you have any questions or concerns.

DocuSigned by:

A4137E406BF5494...

8/31/2022

Meghan Freeman
CEO



8/31/2022



Date of Offer: May 10, 2022

Assignment Offered: Temporary Admissions Clerk

Candidate Name: [REDACTED]

It is our pleasure to offer you a temporary position with the Elite Academic Academy - Mountain Empire (the "School"). This Temporary Employment Contract (the "Contract" or "Temporary Employment Contract") states the terms and conditions that govern the contractual agreement between Elite Academic Academy - Mountain Empire and Danielle Zankich (the "Temp") who agrees to be bound by this Contract.

WHEREAS, the School is engaged in Public Charter School Education; and

WHEREAS, the School desires to employ and retain the services of the Temp on a temporary basis according to the terms and conditions herein.

NOW, THEREFORE, In consideration of the mutual covenants and promises made by the parties hereto, the School and the Temp (individually, each a "Party" and collectively, the "Parties") covenant and agree as follows:

- The term of this Temporary Employment Contract shall commence on May 11, 2022, and continue until September 1, 2022.
- This offer of employment is conditioned upon the receipt of proof of your legal eligibility to work in the United States [I-9].
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as an Admissions Clerk (the "Position") performing the duties described on Exhibit A attached hereto. The Temp accepts employment with the School on the terms and conditions set forth in this Temporary Employment Contract, and agrees to devote his/her full time and attention (reasonable periods of illness excepted) to the performance of his/her duties under this Contract.
- The Temp's days of work shall be Monday through Friday at hours determined by the School, provided that ordinary working hours shall not exceed 20 hours per week, *unless agreed upon by the School*.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.

- The Temp agrees and acknowledges that he/she shall comply with the School’s Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.
- This Temporary Employment Contract and the interpretation of its terms shall be governed by and construed in accordance with the laws of the State of California and subject to the exclusive jurisdiction of the federal and state courts located in San Bernardino, California

IN WITNESS WHEREOF, each of the Parties has executed this Temporary Employment Contract, , as of the day and year set forth below.

Elite Academic Academy

DocuSigned by:

 A4137E406BF5494...
 Meghan Freeman -CEO
 5/10/2022
 Date

AGREED TO AND ACCEPTED BY:

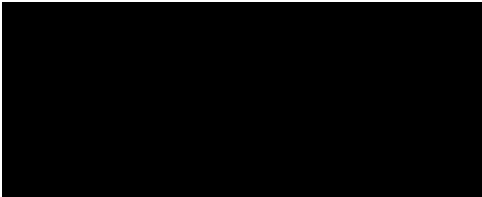

 5/10/2022
 Date

Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- COMPENSATION.
 - The Temp shall be entitled to receive an hourly rate of \$25.00 (the “Compensation”) for performance of the duties described in the Temporary Employment Contract.
 - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
 - The compensation set out above shall be the Temp’s sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.



Temporary Admissions Clerk
Job Description

Position Title:	Temporary Admissions Clerk
Reports To:	Operations & Compliance Coordinator
FLSA Status:	Non-Exempt
School Classification:	Classified
Pay Range:	\$20-25 per hour, or salary equivalent (depending on experience)
Work Schedule:	Temporary; Part-Time (approximately 4 - 6 hours per day; approximately 4-5 months).
Location:	Onsite - Temecula, CA

Position Summary:

The Admissions Clerk supports the Onboarding Specialist in taking phone calls and answering general questions about the school and the program. The Admissions Clerk works to onboard new families that are starting with Elite. This position would check in with families throughout the enrollment process and then after the student is enrolled to make sure the family has heard from their teacher and that all questions regarding the program have been answered. The Admissions Clerk works to ensure student applications are complete and required attachments are submitted. The Admissions Clerk works to keep the SIS updated with all student information, and supports the operations of student enrollment.

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

- High school diploma and clerical experience. Experience in the independent study educational model preferred. Bilingual skills preferred.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

*Temporary Admissions Clerk Job Description
Pending Board Approval*

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

ESSENTIAL FUNCTIONS and RESPONSIBILITIES:

Operations/Onboarding:

- Answer general school phone calls and direct the questions to the appropriate departments.
- Be the first contact with families communicating via email and/or phone system .
- Explain the differences between the Schools' various academies.
- Support families in choosing the appropriate academy for their child.
- Explain to families the enrollment process.
- Follow up with families to help complete registration.
- Check each application in the online registration portal for uploaded documents.
- Contacts parents for missing or incomplete documents, vaccine records, or waivers. Continue to follow up daily until docs have been received.
- Notifies families of their acceptance into the school.
- Documents acceptance status and notifies the teacher, and administration accordingly.
- Uploads Global Notes for each student (medical record, vaccines, IEP/504, HSTs).
- Supports contacting families to verify whether or not students will return each Fall.
- Checks for new student applications/documents daily.
- Follow up with parents/students on missing documents until documents are received or the application is withdrawn.
- Initiates communication with enrolled students and keeps notes accordingly.
- Ensures that student assignments are accurately recorded.
- Following up with new students to ensure a successful transition into the program.
- Input and maintain all student data into the student information system (SIS); including demographics, EL status, homeless status, etc.
- Matches student start date with placement on the teacher's roster.
- Assist with immunization collection and recording.
- Assist with Cumulative Records.
- Assist with student file organization.
- Assists with collection and maintenance of HDC forms.
- Assists with collection and recording of re-enrollment forms.
- Assist with internal compliance auditing.
- Supports the Operations Department as needed.

Other Duties:

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

*Temporary Admissions Clerk Job Description
Pending Board Approval*

Use of Computer Technology:

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

Physical Demands:

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

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

Work Environment:

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

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



5/10/2022

Date

*Temporary Admissions Clerk Job Description
Pending Board Approval*



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 [REDACTED] (“Employee”) on the one hand, and Elite Academic Academy - Mountain Empire (“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:

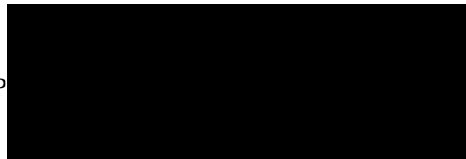
DocuSigned by:
Meghan Freeman
A4137E406BF5494...

EMP

By:

Its: Chief Executive Officer

By:



5/10/2022

5/10/2022

DATED:

DATED:



CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The Parties to this Confidentiality and Non-Solicitation Agreement ("Agreement") are Elite Academic Academy – Mountain Empire (the "School") and [REDACTED] ("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.

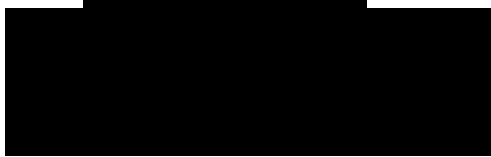
Employee further agrees that signing this Agreement is a condition of his/her employment with the School and payment therefore, which he/she understood before accepting employment with the School.

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: 5/10/2022



Date: 5/10/2022

DocuSigned by:
Meghan Freeman
A4137E406BE5494
By: _____
Its: Chief Executive Officer



September 27, 2022

Re: [REDACTED] Employment Status

[REDACTED]

Per your temporary contract addendum signed May 10, 2022, your employment with Elite Academic Academy – Mountain Empire will complete on September 30, 2022.

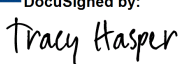
Any/all hours worked for Elite, between September 16, 2022, and September 30, 2022) will be paid within 2 to 3 business days.

Attached to this letter, please find the following:

1. Notice to Employee as to Change in Relationship
2. Final Paycheck Acknowledgment

Thank you for your service.

Sincerely,

DocuSigned by:

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Tracy J. Hasper, Esq. - Chief Personnel Officer



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Mountain Empire

and

Name: [REDACTED]

in the position of

Title: Part-Time Career Technical Education (CTE) Teacher

September 26, 2022

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

We are pleased to offer you the position of **part-time (non-exempt) Career Technical Education (CTE) Teacher** with Elite Academic Academy – Mountain Empire (the “School”) commencing **October 3, 2022**. We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The purpose of this letter is to summarize the terms of your employment with the School as set forth in this At-Will Employment Agreement (the “Agreement”), should you accept our offer. This offer of employment is 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.

The terms of your employment with the School are as follows:

1. **Job Duties.** Your job duties are detailed in the attached job description (“Exhibit A”) which is incorporated herein, and you will report to the Chief Student Development Officer, or designee. The duties set forth in Exhibit A may be amended from time to time at the sole discretion of the School.
2. **At-Will Employment.** Your employment at Elite Academic Academy 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.

3. Hours of Employment. Your days of work, and hours of employment, will be Monday through Friday at hours determined by the School and your direct supervisor, provided that ordinary working hours shall not exceed 15 hours per week, *unless agreed upon by the School in advance.* We anticipate that there will be occasions when we will ask you to work over 15 hours per week, and/or occasions when you may be asked to work overtime. All overtime hours must be approved in advance by your supervisor
4. Best Efforts. 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 by the School which shall include:
 - a. Fulfilling the job duties and functions enumerated in the job description, attached hereto as Exhibit A;
 - 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 discretion and judgment to effectuate the purposes of this Agreement including assignments that are in addition to those expressly described in this Agreement or its Exhibit A;
 - c. Attending any scheduled School events or training or planning sessions before or during the school year if requested by your direct supervisor; 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.
5. Non-Competition During Employment. You agree that while you are working for the School, you will not render services in person or by electronic means, paid or otherwise, to any other entity, unless prior written approval is given by the CEO.
6. Compensation. 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. You will be paid a minimum rate of \$46.35 an hour for all regular hours worked, less applicable withholdings, for 221 days of work (see attached calendar), 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. For any overtime hours worked, you will be paid at the appropriate overtime rate in accordance with all applicable laws. You will also receive a stipend of \$56.25 a month (or \$28.13 per pay period) for travel and mileage (in lieu of mileage reimbursement), along with a \$1,500.00 annual stipend (\$62.50 per pay period) in honor of your Master's Degree. You will be paid twice a month on, or around, the 10th and 26th of each month. Human Resources will confirm your exact pay dates.
7. Benefits. As a part-time employee you will not generally be eligible for benefits, except for voluntary benefits, and those required by law such as paid sick time and California State Teachers Retirement System, as described in the School's Employee Handbook. For more information, please see the plan benefits.

8. Meal and Rest Periods. You shall be given a duty-free, uninterrupted unpaid meal period of at least thirty minutes for a work period of over 5 hours in a day and one rest break of 10 minutes for every 4 hours worked or major fraction thereof. Your supervisor will schedule the times for your meal and rest periods.
9. Timekeeping. You are required to record your time via our timekeeping system, in Paycom. You will be provided with specific instructions regarding this system. You will be responsible for reviewing, approving, and submitting your time to your supervisor. You must report any instance where you believe your time, or pay, is inaccurate to the payroll department.
10. Arbitration. It is a condition of your employment that you review the School's Arbitration Agreement (which you previously signed on June 22, 2022) 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.
11. Confidentiality. Because of the nature of our work and the highly confidential information we provide to our employees, you will be required to execute a Confidentiality and Non-Disclosure Agreement (which you previously signed on June 22, 2022), which will remain in full force and effect after your employment.
12. Equal Employment Opportunity. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on practices, national origin, including language use and possession of a driver's license issued 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, 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.
13. Prior Agreements. 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.
14. Organization Policies. If you accept this offer and begin employment, on your first day of employment, you will be given additional information about the School, including but not limited to its Employee Handbook and other policies and procedures
15. Entire Agreement. This Agreement and its Exhibit A, and accompanying attachments, 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 of the School. To the extent this Agreement or its attachments conflict with our Employee Handbook or any other policy or procedure, this

Agreement or its attachments, as the case may be, shall control.

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 days.

Once again, we are looking forward to you joining the Elite Academic Team, and personally growing with the School.

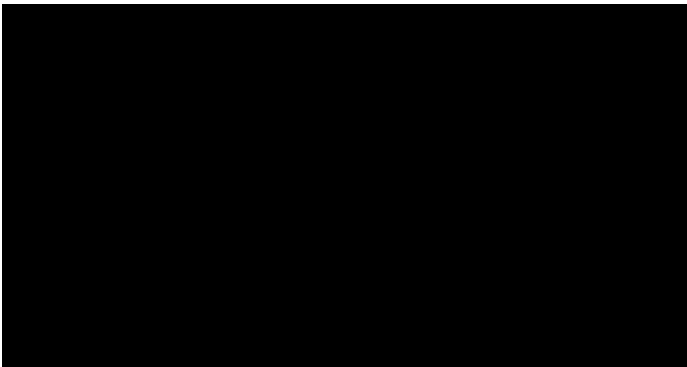
Sincerely,

DocuSigned by:


A4137E406BF5494
Meghan Freeman, CEO

CEO/Designee Signature:

Date: 9/26/2022



Date: 9/26/2022



Career Technical Education (CTE) Teacher

Job Description

Position Title:	Career Technical Education (CTE) Teacher
Reports To:	Chief Student Development Officer, Director of CTE, or designee
FLSA Status:	Exempt
School Classification:	Certificated
Pay Range:	Starting at \$62,000
Work Schedule:	187-225 days
Location:	Remote Office (Travel Required)

Position Summary: *The Career Technical Education (CTE) teacher will teach in one or multiple CTE pathway programs and courses that align with the California CTE Industry Sectors and Pathways. The CTE Teacher will help implement and write curriculum, work with other departments within the organization, assist with program planning and implementation of clubs, job shadowing experiences, and facilitate hands-on projects that prepare students for the 21st century job field.*

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

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

ESSENTIAL DUTIES and RESPONSIBILITIES:

Responsibilities:

- Provide parents/students with information and tools to make an informed choice when selecting from current academy pathways.
- Ensure Elite Academic Academy is set apart from similar schools/programs and that students have the best opportunities and experiences available.
- Increase retention of high school students who often leave the homeschool model in high school.
- Increase opportunities for our students, such as industry clinics/field trips/webinars and industry certification specific workshops, online consulting and virtual training.
- Recruiting/Exposure - create and work with the marketing department to recruit and expose current students to Elite CTE Academy offerings.
- Provide students an opportunity to engage socially with other students and to make connections.
- Assist with program planning, implementation and evaluation of CTE programs and practices.
- Serve as a curriculum expert and help to develop CTE curriculum.
- Instruct students in courses and provide systems of support for student engagement and success.
- Assist CTE Director or designee with completing reporting requirements for state, federal, and local initiatives.
- Collaborate with local organizations to provide outreach programs which are aligned with the curriculum.
- Host CTE Clubs and provide students with opportunities for national competitions.
- Perform related duties and responsibilities as required by the CTE Director or Designee.
- Host Weekly Live Sessions for students in each CTE course.
- Take attendance of student participation in Live Sessions or Academy Events.
- Communicate and collaborate with Teachers of Record to ensure student academic success.

General Expectations:

- Develop a clear mission and vision for CTE Academy program(s).
- Vet Community Partners and organize them by type to share with parents/students.
- Host clinics/field trips/webinars in Los Angeles, Riverside, and San Diego areas.
- Support Elite Administrators with individual program specific goals such as setting up a program/track for student success and certification.
- Develop new relationships with quality Community Partners and create partnerships between them and the programs.
- Work with programs to offer virtual and online physical education classes, training, and workshops.

SMART Goals:

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

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.

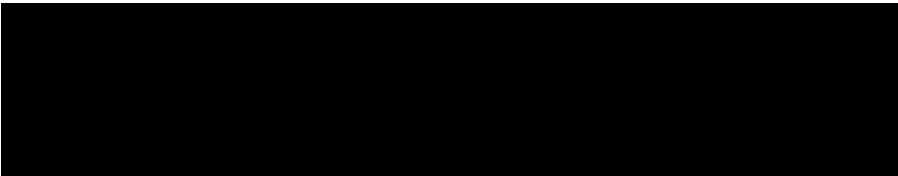
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing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



9/26/2022

Date



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 [REDACTED] (“Employee”) on the one hand, and Elite Academic Academy Mountain Empire (“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.

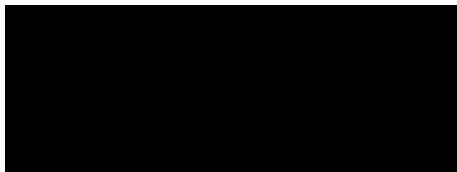
COMPANY:

DocuSigned by:

A4137E406BF5494...

By:

Its: Chief Executive Officer
9/26/2022

By:



DATED:

DATED:



CONFIDENTIALITY AND NON-DISCLOSURE AGREEMENT

The Parties to this Confidentiality and Non-Solicitation Agreement ("Agreement") are Elite Academic Academy-Mountain Empire (the "School") and [REDACTED] ("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.

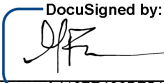
Employee further agrees that signing this Agreement is a condition of his/her employment with the School and payment therefore, which he/she understood before accepting employment with the School.

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: 9/26/2022 

Date: 9/26/2022 By: 
Its: Chief Executive Officer
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EAA 2022/2023 Staffing Calendar - 221 Day (12 month) Employees

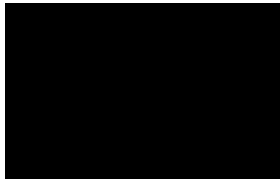
JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S				
					1	2		1	2	3	4	5	6						1	2	3				1	7/1	Contract Start Date				
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10		2	2	3	4	5	6	7	8	7/1	First Day of School (Year-Round)
10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

Elite Academic Academy 2022/2023 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		1	2	3	4	5	6					1	2	3							1	7/4	Independence Day Holiday	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	2	3	4	5	6	7	8	9/5	Labor Day Holiday
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	3	9	10	11	12	13	14	15	11/11	Veteran's Day Holiday
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	4	16	17	18	19	20	21	22	11/21 - 11/25	Thanksgiving 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	12/19 - 1/6	Winter Break	
31																						30	31						1/16	MLK Day Holiday
NOVEMBER							DECEMBER							JANUARY							FEBRUARY							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	4	5					1	2	3	1	2	3	4	5	6	7					1	2	3	4	2/17 - 2/20	Presidents' Day Weekend
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	16	5	6	7	8	9	10	11	3/13 - 3/17	Spring Break
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	17	12	13	14	15	16	17	18	5/29	Memorial Day Holiday
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	1	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							Key		
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		Semi-Monthly Payroll			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	15	4	5	6	7	8	9	10		Monthly/Semi-Monthly Payroll
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	16	11	12	13	14	15	16	17		Holidays
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	17	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			
							30																							



Board Approved March 03, 2022



9/26/2022



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

RECEIVABLES PURCHASE AGREEMENT

Dated as of September 21, 2022

between

ELITE ACADEMIC ACADEMY-MOUNTAIN EMPIRE

and

CHARTER SCHOOL CAPITAL, INC.

RECEIVABLES PURCHASE AGREEMENT, dated as of September 21, 2022, by and between CHARTER SCHOOL CAPITAL, INC., a Delaware corporation (“**Purchaser**”), and ELITE ACADEMIC ACADEMY-MOUNTAIN EMPIRE, a California nonprofit public benefit corporation (“**Seller**”).

WITNESSETH:

WHEREAS, Seller constitutes and/or operates ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE as a charter school in the State of California (the “**School**”);

WHEREAS, Purchaser desires to purchase, from time to time, Receivables (hereinafter defined) originated by Seller;

WHEREAS, Seller desires to sell from time to time, in the ordinary course of its business, Receivables in order to meet its working capital needs;

WHEREAS, Purchaser may sell and assign from time to time the Receivables to one or more purchasers, including trustees on behalf of beneficial owners (together with their successors and assigns, the “**Investor**”), in connection with the issuance of asset backed securities, the repayment of which will be made from collections on and other proceeds of the Receivables;

WHEREAS, each of Seller and Attesting Party agrees that all representations, warranties, covenants and agreements made by Seller and Attesting Party herein with respect to the Receivables, shall also be for the benefit of the Investor, if any, and the benefit of the holders of securities relating to the Receivables, as assignees of Purchaser; and

WHEREAS, Seller desires to sell to Purchaser certain Attendance Receivables and Grant Receivables as Seller and Purchaser shall agree pursuant to this Agreement.

NOW, THEREFORE, it is hereby agreed among, Seller, Attesting Party, and Purchaser as follows:

ARTICLE I

DEFINITIONS

Section 1.01. Definitions. The following terms shall have the following meanings:

“Account Control Agreement” means, if applicable, the Account Control Agreement among Purchaser, Seller and Depository Bank, as the same may be amended, modified or replaced from time to time.

“Acknowledgement Resolutions” means a copy of the resolutions certified by an authorized signer of Seller as being a true and complete copy of the resolutions adopted at a duly called meeting in accordance with applicable law, including, without limitation, the California

Brown Act, where a quorum of directors of Seller was present, substantially in the form attached hereto as Exhibit B.

“Adverse Claim” means a Lien other than a Permitted Lien.

“Agreement” means this Receivables Purchase Agreement and all amendments hereof and supplements hereto.

“Agreement Termination Date” shall have the meaning set forth in the Terms Letter.

“Assignment and Account Notice” means a notice from Seller to each Obligor substantially in the form attached hereto as Exhibit C.

“Attendance Receivables” means all of the right of Seller to be paid by an Obligor amounts in respect of the charter school, including but not limited to: the local control funding formula, funding in-lieu of property taxes, the mandate block grant, special education funds, lottery funds, SB 740 funds, after school education and safety program funding, school nutrition program funding, categorical programs, and such other amounts as Seller may be entitled to, as more particularly described in the applicable Bill of Sale, including all monies due or to become due with respect to the foregoing, all amounts received with respect to the foregoing, all proceeds of the foregoing, and any and all claims and causes of action (whether based on contract, tort, statute, or otherwise), and all rights and remedies in law and in equity, related to the entitlement, ownership, collection or otherwise of the foregoing.

“Attendance Trigger Event” shall, with respect to any Receivable, have the meaning set forth in the applicable Bill of Sale.

“Attesting Party” shall have the meaning set forth in the Terms Letter.

“Authorizing Entity” shall have the meaning set forth in the Terms Letter.

“Bill of Sale” means a bill of sale substantially in the form of Exhibit A hereto.

“Business Day” means any day other than (a) a Saturday or Sunday or (b) any other day on which banks in New York, New York; San Francisco, California; Houston, Texas; or any other city in which the Paying Agent administers the paying agency account pursuant to the Paying Agency Agreement; or any other city in which the Deposit Account is located, are authorized or obligated by law, executive order or governmental decree to be closed.

“Charter” shall have the meaning set forth in the Terms Letter.

“Closing Date” means, with respect to any Conveyance hereunder, unless the context otherwise requires, the Initial Closing Date or the date of the applicable Bill of Sale executed by Seller after the Initial Closing Date.

“Conveyance” shall have the meaning set forth in subsection 2.01(a).

“Deferred Purchase Price” with respect to the Receivables purchased on each Closing Date shall have the meaning set forth in Section 3.01(a)(ii).

“Deposit Account” shall have the meaning set forth in the Account Control Agreement.

“Depository” or “Depository Bank” shall have the meaning set forth in the Account Control Agreement.

“Determination Date” shall have the meaning set forth in Section 3.01(a)(ii).

“Dissolution Event” shall have the meaning set forth in Section 6.02.

“Due Diligence Fee” means, if applicable, the due diligence fee shall equal the amount set forth in Schedule I of the Terms Letter.

“Early Payment Transaction Fee” means, if applicable, the early payment transaction fee shall equal the amount set forth in Schedule I to the Terms Letter.

“Expedite Fee” means, if applicable, the expedite fee shall equal the amount set forth in Schedule I to the Terms Letter.

“Grant Receivable” means all of the right of Seller to be paid grant funds (other than categorical block grant funds) by an Obligor pursuant to a grant that has been confirmed by the California State Department of Education or the Obligor and has been accepted by Seller, as described in more detail in the applicable Bill of Sale.

“Initial Closing Date” shall have the meaning set forth in the Terms Letter.

“Insolvency” means, with respect to any entity, the fact or state of being Insolvent.

“Insolvent” means, with respect to any entity, that both (1) such entity is unable to pay its debts as they become due and (2) the amount of such entity’s liabilities exceeds the amount of such entity’s assets.

“Investor” shall have the meaning set forth in the Recitals hereto.

“Lien” means any interest in property securing an obligation owed to, or a claim by, a Person other than the owner of such property, whether such interest is based on the common law, statute or contract, and including any security interest, charge, claim or lien arising from a security agreement, mortgage, deed of trust, deed to secure debt, encumbrance or pledge for security purposes or lease, consignment or bailment for security purposes.

“Manager” shall have the meaning set forth in the Terms Letter.

“Manager Guaranty” shall have the meaning set forth in the Terms Letter.

“Manager Representations and Warranties Agreement” shall have the meaning set forth in the Terms Letter.

“Material Adverse Effect” means a material adverse effect on (i) the business, operations, properties or condition, financial or otherwise, or in the earnings, business affairs or business prospects of Seller or Attesting Party (including but not limited to, revocation or non-renewal or warning of revocation, probation, abandonment, inactivity or non-renewal of the Charter, the breach of any representation, warranty or covenant of the Charter, or the termination or warning of termination of the Charter), (ii) the validity or enforceability of any Transaction Document or the rights or remedies of the parties thereunder, or (iii) the collectability or enforceability of any Receivable or the proceeds thereof.

“Maximum Deferred Purchase Price” with respect to Receivables purchased on each Closing Date shall mean the amount specified under the heading “Maximum Deferred Purchase Price” in the related Bill of Sale.

“Obligor” shall have the meaning set forth in the Terms Letter.

“Paying Agency Agreement” means each Paying Agency Agreement among Purchaser, Seller, Attesting Party and Paying Agent entered into with respect to this Agreement, as the same may be amended or modified from time to time.

“Paying Agent” means U.S. Bank National Association or any successor thereto or replacement thereof under a Paying Agency Agreement.

“Permitted Liens” means Liens expressly contemplated by the Transaction Documents.

“Person” means any person or entity, whether or not a legal entity, including any individual, corporation, partnership, joint venture, association, limited liability company, joint stock company, trust, bank, trust company, estate (including any beneficiaries thereof), unincorporated organization or government or any agency or political subdivision thereof.

“Program Fee” shall have the meaning set forth in the Terms Letter.

“Purchase Limit” shall have the meaning set forth in the Terms Letter.

“Purchase Price” with respect to the Receivables purchased on each Closing Date shall equal the sum of the Upfront Purchase Price as specified in the related Bill of Sale and the Deferred Purchase Price.

“Purchaser” shall have the meaning set forth in the Recitals hereto.

“Purchaser’s E-Mail Address” shall have the meaning set forth in the Terms Letter.

“Receivables” means the Attendance Receivables and Grant Receivables identified in each Bill of Sale.

“Receivables Files” means (i) originals of this Agreement, the Terms Letter, the Paying Agency Agreement and/or Account Control Agreement (as applicable), (ii) copies of each Acknowledgment Resolution and each Assignment and Account Notice, (iii) with respect to Attendance Receivables, copies or originals of all monthly attendance summaries relating to the Receivables, and P-1 and P-2 filings made with the State of California Department of Education relating to the Receivables, (iv) with respect to Grant Receivables, copies of the relevant grant award notification from the California State Department of Education or the Obligor, Seller’s acceptance of such grant, all assurances and certifications made by Seller in connection with such grant, the application made by Seller for such grant, and all correspondence, notices, reports, and other documents to or from the California Department of Education or the Obligor relating to such grant, (v) UCC financing statements filed pursuant to this Agreement, and (vi) all notices to or from or correspondence with the California Secretary of State, the Authorizing Entity or any other governmental entity relating to the Receivables.

“Receivables Information” means any and all information relating to the Receivables, including correspondence with the State of California, the California Department of Education or the Authorizing Entity.

“Representation Parties” means Seller and Attesting Party.

“Repurchase Price” means, with respect to any Receivable to be repurchased by Seller, the portion of the Purchase Price that has been paid by Purchaser as of the date of the repurchase for such Receivable, less any amounts paid to Purchaser by an Obligor with respect to such Receivable, plus interest at ten percent (10%) per annum (calculated on an actual/360 basis) on the unpaid amount since the date the Purchase Price was paid by Purchaser.

“School” shall have the meaning set forth in the Recitals.

“School’s Address” shall have the meaning set forth in the Terms Letter.

“School’s Name” shall have the meaning set forth in the Terms Letter.

“Seller” shall have the meaning set forth in the first paragraph of this Agreement.

“State” means the State of California.

“Terms Letter” shall mean the terms letter, dated the date hereof, executed by Purchaser and acknowledged by Seller and each Attesting Party as the same may be amended or modified from time to time.

“Transaction Documents” means this Agreement, the Terms Letter, the Paying Agency Agreement, the Account Control Agreement, if applicable, the Assignment and Account Notice, each Bill of Sale and any other document or instrument delivered pursuant hereto, including without limitation, any ACH authorization form executed by Seller or any Attesting Party with respect to any one or more checking/savings account(s) owned in the name of such person.

“UCC” means the California Uniform Commercial Code, as amended from time to time.

“Upfront Purchase Price” with respect to the Receivables purchased on each Closing Date shall mean the amount and installments, if applicable, specified under the heading “Upfront Purchase Price” in the related Bill of Sale.

Section 1.02. Other Definitional Provisions.

(a) All terms defined in this Agreement shall have the defined meanings when used in any certificate or other document made or delivered pursuant hereto unless otherwise defined therein.

(b) Unless the context otherwise requires, (a) references to parties to agreements shall be deemed to include the successors and assigns of such parties; (b) references to statutes or regulations shall be deemed to include such statutes or regulations as the same may be amended, supplemented or otherwise modified or replaced from time to time; (c) the term “include” and all variations thereof shall mean “include without limitation”; (d) references to an Article or Section such as “Article One” or “Section 1.01” shall refer to the applicable Article or Section of the related agreement; (e) references to the term “or” shall include “and/or”; (f) terms used herein that are defined in the UCC and not otherwise defined herein, shall, unless the context requires otherwise, have the meaning set forth in the UCC; (g) in the computation of a period of time from a specified date to a later specified date, the word “from” shall mean “from and including” and the words “to” and “until” shall mean “to but excluding”; (h) terms include, as appropriate, all genders and the plural as well as the singular; and (i) references to the words “hereof,” “herein” and “hereunder” and words of similar import when used in this Agreement or any Transaction Document shall refer to this Agreement as a whole and not to any particular provision of this Agreement; and Section, Subsection, Schedule and Exhibit references contained in this Agreement are references to Sections, Subsections, Schedules and Exhibits in or to this Agreement unless otherwise specified.

ARTICLE II

PURCHASE AND CONVEYANCE OF RECEIVABLES

Section 2.01. Purchase.

(a) Subject to the terms and conditions set forth herein, and subject to satisfaction of the conditions precedent set forth in Section 3.02 and 3.03, Seller agrees to sell, transfer, set over and otherwise convey to Purchaser (each, a “Conveyance”), and Purchaser agrees to purchase, without recourse except as provided herein, on each Closing Date, all of Seller’s right, title and interest in, to and under the Receivables identified on the related Bill of Sale, the Receivables Files relating thereto, all monies due or to become due and all amounts received with respect thereto, and all proceeds thereof.

(b) It is the intent of Seller and Attesting Party that immediately prior to giving effect to the sale and transfer of the Receivables contemplated hereby, on the applicable Closing

Date, the Receivables identified on the related Bill of Sale will be owned solely by Seller. To further evidence the intent of the parties hereto that all right, title, and interest in, to, and under the Receivables identified on the related Bill of Sale, the Receivables Files relating thereto, all monies due or to become due and all amounts received with respect thereto, and all proceeds thereof, are being sold and transferred to Purchaser pursuant to this Agreement and the related Bill of Sale, subject to the terms and conditions set forth herein, and subject to satisfaction of the conditions precedent set forth in Section 3.02 and 3.03, Attesting Party agrees to quitclaim, sell, transfer, set over and otherwise convey to Purchaser, and Purchaser agrees to purchase, without recourse except as provided herein, on each Closing Date, all of Attesting Party's right, title and interest, if any, in, to and under the Receivables identified on the related Bill of Sale, the Receivables Files relating thereto, all monies due or to become due and all amounts received with respect thereto, and all proceeds thereof. Seller and Attesting Party hereby authorize Purchaser to record and file, at the expense of Purchaser, any financing statements (and continuation statements with respect to such financing statements when applicable) with respect to the Receivables now existing and hereafter created, meeting the requirements of applicable state law in such manner and in such jurisdictions as are necessary to perfect, and maintain perfection of, the sale of the Receivables by Seller to Purchaser.

(c) Each of Seller and Attesting Party hereby irrevocably authorizes Purchaser to file any financing statements and amendments thereto as may be required or advisable in order to perfect or to continue the perfection of the security interest in the Receivables now existing and hereafter created, including, without limitation, financing statements that describe the collateral as being of an equal, greater, or lesser scope, or with greater or lesser detail, than as set forth in the definition of "Receivables," regardless of whether any particular asset included in the Receivables falls within the scope of Article 9 of the UCC. Seller and each Attesting Party also hereby ratifies its authorization for Purchaser to have filed in any jurisdiction any like financing statements or amendments thereto if filed prior to the date of execution hereof.

(d) Seller and Attesting Party shall on or prior to the date hereof and as new Receivables are transferred hereunder, indicate on its computer files and other books and records that such Receivables have been conveyed to Purchaser in accordance with this Agreement. Each of Seller and Attesting Party further agrees not to alter the indicators described in this paragraph with respect to any Receivable during the term of this Agreement unless such Receivable is repurchased in accordance with the terms of Section 4.02(c).

(e) The parties hereto intend that the conveyance of Seller's and Attesting Party's respective right, title and interest in and to the Receivables shall constitute a sale, conveying good title free and clear of any Liens, claims, defenses, encumbrances or rights of others from Seller and Attesting Party to Purchaser and that the Receivables shall not be part of Seller's estate or Attesting Party's estate in the event of the insolvency, bankruptcy, or similar event with respect to Seller or Attesting Party, as applicable. It is the intention of the parties hereto that the arrangements with respect to the Receivables shall constitute a purchase and sale of such Receivables and not a loan. In the event, however, that it were to be determined that the transactions evidenced hereby constitute a loan and not a purchase and sale, then this Agreement shall constitute a security agreement under applicable law, and Seller and Attesting Party shall each be deemed to have granted to Purchaser, and Seller and Attesting Party each hereby grants to

Purchaser to secure its respective obligations hereunder and under the other Transaction Documents, a first priority perfected security interest in all of Seller's and Attesting Party's respective right, title and interest, whether now owned or hereafter acquired, in, to and under all Receivables and the proceeds thereof. In addition, in the event that it were to be determined that the transactions evidenced hereby constitute a loan and not a purchase and sale, then it is the intent of the parties hereto to legally encumber the Receivables within the meaning of Article 9 of the UCC.

(f) Reserved.

(g) If required in connection with this Agreement, the parties hereto, together with the Depository, have entered into the Account Control Agreement. Pursuant to the terms of this Agreement and the Account Control Agreement, payments to Seller on the Receivables and conveyed by Seller to Purchaser, shall be made by the Obligor to the Deposit Account. As directed by Purchaser under the Account Control Agreement, the Depository will transfer the amounts owned by Purchaser from the Deposit Account to the account listed in the instructions provided by Purchaser and the Depository will either (i) transfer the amounts, if any, owned by Seller from the Deposit Account to the account of Seller listed in the instructions provided by Purchaser or (ii) transfer the remaining amounts, if any, payable to Seller from the Deposit Account to the Paying Agency Account and then transfer such amounts to the account listed in the instructions provided by Purchaser. It is the intention of the parties hereto that the arrangements with respect to the Receivables shall constitute a purchase and sale of such Receivables and not a loan, and thus that Seller will have no interest in collections on the Receivables held in the Deposit Account. In the event, however, that it were to be determined that the transactions evidenced hereby constitute a loan and not a purchase and sale, then this Agreement shall constitute a security agreement under applicable law, and Seller shall be deemed to have granted to Purchaser, and Seller does hereby grant to Purchaser to secure its obligations hereunder and under the other Transaction Documents, a first priority perfected security interest in all of Seller's right, title, and interest, whether now owned or hereafter acquired, in, to, and under the Deposit Account, amounts on deposit therein, and the proceeds thereof.

Section 2.02. Servicing of Receivables.

From and after the related Closing Date, each Receivable transferred to Purchaser hereunder shall be serviced by Purchaser or its designee. This Section shall not relieve Seller or Attesting Party from any of its obligations set forth in this Agreement.

Section 2.03. Additional Purchases.

If Seller requests that Purchaser purchase more Receivables than the estimated amount set forth in the Bill of Sale to be sold with respect to this Agreement, Purchaser may agree or refuse to make such purchases in its sole discretion. Purchaser may charge Seller additional fees for agreeing to the change.

ARTICLE III

CONSIDERATION AND PAYMENT; CLOSING AND SUBSEQUENT PURCHASES

Section 3.01. Purchase Price.

(a) For each Conveyance of Receivables, the Purchase Price shall be payable by Purchaser to Seller in cash as follows:

(i) The Upfront Purchase Price specified under the heading “Upfront Purchase Price” on Schedule II to the applicable Bill of Sale will be paid by Purchaser to Seller in the manner, in such installments and on such dates as provided in the applicable Bill of Sale; provided however, if there is a breach of a covenant set forth in Sections 5.01(y) or 5.01(aa) or of the representation and warranty set forth in Section 4.01(a)(vii)(d), (e) or (f) then the Purchaser shall not be obligated to make any installments of the Upfront Purchase Price to the Seller on or after the date of such breach.

(ii) The “Deferred Purchase Price” with respect to a Receivable shall be equal to the Maximum Deferred Purchase Price with respect to such Receivable less the sum of (A) all reductions described in Section 4.02(c)(ii) with respect to such Receivable, (B) without duplication, the amount of all credits, rebates, discounts, offsets, withholdings, allowances, disputes, counterclaims, defenses, chargebacks, and other adjustments that arise from the acts or omissions of Seller and that are applied by the Obligor to reduce the amount paid by the Obligor under such Receivable or that otherwise result in a reduction of the amount of funds actually received by the Paying Agent with respect to such Receivable, and (C) upon the request of Seller and at the sole discretion of Purchaser, any early payments of the Deferred Purchase Price made by Purchaser to Seller. The Deferred Purchase Price with respect to each Receivable shall be paid by Purchaser to Seller not later than seven (7) Business Days after Purchaser determines that the Paying Agent has actually received all amounts that the Obligor is going to pay on such Receivable (such determination date by Purchaser is the “**Determination Date**”). At the sole discretion of Purchaser and upon Seller’s request for early payment, Purchaser may make one or more partial payments of the Deferred Purchase Price before the Determination Date, provided that Seller executes the acknowledgement of payment. For each such early partial payment, Seller shall pay to Purchaser an Early Payment Transaction Fee.

(b) Notwithstanding any other provision of this Agreement, but subject to Section 3.01(a)(i), neither Seller, nor Attesting Party shall be obligated to sell any Receivable to Purchaser to the extent that Seller is not paid the Purchase Price therefor as provided herein.

Section 3.02. Initial Closing Date Conditions.

This initial purchase of Receivables is subject to the satisfaction of the following conditions:

(a) Purchaser shall have received the following, in each case, unless otherwise noted, dated as of the Initial Closing Date:

(i) copies of the articles of incorporation of Seller and Attesting Party, if the Attesting Party is a legal entity, certified by the Secretary of State of California, together with a good standing certificate from the Secretary of State of the State of California and confirmation of good standing and active status from the applicable school district, each dated a recent date prior to the Initial Closing Date;

(ii) evidence of the authority of Seller and Attesting Party, if the Attesting Party is a legal entity, to execute, deliver and perform this Agreement, the Terms Letter, the Paying Agency Agreement and/or the Account Control Agreement, and each other Transaction Document, certified as of the Initial Closing Date by the secretary or other authorized officer of Seller, and Attesting Party if the Attesting Party is a legal entity, as being in full force and effect without modification or amendment;

(iii) signature and incumbency certificates of the officers of Seller and Attesting Party, if the Attesting Party is a legal entity, executing this Agreement, or other authorized persons executing this Agreement, the Terms Letter and each other Transaction Document;

(iv) an executed original of this Agreement, the Terms Letter, and the initial Bill of Sale;

(v) copies of the most recent adopted budget of Seller, together with evidence that such budget(s) were timely filed with the Authorizer, if required by the Authorizer, the terms of the Charter, or applicable laws, regulations or policies.

(vi) copies of the unaudited financial statements of Seller, School, and Attesting Party (on a consolidated basis), if available for the most recently completed quarter or month end;

(vii) copies of the audited financial statements of Seller, School, and Attesting Party (on a consolidated basis), for the most recently completed fiscal year end;

(viii) with respect to all Attendance Receivables being purchased on the Initial Closing Date, copies of all applicable P-1 and P-2 filings made with the State of California Department of Education relating to the Attendance Receivables, together with all notices to or from or correspondence with the California Secretary of State, the Authorizing Entity or any other governmental entity relating to the Attendance Receivables; and

(ix) a copy of the Charter, including all amendments thereto;

(x) with respect to all Grant Receivables being purchased on the Initial Closing Date:

(A) copies of all grant award notifications from the State of California Department of Education or the federal government of the United States of America relating to the Grant Receivables;

(B) copies all acceptances of such grant award notifications, together with all notices to or from or correspondence with the California Department of

Education, the Authorizing Entity or any other governmental entity relating to the Grant Receivables; and

- (xi) an executed copy of the Paying Agency Agreement and Account Control Agreement, if applicable;
- (xii) if applicable, a Manager Representations and Warranties Agreement, executed by Manager;
- (xiii) if applicable, a Manager Guaranty executed by Manager;
- (xiv) such other documents as Purchaser may reasonably request.

(b) Purchaser shall have received an officer's certificate from Seller and each Attesting Party dated as of the Initial Closing Date to the effect that:

- (i) each representation and warranty of Seller or any Attesting Party contained in this Agreement is true and correct on and as of such day as though made on and as of such date;
- (ii) each representation and warranty of Seller or any Attesting Party contained in a certification, assurance or representation made by Seller to the California Department of Education, the Obligor, the Authorizing Entity, or any other governmental entity in connection with any Receivable, is true and correct on and as of such day as though made on and as of such date, based upon a diligent inquiry;
- (iii) no event has occurred and is continuing, or would result from the transactions contemplated by this Agreement, that would result in a Material Adverse Effect; and
- (iv) Seller and each Attesting Party shall not be Insolvent nor will it be made Insolvent by such transfer or be aware of any such pending Insolvency.

(c) All corporate and other proceedings taken or to be taken in connection with the transactions contemplated hereby and all documents incidental thereto shall be satisfactory in form and substance to Purchaser, and Purchaser shall have received all such counterpart originals or certified copies of such documents as Purchaser may reasonably request.

(d) Purchaser shall have received (i) certified copies of UCC searches naming Seller and Attesting Party as debtor and (ii) copies of file stamped UCC-1 financing statements naming Seller and Attesting Party as debtor, and Purchaser as secured party describing the Receivables and all proceeds of the foregoing, and (iii) copies of such financing statements as may be filed pursuant to the terms hereof, filed with the office of the Secretary of State of the State of California.

(e) Seller shall have duly and properly adopted an Acknowledgement Resolution directing each applicable Obligor to make all payments on the Receivables to the account specified in the Paying Agency Agreement and/or Account Control Agreement (as applicable), and Purchaser shall have received a certified copy of each Acknowledgment

Resolution. Seller shall have delivered to each applicable Obligor the Assignment and Account Notice directing each applicable Obligor to make all payments on the Receivables to the account specified in the Paying Agency Agreement and/or the Account Control Agreement (as applicable), and Purchaser shall have received (i) a copy of each Assignment and Account Notice and (ii) written evidence satisfactory to it that the Assignment and Account Notice has been delivered to each applicable Obligor.

(f) Seller and Attesting Party shall have executed the Paying Agency Agreement and/or the Account Control Agreement, as applicable.

Section 3.03. Closing Date Conditions.

The sale of Receivables and the other property and rights related thereto described in Section 2.01 on any Closing Date shall be subject to the satisfaction of each of the following conditions as of the related Closing Date:

(a) Seller and Attesting Party shall have delivered to Purchaser a duly executed Bill of Sale not later than 8:30 a.m., Pacific time two business days prior to the Closing Date, and the Receivables described therein shall be acceptable to Purchaser in its sole discretion.

(b) Seller and Attesting Party shall not be Insolvent nor will it be made Insolvent by such transfer nor be aware of any such pending Insolvency.

(c) The purchase of the related Receivables on such Closing Date will not violate the Charter or any law, statute, rule or regulation applicable to Seller and Attesting Party.

(d) The representations and warranties of Seller and Attesting Party contained in this Agreement and each other Transaction Document are true and correct as of the related Closing Date, provided, however, that this section does not apply to any representation or warranty relating to a Receivable that was transferred to Purchaser prior to such Closing Date.

(e) Each Acknowledgement Resolution and each Assignment and Account Notice shall not have been rescinded or modified in a manner not approved in writing by Purchaser.

(f) With respect to the Attendance Receivables being purchased on such Closing Date, Seller shall have provided to the applicable Authorizing Entity and to Purchaser or its designee (i) all notices to or from or other relevant correspondence with the California Department of Education, the Authorizing Entity or any other governmental entity, (ii) the relevant attendance reports, and (iii) any other documentation reasonably requested by Purchaser, and such notices, correspondence, documentation and the attendance reports shall have been reviewed and approved by Purchaser or its designee.

(g) With respect to the Grant Receivables being purchased on such Closing Date, Seller shall have provided to the applicable Authorizing Entity and to Purchaser or its designee copies of the relevant grant award notification from the California State Department of Education or the Obligor, Seller's acceptance of such grant, all assurances and certifications made by Seller in connection with such grant, all correspondence, notices, reports, and other documents

to or from the California Department of Education or the Obligor relating to such grant, and any other documentation reasonably requested by Purchaser, and all of the foregoing shall have been reviewed and approved by Purchaser or its designee.

(h) Seller shall not be in default of any of its obligations under this Agreement or any other Transaction Document.

(i) Purchaser shall have received the following, in each case, unless otherwise noted, certified as of the Closing Date:

- (i) the most recent versions of the information required by Section 3.02(v) through (xi); and
- (ii) such other documents as Purchaser may reasonably request.

ARTICLE IV

REPRESENTATIONS AND WARRANTIES

Section 4.01. Representations and Warranties of Representation Parties Relating to Seller.

(a) Representations and Warranties. As of each Closing Date each of the Representation Parties hereby represents and warrants to, and agrees with, Purchaser, with respect to the Receivables to be transferred on such Closing Date, that:

(i) Organization. Seller has been duly organized and is validly existing and in good standing as a nonprofit public benefit corporation under the laws of the State of California and is duly qualified to transact business and is in good standing in each jurisdiction in which such qualification is required, whether by reason of the ownership or leasing of property or the conduct of business, except where the failure so to qualify or to be in good standing would not result in a Material Adverse Effect.

(ii) Capacity; Authority; Validity. Seller has all necessary corporate power and authority to enter into this Agreement and the other Transaction Documents and to perform all of the obligations to be performed by it under this Agreement and the other Transaction Documents. This Agreement and the other Transaction Documents, and the consummation by Seller of the transactions contemplated hereby and by the other Transaction Documents, have been duly authorized by all necessary corporate action on the part of Seller, and each of this Agreement and each other Transaction Document has been duly executed and delivered by Seller and constitutes the valid and binding obligation of Seller and is enforceable in accordance with its respective terms (except as such enforceability may be limited by limitations on the availability of equitable remedies and by bankruptcy and other laws affecting the rights of creditors generally). Seller has all requisite corporate or other power, and has all governmental licenses, authorizations, consents and approvals necessary to own its assets and carry on its

business as now being or as proposed to be conducted, except where the lack of such licenses, authorizations, consents and approvals would not result in a Material Adverse Effect.

(iii) Conflicts; Defaults. Neither the execution and delivery of this Agreement or the other Transaction Documents by Seller nor the consummation of the transactions contemplated by this Agreement or the other Transaction Documents by Seller will (A) conflict with, result in the breach of, constitute a default under, or accelerate the performance required by, the terms of any contract, resolution, instrument or commitment to which Seller is a party or by which Seller is bound, including without limitation, the Charter, (B) violate the articles of incorporation or bylaws, or any other equivalent organizational document, of Seller, or the Charter, (C) result in the creation of any Lien, charge or encumbrance upon any of the Receivables except pursuant to the terms hereof, or (D) unless obtained prior to the date hereof, require the consent or approval of any other party to any contract, instrument or commitment to which Seller is a party or by which it is bound. Seller is not subject to any agreement with any regulatory authority which would prevent the consummation by Seller of the transactions contemplated by this Agreement or other Transaction Documents or otherwise impair collections on the Receivables or affect the enforceability of the Transaction Documents or the transactions contemplated thereby. Seller is not in default with respect to any judgment, order, writ, injunction, decree, demand, rule, or regulation of any court, governmental authority, or arbitration board or tribunal, which could have a Material Adverse Effect. Seller is not in default or violation in any material respect under any organic document or other agreement or instrument to which it is a party or by which it may be bound (including, without limitation, the Charter), which could have a Material Adverse Effect.

(iv) Litigation. There is not any claim, audit, litigation, proceeding, arbitration, investigation or material controversy before any court, arbitrator, tribunal, or governmental authority now pending or threatened against or affecting Seller, which might reasonably be expected to materially and adversely affect any of its assets or the ability of Seller to consummate the transactions contemplated by this Agreement or the other Transaction Documents, and, to the best of Seller's knowledge, no such claim, audit, litigation, proceeding, arbitration, investigation or controversy has been threatened or is contemplated and no facts exist which would provide a basis for any such claim, audit, litigation, proceeding, arbitration, investigation or controversy.

(v) Tax Status: Seller is exempt from income taxation under federal and California law.

(vi) No Consent; Etc. No notice to or consent of any person and no consent, license, permit or approval or authorization or exemption by notice or report to, or registration, filing or declaration with, any governmental authority is required (other than those previously obtained and delivered to Purchaser and other than the filing of financing statements in connection with the transfer of the Receivables) in connection with the execution or delivery of this Agreement or the other Transaction Documents by Seller, the validity of this Agreement or the other Transaction Documents with respect to Seller, the enforceability of this Agreement or the other Transaction Documents against Seller, the consummation by Seller of the transactions

contemplated by this Agreement or the other Transaction Documents, or the performance by Seller of its obligations under this Agreement or the other Transaction Documents.

(vii) Charter in Good Standing. (a) The Authorizing Entity has granted a charter to Seller to be or operate a charter school by or as a non-profit corporation under California Education Code Section 47604(c); (b) Seller is in compliance with the terms of its Charter, all applicable laws, rules, policies and procedures (except to the extent such noncompliance would not have a Material Adverse Effect), and is in good standing with the Authorizing Entity that has issued its charter; (c) Seller is not aware of any action by the Authorizing Entity to non-renew, revoke, suspend or terminate the Charter or to place the Seller or the School on probation; (d) the Authorizing Entity has not voted to revoke the Charter; (e) Seller has not abandoned the Charter; and (f) the Charter is not considered inactive.

(viii) Violations of Law. Seller is not in violation of any laws, ordinances, or governmental rules or regulations to which it, the School, or its facilities are subject and has not failed to obtain any licenses, permits, franchises, or other governmental authorizations (which are presently obtainable) necessary to the operation of the School or its facilities or to the conduct of its activities, which violation or failure to obtain might materially and adversely affect the properties, activities, prospects, revenues, and condition (financial or otherwise) of Seller with respect to the School, and there have been no citations, notices, or orders of noncompliance issued to Seller under any such law, ordinance, rule, or regulation with respect to the School.

(ix) Status. Seller is organized as a non-profit corporation and has elected to be or operate a charter school by or as a non-profit under California Education Code Section 47604(a).

(x) No Audit. Seller is not under audit, whether regular, special, financial, special education, or otherwise, or subject to any finding, exception or deficiency by any governmental agency or by FCMAT.

(xi) Not Insolvent. Seller is not Insolvent. No Dissolution Event has occurred with respect to Seller.

(xii) Submission of Applications and Reports. Unless otherwise disclosed to Purchaser in writing, Seller shall have timely submitted all applications, statements and reports, and the required supporting documents for such applications, statements and reports, in order for Seller to receive all eligible state, federal and other aid that Seller is eligible to receive. Seller shall have timely submitted the applications, reports, and submissions and provided all supporting documentation to Authorizer and each governmental entity necessary to receive full funding for all legally available funding sources and has timely resolved any disputed or flagged enrollment or other data entries with the state data systems.

(xiii) The Sold Property. Immediately prior to each Closing Date, the Receivables to be transferred on such Closing Date will be owned by Seller or Attesting Party free and clear of any Adverse Claims. Upon the transfer pursuant hereto, Purchaser shall acquire all of the right, title and interest of Seller and Attesting Party in the Receivables to be sold on such Closing

Date, free and clear of any Adverse Claims. The sale of such Receivables to Purchaser constitutes an absolute and valid sale and transfer for consideration (and not merely the grant of a security interest in such Receivables for security purposes), enforceable against creditors of Seller and Attesting Party and no such Receivable shall constitute property of Seller or Attesting Party following such sale. No financing statement or other similar instrument covering all or part of the Receivables shall at such time be on file in any recording office except as may be filed in favor of Purchaser or its assigns.

(xiv) Accurate Disclosure. All information (whether written or oral), certificates, financial statements and other reports furnished or to be furnished by it to Purchaser hereunder or under the other Transaction Documents, or delivered to Purchaser on or prior to such Closing Date, including without limitation information in the Receivables Files and Receivables Information, are, or when so furnished will be, true and accurate in all material respects, or, in the case of projections, based on good faith reasonable estimates and assumptions that Seller believed to be reasonable at the time such projections were made.

(xv) Pension Liability. Seller has no unfunded pension liabilities.

(xvi) Location of Attendance Receivables Supporting Information. Seller maintains originals of all monthly attendance summaries relating to the Attendance Receivables, P-1 and P-2 filings made with the State of California Department of Education and all related supporting documentation at the School's Address.

(xvii) Location of Grant Receivables Supporting Information. Seller maintains originals of all reports, summaries and certifications relating to the Grant Receivables, any filings or correspondence made with the State of California Department of Education, the United States government, or the Obligor and all related supporting documentation at the School's Address.

(xviii) Assurance and Certifications with respect to each Grant Receivable. The assurances and certifications given by Seller to the California Department of Education, the Obligor, the Authorizing Entity, or any other governmental entity with respect to each Receivable were true and correct on the date given and are true and correct as of the date hereof.

(xix) Valid and Binding. Each Receivable is the legal, valid and binding obligation of the Obligor and is enforceable in accordance with its terms, except as enforcement may be limited by bankruptcy, insolvency or similar laws affecting the enforcement of creditors' rights generally.

(xx) Names. Seller does not conduct business under any names other than Seller's name and the School's Name(s).

(xxi) Charter. The Charter is the valid and binding obligation of Seller and Seller has not received any notice of breach, suspension, termination or nonrenewal thereunder and no event has occurred or circumstances exist that, upon the passage of time or giving of notice, would constitute a breach thereunder or grounds for termination for cause.

(xxii) No State Aid Reductions. Except as otherwise disclosed to Purchaser in writing, Seller is not subject to any reduction in the Receivables.

(xxiii) No Payment Intercept or Offset Rights. Except for (a) payments subject to intercept by, or offset rights in favor of, the California Department of Education in connection with an outstanding loan under the Charter School Revolving Loan Program described in California Education Code Section 41365, and (b) as consented to in writing by an authorized officer of Purchaser from time to time, the Receivables shall not be subject to intercept by, or subject to any offset rights in favor of, any Person, unless such intercept or offset rights could not, under any circumstances, reduce the amount payable on any Receivable that has been purchased by the Purchaser hereunder.

(xxiv) Seller's Electronic Signatures and Compliance with Law. Seller is in compliance with all applicable statutes, laws, rules, regulations, policies, judgments, decisions, directives, orders and decrees of any governmental authority regulating the use of electronic records and/or electronic signatures by Seller, including without limitation, any statutes, rules or policies which may specify procedures and/or requirements (technology or otherwise) for the use or acceptance (or both) of electronic records and/or electronic signatures to establish the legal effect, validity or enforceability of contracts, agreements or other instruments (collectively, "Electronic Transactions Requirements"). Seller is not in violation of, and has not received notification of a potential violation of, any applicable Electronic Transactions Requirements which could be reasonably be expected to result in the invalidation or voiding of any Transaction Document(s) which have been executed and delivered by Seller using electronic signatures.

(b) Notice of Breach. Upon discovery by either Seller, Attesting Party or Purchaser of a breach of any of the foregoing representations and warranties, the party discovering such breach shall give written notice to the other parties and any Investor as to which Purchaser has provided an address for notices, within three (3) Business Days following such discovery, *provided* that the failure to give notice within three (3) Business Days does not preclude subsequent notice. Seller and Attesting Party hereby acknowledge that Purchaser is relying on the representations hereunder in connection with representations made by Purchaser to secured parties, assignees or subsequent transferees including but not limited to transfers made by Purchaser to any Investor and the grant of a security interest by an Investor.

Section 4.02. Representations and Warranties of the Representation Parties Relating to the Agreement and the Receivables; Repurchase Obligation.

(a) Representations and Warranties. Each of the Representation Parties hereby represents and warrants to Purchaser as of the date hereof, and as of each Closing Date with respect to the Receivables transferred on such Closing Date, that:

(i) This Agreement and each other Transaction Document constitutes a legal, valid and binding obligation of each Representation Party (with respect to the Attesting Party, only to the extent the Attesting Party is a legal entity) enforceable against each Representation Party (with respect to the Attesting Party, only to the extent the Attesting Party is a legal entity) in accordance with its terms, except as such enforceability may be limited by applicable

bankruptcy, insolvency, reorganization, moratorium or other similar laws affecting creditors' rights generally or general principles of equity.

(ii) The Receivables have been conveyed to Purchaser free and clear of any Lien and each Receivable is free and clear of any Lien.

(iii) All authorizations, consents, orders or approvals of or registrations or declarations with any governmental authority and the Authorizing Entity required to be obtained, effected or given by Seller in connection with the conveyance of Receivables to Purchaser have been duly obtained, effected or given and are in full force and effect.

(iv) Each Acknowledgment Resolution has been duly and validly adopted by the governing body of the Seller, has been certified by an authorized signer of Seller and has not in any way been amended, modified, revoked or rescinded and has been in full force and effect since its adoption to and including the Initial Closing Date and on each other Closing Date and is now in full force and effect.

(v) A copy of the Assignment and Account Notice has been delivered to each applicable Obligor and has not been amended, modified, revoked or rescinded.

(vi) Each Receivable is the legal, valid and binding obligation of the Obligor thereunder and is enforceable in accordance with its terms, except as enforcement may be limited by bankruptcy, insolvency or similar laws affecting the enforcement of creditors' rights generally.

(vii) The Obligor of each Receivable described in a Bill of Sale is obligated to pay to Seller the full unpaid balance of the Receivable specified in the Bill of Sale, and such obligation is not subject to any right of rescission, set-off, counterclaim or defense, and no such right of rescission, set-off, counterclaim or defense has been asserted with respect thereto.

(viii) All Receivables constitute accounts, general intangibles, or proceeds thereof (as each such term is defined in the UCC).

(b) Notice of Breach. Upon discovery by either Seller, Attesting Party or Purchaser of a breach of any of the representations and warranties set forth in this Section 4.02, the party discovering such breach shall give written notice to the other parties and any Investor as to which Purchaser has provided an address for notices, within three (3) Business Days following such discovery; *provided* that the failure to give notice within three (3) Business Days does not preclude subsequent notice. Seller and Attesting Party hereby acknowledges that Purchaser intends to rely on the representations hereunder in connection with representations made by Purchaser to secured parties, assignees or subsequent transferees including but not limited to transfers made by Purchaser to any Investor and the grant of a security interest by an Investor.

(c) Repurchase Obligations and Indemnity Remedy.

(i) In the event of a breach of any representation or warranty of Seller or Attesting Party with respect to any Receivable that is not cured within ten (10) days of notice thereof (provided however, there is no cure period for any breach of a representation and warranty made in Section 4.01(a)(vii)(d), (e) and (f), or any breach of the covenant in Sections 5.01(y) or 5.01(aa)), Purchaser shall provide written notice to Seller and Seller must, on the Business Day following such notice, repurchase the related Receivable by remitting the Repurchase Price immediately to the Investor designated in writing by Purchaser or, if there is no Investor, to Purchaser. In the event of a breach of any covenant of Seller or Attesting Party that is not cured within ten (10) days of notice thereof (provided however, there is no cure period for any breach of a representation and warranty made in Section 4.01(a)(vii)(d), (e) and (f), or any breach of the covenant in Sections 5.01(y) or 5.01(aa)), Purchaser shall provide written notice to Seller and Seller must, on the Business Day following such notice, repurchase the related Receivable by remitting the Repurchase Price immediately to the Investor designated in writing by Purchaser or, if there is no Investor, to Purchaser. Upon any such repurchase by Seller or Attesting Party, Purchaser shall, without any further action, reconvey all of its right, title and interest in and to such Receivable, the related Receivables File, and the proceeds thereof to Seller without recourse, representation or warranty. Purchaser shall, at Seller's expense, take any action Seller may reasonably request to further evidence such reconveyance.

(ii) Purchaser may, at its sole option, waive the requirement that Seller repurchase a Receivable as to which there exists a breach of any representation, warranty or covenant of Seller or Attesting Party and instead (A) reduce the Deferred Purchase Price (but not below zero) by an amount that is no greater than the portion of such Receivable that is not paid by the Obligor thereunder as and when required by the terms thereof, and (B) seek indemnity from Seller and Attesting Party pursuant to Section 7.02(d)(ii) to the extent such unpaid portion of such Receivable exceeds the amount of the reduction made to the Deferred Purchase Price by Purchaser pursuant to clause (A).

(iii) Neither anything contained in this Section 4.02(c), nor any exercise of rights or remedies pursuant to clauses (i) or (ii) above, shall limit the right of Purchaser to seek indemnity pursuant to Section 7.02(d)(ii) or pursue any other rights or remedies at law or in equity as may be available to Purchaser in the event that there is a breach of a representation, warranty or covenant with respect to a Receivable.

ARTICLE V

COVENANTS

Section 5.01. Covenants of Seller. Seller and Attesting Party hereby covenant and agree, jointly and severally, with Purchaser, until this Agreement has terminated and all Receivables have been collected in full and all other obligations owing hereunder have been fully performed, as follows:

(a) Receivables Not to Be Evidenced by Promissory Notes. Seller will take no action to cause any Receivable to be evidenced by any instrument or chattel paper (as each such term is defined in the UCC).

(b) Security Interests. Except for the conveyances hereunder, Seller will not sell, pledge, assign or transfer to any other Person, or take any other action inconsistent with Purchaser's ownership of the Receivables, or grant, create, incur, assume or suffer to exist any Lien arising through or under Seller on, any Receivable, whether now existing or hereafter created, or any interest therein, and Seller shall not claim any ownership interest in the Receivables and shall defend the right, title and interest of Purchaser in, to and under the Receivables, whether now existing or hereafter created, against all claims of third parties claiming through or under Seller.

(c) Allocations.

(i) Moneys received from, and set-offs, if any, made by, a particular Obligor will be allocated as designated by the Obligor or as required by applicable law. To the extent that an Obligor does not designate the allocation of particular moneys or set-offs and there is no requirement of applicable law, then Purchaser will use commercially reasonable efforts to determine how the Obligor intended such moneys or set-offs to be allocated. To the extent any moneys or set-offs remain unallocated after such use of commercially reasonable efforts, such unallocated moneys or set-offs will be applied first to the oldest outstanding receivable owed by such Obligor to Seller, whether or not such receivable is a Receivable.

(ii) If at any time Seller or any Attesting Party is liable to Purchaser or any of its affiliates by reason of a breach of this Agreement or any other Transaction Document, or otherwise owes money to the Purchaser or any of its affiliates, whether pursuant to this Agreement or otherwise, then, to the maximum extent permitted by law, Purchaser is hereby authorized to set off or recoup the amounts that Seller or any Attesting Party owes to Purchaser or any of its affiliates against (i) all amounts that Purchaser or any of its affiliates owes to Seller or any applicable Attesting Party, whether under this Agreement or otherwise, and (ii) all funds of the Seller or any Attesting Party in the possession of or under the control of the Purchaser or any of its affiliates, whether pursuant to this Agreement or otherwise.

(d) Delivery of Collections. Seller has directed, pursuant to the Acknowledgement Resolution and the Assignment and Account Notice, the County Treasurer, the County Office of Education, the California Department of Education, or the Obligor, as applicable, at or prior to the execution and delivery hereof to make payments on the Receivables directly to the account specified in the Paying Agency Agreement and/or the Account Control Agreement, rather than to Seller. Seller will not revoke, amend or modify any Acknowledgement Resolution or any Assignment and Account Notice. If any collections on the Receivables sold hereunder are received by Seller, then Seller shall hold such amounts in trust for Purchaser or its assignees, immediately notify Purchaser and transfer such collections to the Paying Agent. Seller shall take all actions necessary to cause all collections on Receivables to be paid to the Paying Agent as and when required. If any such collections are not paid to the Paying Agent as and when required, Seller shall pay to Purchaser on a daily basis interest on such collections at a rate of 18% per annum until such collections have been paid to the Paying Agent in accordance with the

Acknowledgement Resolution, the Assignment and Account Notice, and this Agreement and shall reimburse Purchaser for all reasonable collection and enforcement costs incurred by Purchaser in collecting such collections with respect to the Receivables.

(e) Delivery of Documents. Seller shall deliver to Purchaser any documents it receives relating to Receivables, including notices, certifications and other documents evidencing the right to payment from each Obligor. Seller shall deliver to Purchaser, by electronic mail or facsimile, all notifications of payment with respect to any Receivables that Seller receives from any Obligor or other governmental entity. Such notifications shall be sent to Purchaser at Purchaser's E-Mail Address or sent by facsimile (with confirmation of transmission) to Purchaser in accordance with Section 7.04.

(f) Notice of Liens. Seller shall notify Purchaser in writing promptly after becoming aware of any Lien arising through or under it on any Receivable other than the transfers hereunder.

(g) Cooperation with and Payment for Audits. Seller agrees to have a Purchaser designee assist with or audit Seller's filings regarding average daily attendance funding and grant funding to ensure administrative compliance and verify eligibility. Seller shall pay the cost of Purchaser designee that assists with or audits Seller filings regarding average daily attendance reporting and grant documentation.

(h) Assistance in Collection Efforts. Seller shall provide reasonable assistance to Purchaser in any necessary collections activity relating to the Receivables. Seller shall, at its own expense, take all actions reasonably requested by Purchaser to assist Purchaser in collecting or enforcing the Receivables, including cooperation in connection with litigation and instituting litigation in Seller's name for the benefit of Purchaser.

(i) Books and Records. Seller shall treat the Receivables as sold and not claim any interest in the Receivables in its books and records.

(j) Use of Proceeds. Seller shall use the proceeds of its sale of Receivables in accordance with all applicable laws and in accordance with its governing documents.

(k) Notice of Organizational Changes. Within thirty (30) days after Seller or Attesting Party, if such Attesting Party is a legal entity, makes any change in its name, its type or jurisdiction of organization, or its organizational identification number, or its business structure in any manner that could make any financing statement filed pursuant to this Agreement or the transactions contemplated hereby "seriously misleading" within the meaning of the UCC, Seller shall give Purchaser and any Investor as to which Purchaser has provided an address for notices, written notice of any such change and shall file such financing statements or amendments as may be necessary to continue the perfection of Purchaser's ownership interest in the Receivables.

(l) Use of Name. Seller shall not conduct business under any names other than those specified in Section 4.01(a)(xx) of this Agreement.

(m) Insurance. In addition to insurance required by State law or the Charter, Seller shall obtain and maintain at its own expense and keep in full force and effect throughout the term of this Agreement a blanket liability policy and, if requested by Purchaser in its sole discretion, a fidelity bond and an errors and omissions insurance policy covering Seller's officers and employees and other persons acting on behalf of Seller in connection with its obligations under this Agreement. The amount and provider of coverage shall be acceptable to Purchaser. Seller shall provide evidence of such insurance to Purchaser upon Purchaser's request from time to time.

(n) Directors and Officers. Within ten (10) days after any change in the identity of the officers or the members of the governing body of Seller, Seller shall give Purchaser written notice of such change.

(o) Compliance with Requirements of Law. Seller shall duly satisfy all obligations on its part to be fulfilled under or in connection with each Receivable, if any, and will maintain in effect all qualifications required under requirements of law in order to properly sell each Receivable and will comply in all material respects with all other requirements of law in connection with selling each Receivable, the failure to comply with which would have a Material Adverse Effect.

(p) Compliance with Requirements of the Applicable Grants. Seller shall duly satisfy all obligations on its part to be fulfilled in connection with each Grant Receivable, will maintain in effect all qualifications required in connection with each Grant Receivable and will fully meet the terms and obligation set forth in each grant award notification.

(q) Notices, Reports and Certifications.

(i) Seller will provide to Purchaser copies of all notices, reports and certifications it is required to provide to the California Department of Education, the Obligor, the Authorizing Entity or any other governmental entity relating to each Receivable, together with any correspondence or other documentation to or from the California Department of Education, the Authorizing Entity, the Obligor, or any other governmental entity relating to each Receivable.

(ii) If at any time Seller or Attesting Party is liable to Purchaser by reason of a breach of this Agreement or any other Transaction Document, then, to the extent permitted by law, Purchaser is hereby authorized on behalf of Seller to, or may compel Seller to, submit such reports, budgets, certifications, financial audits and other documents relating to any Receivable, and take such other actions as may be necessary or desirable to remedy such breach or otherwise collect amounts owing to Purchaser hereunder or under the other Transaction Documents.

(r) Submission of Enrollment Information and Reports. Seller shall promptly provide Purchaser with copies of all student attendance and enrollment counts and reports, allotment reports, certified personnel information, budget and financial reports, and other information, required to be submitted to the Authorizer, the State, or any other governmental authority pursuant to the Charter, applicable law, regulation, policy or procedure.

(s) Submission of Aid Application. Seller shall timely submit applications and the required supporting documents for all state, federal and other aid that Seller is eligible to

receive. Seller shall timely submit the applications, enrollment estimates, student counts, attendance reports, and submissions and provide all supporting documentation to the Authorizer, the State, or any other governmental authority necessary to receive full funding in respect of the Receivables for all legally available state and local and other funding sources and, further, provide Purchaser with copies or evidence of such applications or submissions as and when they are made or submitted.

(t) Timely Filing. Seller shall permit Purchaser to make any and all submissions required by law which omissions thereof could have a material adverse effect on the receipt of the Receivables on behalf of Seller if Seller does not make the submissions timely.

(u) Protection of Rights. Seller shall take no action in violation of this Agreement or any other Transaction Documents which, nor omit to take in violation of this Agreement or any other Transaction Document any action the omission of which, would impair the rights of Purchaser or any Investor in any Receivable including, without limitation, any act or omission that would provide any Obligor with any set-off rights against a Receivable.

(v) Preservation of Corporate Existence. Seller shall preserve and maintain its corporate existence and good standing as a nonprofit public benefit corporation under the laws of the State of California and its qualification and good standing in each jurisdiction in which such qualification is required, whether by reason of the ownership or leasing of property or the conduct of business, except where the failure so to qualify or to be in good standing would not result in a Material Adverse Effect. In addition, Seller shall maintain its 501(c)(3) status under the Internal Revenue Code of 1986, as amended, if applicable.

(w) Notice; Access to Books and Records.

(i) Seller shall promptly give Purchaser written notice of any events or circumstances which constitute or which could potentially constitute an Adverse Claim (arising through or under it), a Material Adverse Effect or a Dissolution Event under this Agreement. Seller shall promptly give Purchaser a copy of any written notice that it is required to deliver to Authorizer, the State, or any other governmental authority pursuant to the Charter or applicable law, regulation, policy or procedure.

(ii) If at any time Seller is liable to Purchaser by reason of a breach of this Agreement or any other Transaction Document, then, to the extent permitted by law, Purchaser is hereby authorized on behalf of Seller to, or may compel Seller to, submit such reports, budgets, certifications, financial audits and other documents relating to any Receivable, and take such other actions as may be necessary or desirable to remedy such breach or otherwise collect amounts owing to Purchaser hereunder or under the other Transaction Documents.

(iii) Notwithstanding any other rights or remedies provided in this Agreement or that may be available to the Purchaser, whether provided by law, equity, statute or in any other agreement between the parties or otherwise, Seller

agrees that, upon Purchaser's determination (in Purchaser's sole discretion made in reliance upon reasonable facts) of the occurrence or anticipated occurrence of any events or circumstances which constitute or which could potentially constitute an Adverse Claim (arising through or under it), a Material Adverse Effect or a Dissolution Event under this Agreement, Seller, at Purchaser's written request delivered in accordance with Section 7.04, shall provide Purchaser with immediate access to any documents or records, whether in electronic or written form, wherever such documents and records may be located, relating to the business, operations, properties or condition, financial or otherwise, or in the earnings, business affairs or business prospects of Seller, including but not limited to: (1) all accounts held in the name of Seller at banks, brokerage firms and all other financial institutions; (2) if available, account statements for all accounts referenced in clause (1) issued within the last 12 months; and (3) all filings made with respect to litigation and bankruptcy proceedings initiated by, or against, Seller within the last 12 months. Seller furthermore covenants to permit Purchaser (and its authorized agents) to make copies (electronic, digital or hard copy) of such information as Purchaser deems necessary.

Seller hereby acknowledges that Purchaser's access to the information described in this Section 5.01(w)(iii) is (a) necessary to Purchaser's ability to collect amounts owing to Purchaser hereunder and under the other Transaction Documents, (b) that irreparable injury may be suffered by the Purchaser if Purchaser is not granted access to the above-referenced information and (c) the threatened injury to Purchaser outweighs the inconvenience caused to Seller by Purchaser's access to such information. Seller further represents that the accounts receivable purchase facility made available by the Purchaser to the Seller under the terms of this Agreement and the other Transaction Documents constitutes good, sufficient and valuable consideration for the access granted by Seller to Purchaser of information described in this Section 5.01(w)(iii).

(x) Charter Funding Type. Seller and Attesting Party shall not take any action to change the charter funding type of the related School unless it has first notified Purchaser in writing at least 90 days in advance of such change.

(y) No Payment Intercept or Offset Rights. Except for (a) payments subject to intercept by, or offset rights in favor of, the California Department of Education in connection with an outstanding loan under the Charter School Revolving Loan Program described in California Education Code Section 41365, and (b) as consented to in writing by an authorized officer of Purchaser from time to time, Seller's Receivables shall not be subject to intercept by, or subject to any offset rights in favor of, any Person, unless such intercept or offset rights could not, under any circumstances, reduce the amount payable on any Receivable that has been purchased by the Purchaser hereunder.

(z) Electronic Signatures; Cooperation with Purchaser. Seller acknowledges that the option of using electronic signatures is offered by Purchaser solely as an accommodation or convenience to Purchaser's customers as a means of expediting and facilitating the business

transaction process. To the extent Seller elects the option of signing one or more Transaction Documents electronically, Seller covenants to (i) re-sign and deliver, at Purchaser's request, "wet-ink" signatures to any Transaction Document(s) for which Purchaser, in its sole discretion, may require, and take such other actions as may be deemed necessary or desirable by Purchaser to ensure the validity and enforceability of the Transaction Documents and the efficacy of the transaction(s) hereunder and (ii) refrain from raising any claims or defenses to the validity of Seller's electronic signatures to the Transaction Documents and the corresponding enforceability of the Transaction Documents which were signed electronically by Seller. Notwithstanding the provisions of Article VI, the covenant contained in this paragraph shall survive both (i) the expiration or termination the Transaction Documents pursuant to the provisions of this Agreement and the Transaction Documents and (ii) any determination that this Agreement or any other Transaction Document shall for any reason whatsoever be held invalid or voidable in the instance where Seller has failed to comply with applicable Electronic Transactions Requirements or other similar requirements. In the event of a breach of this paragraph by Seller, Purchaser shall be entitled to, among other things, the equitable remedies of specific performance and injunctive relief. Seller hereby acknowledges and agrees that breach by Seller of one or more of its obligations under this paragraph will cause Purchaser to suffer irreparable harm, namely harm for which damages would be an inadequate remedy. Seller further acknowledges and agrees that Purchaser will suffer irreparable harm due to delay if, as a condition to obtaining an injunction, specific performance or other equitable remedy with respect to such a breach, Purchaser were required demonstrate that it would suffer irreparable harm. Seller and Purchaser therefore, by execution hereof, intend that if Seller breaches one or more of its obligations under this paragraph, for purposes of determining whether to grant an equitable remedy any court will assume that that such breach would cause Purchaser irreparable harm. Seller further expressly agrees that Purchaser shall possess the right to seek the issuance of equitable remedies on an ex parte basis by any available judicial procedure to enforce the covenants contained in this paragraph.

(aa) Change in Depository Bank; Change in Delivery of Receivables. Seller shall not change its Depository Bank, if applicable, without the prior written consent of Purchaser. Seller further agrees that it shall not, without the prior written consent of Purchaser, take any action to modify, alter or change the delivery of, or the payments on, the Receivables to, or for the account of, Purchaser as contemplated by this Agreement and the other Transaction Documents.

(bb) Continued Operation of School; No Voluntary Closure. Seller covenants to continue to operate the School as a charter school in accordance with the applicable law and the Charter until all of Seller's obligations hereunder have been satisfied and to pursue and obtain renewal of the Charter on a timely basis. Specifically, Seller shall not voluntarily terminate the Charter until all of Seller's obligations hereunder have been satisfied. Failure of Seller to operate the School as a charter school in accordance with the applicable law and the Charter shall constitute a breach under this Agreement. In the event of a breach of this paragraph by Seller, Purchaser shall be entitled to, among other things, the equitable remedies of specific performance and injunctive relief. Seller hereby acknowledges and agrees that breach by Seller of one or more of its obligations under this paragraph will cause Purchaser to suffer irreparable harm, namely harm for which damages would be an inadequate remedy. Seller further acknowledges and agrees that Purchaser will suffer irreparable harm due to delay if, as a condition to obtaining an injunction, restraining order, or other equitable remedy with respect to such a breach, Purchaser were required

demonstrate that it would suffer irreparable harm. Seller and Purchaser therefore, by execution hereof, intend that if Seller breaches one or more of its obligations under this paragraph, for purposes of determining whether to grant an equitable remedy any court will assume that that such breach would cause Purchaser irreparable harm. Seller further expressly agrees that Purchaser shall possess the right to seek the issuance of a writ of garnishment on an ex parte basis by any available judicial procedure.

(cc) Transfer of Assets and Cash. Seller agrees that, upon Purchaser's determination (in Purchaser's sole discretion made in reliance upon reasonable facts) of the occurrence or anticipated occurrence of any events or circumstances which constitute or which could potentially constitute an Adverse Claim (arising through or under it), a Material Adverse Effect or a Dissolution Event under this Agreement, except as required by law, Seller shall not transfer, convey or otherwise dispose of its interest in any of its assets or cash (including, but not limited to, the Receivables) to any Person (including, but not limited to, officers, board members, employees or other individuals related to Seller) for consideration of less than fair market value as determined by a qualified professional reasonably acceptable to Purchaser.

(dd) No Commingling of Funds. Seller shall not commingle the funds and other assets of Seller (including, but not limited to, the Receivables) with funds and assets of any other Person, including, but not limited to, other schools under common management, control or ownership of Seller.

(ee) Decrease in Daily Attendance. Seller and Attesting Party hereby covenant and agree to maintain average daily attendance that is consistent with the average daily attendance reported on the Seller's most recent applicable attendance report (e.g., P-1, P-2, PENSEC, 20-day report, attendance month report, SB740 application, etc.). Seller and Attesting Party covenant that no Attendance Trigger Event shall occur (regardless of whether such Attendance Trigger Event occurs for reasons within the control or beyond the control of Seller or Attesting Party). The occurrence of an Attendance Trigger Event shall constitute a Material Adverse Effect.

(ff) Compliance with Law. Seller and Attesting Party shall comply with all requirements of the law, and will maintain in effect all qualifications required under requirements of law, in order to properly be eligible to receive each Receivable and will comply in all material respects with all other requirements of law in connection with the eligibility of receiving each Receivable. The failure to comply with such requirements shall be deemed to be a Material Adverse Effect. Seller shall take all actions to entitle the Seller and Purchaser to receive the payments related to each Receivable.

(gg) Actions. Seller and Attesting Party, each shall take all actions to entitle the Seller to receive the payments related to each Receivable.

Section 5.02. Security Interest. Seller and Attesting Party hereby grant to Purchaser, to secure Seller's obligations under Sections 4.01, 4.02, 5.01, 5.02, 7.02 and 7.16 hereof, a security interest in all of Seller's right, title, and interest, whether now owned or hereafter acquired, in, to, and under all accounts and general intangibles (not including the Receivables purchased hereunder by Purchaser) and all moneys, deposit accounts, wire transfers, funds transfers, checks, and other

funds or payments in the possession or under the control of Purchaser (including, without limitation, lockbox accounts and paying agency accounts), and the proceeds of the foregoing; provided, however, that notwithstanding the foregoing, no security interest is granted in any property to the extent that the granting of a security interest therein is, as of the date hereof, prohibited by or would constitute a default under any agreement or law governing such property (but only to the extent such prohibition or default is enforceable under applicable law); provided further, that upon the termination or lapsing of any such prohibition or default, a security interest in such property shall be deemed to have been automatically granted by Seller hereunder without any further action. Seller hereby irrevocably authorizes Purchaser to file any financing statements and amendments thereto as may be required or advisable in order to perfect or to continue the perfection of the security interest in the accounts and general intangibles now existing and hereafter created, including, without limitation, financing statements that describe the collateral as being of an equal, greater, or lesser scope, or with greater or lesser detail, than as set forth herein. Seller also hereby ratifies its authorization for Purchaser to have filed in any jurisdiction any like financing statements or amendments thereto if filed prior to the date of execution hereof. In addition to all rights and remedies available to Purchaser, Purchaser shall have all rights and remedies under the UCC in the event of a default by Seller under this Agreement or any other Transaction Document.

ARTICLE VI

TERM AND PURCHASE TERMINATION

Section 6.01. Term. This Agreement shall commence as of the date of execution and delivery of this Agreement and the Terms Letter and shall continue until (a) each Receivable has been indefeasibly paid in full and all collections thereon have been delivered to Purchaser or its designee and (b) any obligations of Seller hereunder or under the other Transaction Documents have been paid or performed in full. Purchaser shall have no obligation to purchase Receivables from Seller following the Agreement Termination Date or following any breach by Seller of its obligations hereunder or under any other Transaction Document. Notwithstanding the foregoing, no security interest created hereunder shall terminate until each Receivable has been indefeasibly paid in full and all collections thereon have been delivered to Purchaser or its designee.

Section 6.02. Purchase Termination. If Seller, or Attesting Party voluntarily files a petition under Title 11 of the United States Code, as amended (the “**Bankruptcy Code**”), goes into liquidation or consents to the appointment of a conservator, receiver or liquidator in any insolvency, readjustment of debt, marshaling of assets and liabilities or similar proceeding or relating to Seller, or Attesting Party or of relating to all or substantially all its property or an involuntary petition under the Bankruptcy Code is filed against Seller or Attesting Party, or a decree or order of a court or agency or supervisory authority having jurisdiction in the premises for the appointment of a conservator, receiver or liquidator in any insolvency, readjustment of debt, marshaling of assets and liabilities or similar proceeding, or for the winding-up or liquidation of its affairs, shall have been entered against Seller, or Attesting Party or Seller, or Attesting Party shall admit in writing its inability to pay its debts generally as they become due, file a petition to take advantage of any applicable bankruptcy, insolvency or reorganization statute, make an assignment for the benefit of its creditors or voluntarily suspend payment of its obligations (such

liquidation, appointment, entering of such decree, admission, filing, making or suspension, a “**Dissolution Event**”), Seller and Attesting Party shall on the day that either a voluntary or involuntary petition under the Bankruptcy Code is filed by or against Seller or shall on the day of such appointment, liquidation, entering of such decree, admission, filing, making or suspension, as the case may be, immediately cease to transfer Receivables to Purchaser and shall promptly give written notice to Purchaser and any Investor as to which Purchaser has provided an address for notices of such Dissolution Event. Notwithstanding any cessation of the transfer to Purchaser of additional Receivables, Receivables transferred to Purchaser prior to the occurrence of such Dissolution Event and collections in respect of such Receivables, whenever created, accrued in respect of such Receivables, shall continue to be property of Purchaser.

ARTICLE VII

MISCELLANEOUS PROVISIONS

Section 7.01. Amendment. This Agreement and each other Transaction Document and the rights and obligations of the parties hereunder and thereunder may not be changed orally, but only by an instrument in writing signed by the parties hereto.

Section 7.02. Expenses and Indemnity.

(a) Seller and each Attesting Party shall, jointly and severally, pay all expenses incurred in connection with its required actions under this Agreement and the Terms Letter including, without limitation, the costs of the designee of Purchaser that assists with or audits Seller and Attesting Party filings regarding average daily attendance reporting or grant funding.

(b) Seller and each Attesting Party shall pay all expenses incurred in connection with Purchaser’s necessary due diligence (the “Due Diligence Fee”). In addition, if Seller or Attesting Party has requested Purchaser to expedite the due diligence and documentation process, Seller and Attesting Party shall pay an expedite fee (the “Expedite Fee”).

(c) Seller and each Attesting Party shall, jointly and severally, pay (i) all reasonable out-of-pocket expenses incurred by Purchaser and any Investor (including the reasonable fees, charges and disbursements of counsel for Purchaser and any Investor), in connection with any amendments, modifications or waivers of the provisions hereof or of the Terms Letter and (ii) all out of pocket expenses incurred by Purchaser and any Investor (including the reasonable fees, charges and disbursements of any counsel for Purchaser and any Investor, and including any attorneys’ fees and disbursements in connection with any bankruptcy case or other insolvency proceeding to which Seller or Attesting Party may become subject), in connection with the enforcement or protection of the rights of Purchaser and any Investor (A) in connection with this Agreement, the Terms Letter, and the Paying Agency Agreement/and or the Account Control Agreement, or any other Transaction Document, including their rights under this paragraph, and (B) in connection with any workout, restructuring or negotiations in respect of this Agreement or the Terms Letter or any other Transaction Document.

(d) Seller and Attesting Party shall, jointly and severally, indemnify Purchaser and each Investor (each such Person, an “Indemnatee”) against, and hold each Indemnatee harmless from, any and all losses, claims, damages, liabilities and related expenses (including the fees, charges and disbursements of any counsel for any Indemnatee), and shall indemnify and hold harmless each Indemnatee from all reasonable fees and time charges and disbursements for attorneys who may be employees of any Indemnatee, incurred by any Indemnatee or asserted against any Indemnatee by any third party or by Seller or any Attesting Party arising out of, in connection with, or as a result of (i) the execution or delivery of this Agreement, the Terms Letter, the Paying Agency Agreement and/or the Account Control Agreement, any other Transaction Document, or any agreement or instrument contemplated hereby or thereby, the performance by the parties hereto of their respective obligations hereunder or thereunder or the consummation of the transactions contemplated hereby or thereby, (ii) the breach by Seller or any Attesting Party of any representation, warranty or covenant set forth in this Agreement, the Terms Letter, the Paying Agency Agreement and/or the Account Control Agreement, or any other Transaction Document, (iii) any bankruptcy case or other insolvency proceeding to which Seller or Attesting Party may become subject, or (iv) any actual or prospective claim, litigation, investigation or proceeding relating to any of the foregoing, whether based on contract, tort or any other theory, whether brought by a third party or by Seller or any Attesting Party, and regardless of whether any Indemnatee is a party thereto, in all cases, whether or not caused by or arising, in whole or in part, out of the comparative, contributory or sole negligence of the Indemnatee; provided that such indemnity shall not, as to any Indemnatee, be available to the extent that such losses, claims, damages, liabilities or related expenses (x) are determined by a court of competent jurisdiction by final and nonappealable judgment to have resulted from the gross negligence or willful misconduct of such Indemnatee or (y) result from a claim brought by Seller or any Attesting Party against an Indemnatee for breach in bad faith of such Indemnatee’s obligations hereunder, if Seller or such Attesting Party has obtained a final and nonappealable judgment in its favor on such claim as determined by a court of competent jurisdiction.

(e) [Reserved]

(f) To the fullest extent permitted by applicable law, neither Seller nor any Attesting Party shall assert, and hereby waives, any claim against any Indemnatee, on any theory of liability, for special, indirect, consequential or punitive damages (as opposed to direct or actual damages) arising out of, in connection with, or as a result of, this Agreement or any agreement or instrument contemplated hereby, or the transactions contemplated hereby or thereby.

(g) All amounts due under this Section shall be payable not later than ten Business Days after demand therefor.

(h) The agreements in this Section shall survive the expiration or termination of this Agreement.

Section 7.03. Governing Law. THIS AGREEMENT AND THE OTHER TRANSACTION DOCUMENTS SHALL BE CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF CALIFORNIA, WITHOUT REFERENCE TO ITS CONFLICT OF LAW PROVISIONS, AND THE OBLIGATIONS, RIGHTS AND REMEDIES OF THE

PARTIES HEREUNDER SHALL BE DETERMINED IN ACCORDANCE WITH SUCH LAWS.

Section 7.04. Notices. All demands, notices and communications hereunder shall be in writing and shall be deemed to have been duly given if personally delivered at or mailed by certified mail, return receipt requested or by facsimile, to the addresses set forth in the Terms Letter, or, as to each party, at such other address or facsimile number (with confirmation of transmission) as shall be designated by such party in a written notice to each other party.

Section 7.05. Severability of Provisions. If any one or more of the covenants, agreements, provisions or terms of this Agreement or any other Transaction Document shall for any reason whatsoever be held invalid, then such covenants, agreements, provisions, or terms shall be deemed severable from the remaining covenants, agreements, provisions, and terms of this Agreement or any other Transaction Document and shall in no way affect the validity or enforceability of the other provisions of this Agreement or the other Transaction Documents.

Section 7.06. Assignment. Purchaser may assign all or any portion of Purchaser's right, title, and interest in, to, and under this Agreement and any other Transaction Documents to any Investor, and any Investor may grant a security interest therein to any other Investor as contemplated hereby. Purchaser may also assign its right, title and interest in, to and under this Agreement and any other Transaction Document to (a) any successor by merger assuming this Agreement and the Terms Letter, or (b) to other any entity. In no event may Seller or any Attesting Party assign or transfer, by operation of law or otherwise, any of its right or obligations under this Agreement or any other Transaction Document.

Section 7.07. Acknowledgement and Agreement of Seller and Attesting Party. Seller and each Attesting Party expressly acknowledge and agree that all or any portion of Purchaser's right, title, and interest in, to, and under this Agreement and the other Transaction Documents, including, without limitation, all or any portion of Purchaser's right, title, and interest in and to the Receivables may be assigned by Purchaser to any Investor and any Investor may grant a security interest therein to any other Investor, and each of Seller and each Attesting Party consents to such assignments and security interest. Seller and each Attesting Party further agrees that notwithstanding any claim, counterclaim, right of set-off or defense which it may have against Purchaser, due to a breach by Purchaser of this Agreement or for any other reason, and notwithstanding the bankruptcy of Purchaser or any other event whatsoever, in no event shall it assert any claim on or any interest in the Receivables or any proceeds thereof or take any action that would reduce or delay receipt by Purchaser or any Investor of collections with respect to the Receivables.

Section 7.08. Further Assurances. Seller, each Attesting Party, and Purchaser agree to do and perform, from time to time, any and all acts and to execute any and all further instruments required or reasonably requested by any other party or an Investor more fully to effect the purposes of this Agreement and the other Transaction Documents, including, without limitation, (a) the authorization and execution of any financing statements or continuation statements or equivalent documents relating to the Receivables for filing under the provisions of the UCC or other law of any applicable jurisdiction and (b) the authorization and execution of additional conveyance

instruments as may be required from time to time, including but not limited to, additional conveyance instruments relating to the conveyance of any accretive value to Receivables as and when such accretive value may be created.

Section 7.09. No Waiver; Cumulative Remedies. No failure to exercise and no delay in exercising, on the part of Seller, any Attesting Party, or Purchaser, any right, remedy, power or privilege hereunder, shall operate as a waiver thereof; nor shall any single or partial exercise of any right, remedy, power or privilege hereunder preclude any other or further exercise thereof or the exercise of any other right, remedy, power or privilege. The rights, remedies, powers and privileges herein provided are cumulative and not exhaustive of any rights, remedies, powers and privileges provided by law or in equity.

Section 7.10. Counterparts. This Agreement, the Terms Letter and all Transaction Documents may be executed in two or more counterparts (and by different parties on separate counterparts), each of which shall be an original, but all of which together shall constitute one and the same instrument.

Section 7.11. Binding; Third-Party Beneficiaries. This Agreement and the other Transaction Documents will inure to the benefit of and be binding upon the parties hereto and their respective successors and permitted assigns. Each Investor shall be a third-party beneficiary of this Agreement.

Section 7.12. Merger and Integration. Except as specifically stated otherwise herein, this Agreement and the other Transaction Documents set forth the entire understanding of the parties relating to the subject matter hereof, and all prior understandings, written or oral, are superseded by this Agreement and the other Transaction Documents. This Agreement and the other Transaction Documents may not be modified, amended, waived or supplemented except as provided herein.

Section 7.13. Headings. The headings are for purposes of reference only and shall not otherwise affect the meaning or interpretation of any provision hereof.

Section 7.14. Schedules and Exhibits. The schedules and exhibits attached hereto and referred to herein shall constitute a part of this Agreement and are incorporated into this Agreement for all purposes.

Section 7.15. Survival of Representations and Warranties. All representations, warranties, covenants and agreements contained in this Agreement, shall remain operative and in full force and effect and shall survive conveyance of the Receivables to Purchaser and by Purchaser to any Investor and the grant of a security interest therein by any Investor.

Section 7.16. Attorneys' Fees. In any action, arbitration, proceeding or dispute arising out of this Agreement or the Terms Letter, or any other Transaction Document, including any bankruptcy case or other insolvency proceeding to which any party hereto may become subject, regardless of whether any claim sounds in contract or in tort, should Purchaser prevail, it shall be permitted to recover its costs and actual attorneys' fees incurred from the non-prevailing party.

Section 7.17. Confidentiality.

(a) To the maximum extent permitted by law, all documents and information related to this Agreement, including each exhibit and the other Transaction Documents, are the property of Purchaser and are not to be duplicated or distributed to any third parties without Purchaser's express written consent. Notwithstanding the above, Seller shall not have liability to Purchaser with regard to any confidential information which Seller can prove (i) was in the public domain at the time it was disclosed or has entered the public domain through no fault of Seller; (ii) was known to Seller, without restriction, at the time of disclosure, as demonstrated by files in existence at the time of disclosure; (iii) is disclosed with the prior written approval of Purchaser; (iv) was independently developed by Seller without any use of Purchaser's confidential information, as demonstrated by files created at the time of such independent development; (v) becomes known to Seller, without restriction, from a source other than Purchaser without breach of this Agreement by Seller; or (vi) is disclosed pursuant to the order or requirement of a court, administrative agency, or other governmental body; provided, however, that Seller shall provide prompt notice of such court order or requirement to Purchaser to enable Purchaser to seek a protective order or otherwise prevent or restrict such disclosure. Seller further agrees to take such measures as shall be reasonably requested by Purchaser to protect and maintain the security and confidentiality of the information set forth herein.

(b) Notwithstanding anything herein to the contrary, each party (and each employee, representative or other agent of each party) hereto may disclose to any and all persons, without limitation of any kind, any information with respect to the United States federal income "tax treatment" and "tax structure" of the transactions contemplated hereby (including opinions or other tax analyses) that are provided to such parties (or their representatives) relating to such tax treatment and tax structure; provided that with respect to any document or similar item that in either case contains information concerning the tax treatment or tax structure of the transaction as well as other information, this sentence shall only apply to such portions of the document or similar item that relate to the tax treatment or tax structure of the transactions contemplated hereby.

[Signature page follows]

IN WITNESS WHEREOF, Purchaser, Seller, and each Attesting Party have caused this Receivables Purchase Agreement to be duly executed by their respective officers as of the date first above written.

CHARTER SCHOOL CAPITAL, INC., a Delaware corporation, as Purchaser

DocuSigned by:
By: Brad Coburn
Name: Brad Coburn
Title: Chief Investment Officer

ELITE ACADEMIC ACADEMY-MOUNTAIN EMPIRE, a California nonprofit public benefit corporation, as Seller

DocuSigned by:
By: Ronald Jackson
Name: Ronald Jackson
Title: Board Treasurer

ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE, as Attesting Party

DocuSigned by:
By: Morgen Oelckers
Name: Morgen Oelckers
Title: Board President

EXHIBIT A

FORM OF BILL OF SALE

This Bill of Sale, dated as of [DATE] (hereinafter the “Closing Date”) is executed and delivered pursuant to the Receivables Purchase Agreement (as amended from time to time, the “RPA”), dated as of [DATE], among [SELLER NAME] (the “Seller”), [Attesting Party Name] (the “Attesting Party”) and CHARTER SCHOOL CAPITAL, INC. (the “Purchaser”). Capitalized terms used herein that are not otherwise defined herein shall have the meanings set forth in the RPA.

1. Seller does hereby sell, transfer, set over, and otherwise convey to Purchaser, without recourse except as provided herein or in the RPA, all its right, title and interest in, to, and under the Attendance Receivables and the Grant Receivables identified on Schedule I hereto (the “Receivables”), the Receivables Files relating thereto, and all monies due or to become due and all amounts received with respect thereto and all proceeds thereof.

2. It is the intent of Seller and the Attesting Party that immediately prior to giving effect to the sale and transfer of the Receivables contemplated hereby, on the Closing Date the Receivables identified on this Bill of Sale will be owned solely by Seller. To further evidence the intent of the parties hereto that all right, title, and interest in, to, and under the Receivables identified on this Bill of Sale, the Receivables Files relating thereto, all monies due or to become due and all amounts received with respect thereto, and all proceeds thereof, are being sold and transferred to Purchaser pursuant to the RPA and this Bill of Sale, Attesting Party does hereby quitclaim, sell, transfer, set over, and otherwise convey to Purchaser, without recourse except as provided herein or in the RPA, all its right, title and interest, if any, in, to, and under the Receivables, the Receivables Files relating thereto, and all monies due or to become due and all amounts received with respect thereto and all proceeds thereof.

3. Each of Seller and Attesting Party represents and warrants to Purchaser, as of the date hereof, that:

a. The aggregate Gross Receivables Value of the Receivables equals [AMOUNT], as more particularly detailed on Schedule II hereto.

b. Each of the conditions set forth in Section 3.02 or 3.03 (as applicable) of the RPA has been satisfied.

c. Seller is not Insolvent, nor will it be made Insolvent by the sale of the Receivables to Purchaser, nor is it aware of any pending Insolvency. No Dissolution Event has occurred with respect to the Seller.

d. The representations and warranties of it in Section 4.01(a) and (b) of the RPA are true and correct.

e. Immediately prior to the date hereof, the Receivables to be transferred hereof are owned by Seller free and clear of any Adverse Claims.

4. The Upfront Purchase Price and the Maximum Deferred Purchase Price for the Receivables are listed on Schedule II hereto.

a. The Upfront Purchase Price (net of fees and set-offs) shall be paid by Purchaser to Seller, as set forth on Schedule II attached hereto.

b. The Deferred Purchase Price with respect to each Receivable shall be paid by Purchaser to Seller not later than seven (7) Business Days after Purchaser determines that the Paying Agent has actually received all amounts that the Obligor is going to pay on such Receivable (such determination date by Purchaser is the "Determination Date").

c. All Upfront Purchase Price and Deferred Purchase Price payments (net of fees and set-offs) made by Purchaser to Seller shall be by wire transfer and in accordance with the instructions set forth below:

Account Name:	[NAME]
Bank:	[NAME, ADDRESS, PHONE]
ABA:	[ROUTING NUMBER]
Bank Acct. #	[NUMBER]

5. [An Attendance Trigger Event shall occur with respect to the Receivables that are the subject of this Bill of Sale if there is a decrease in average daily attendance (ADA) of more than [__]% of the average daily attendance reported on [list applicable attendance report(s)].]

IN WITNESS WHEREOF, the undersigned has caused this Bill of Sale to be executed and delivered as of the date first above written.

[SELLER], a California nonprofit public benefit corporation, as Seller

By: _____
Name:
Title:

[ATTESTING PARTY], as Attesting Party

By: _____

Name:

Title:

SCHEDULE I

[INSERT RECEIVABLES DESCRIPTION]

SCHEDULE II**[ESTIMATES ONLY; TO BE FINALIZED AT CLOSING]**

Description	Amount
Upfront Purchase Price	\$0.00
Program Fee	-\$0.00
Application Fee (credit)	\$0.00
Other Fees (Due Diligence Fee/Expedite Fee)	-\$0.00
Other Offsets ¹	-\$0.00
Loan Payoffs or Paydowns	-\$0.00
Net Proceeds to Seller (sum above)	\$ 0.00

Gross Receivables Value	Initial Purchase (Face Value)	Upfront Purchase Price	Maximum Deferred Purchase Price
\$0.00	\$0.00	\$0.00	\$0.00

¹ If Purchaser determines prior to funding that there are past due amounts owing to Purchaser, the past due amounts may be deducted from the current funding and the net proceeds to the School will be reduced.

EXHIBIT B

[CORPORATION]

ACKNOWLEDGEMENT RESOLUTIONS

The undersigned, on behalf of [CORPORATION], a nonprofit public benefit corporation (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and the Bylaws of the Company, at a duly noticed meeting held on _____, 20[] at __:00 __.m., Pacific Time at _____ . A quorum of the Board was present at the meeting. Capitalized terms used herein and not otherwise defined have the meanings given to them in the Acknowledgment Resolution (as defined below).

Sale of Receivables.

WHEREAS, the Company receives and owns and will receive and own from time to time certain receivables or payments due from the State of California, [COUNTY], the [COUNTY] Office of Education, the [COUNTY] Superintendent of Schools, [DISTRICT], the Special Education Local Plan Area (“SELPA”), and/or the United States federal government (in each case, the “Payor”).

WHEREAS, the Company instructs the Payor, pursuant to the Payor’s policies and procedures, as to the location and manner of payment of the Company’s receivables.

RESOLVED: That the Board deems it to be in the best interests of the Company to authorize the Company to sell receivables and payments (the “Receivables”) to Charter School Capital, Inc. (“CSC”) at a discount to face value in an amount not to exceed the lesser of (i) [\$AMOUNT] of gross receivables value and (ii) [\$AMOUNT] of initial purchase (face value).

RESOLVED FURTHER: That the Company is authorized and directed to sell the Receivables to CSC from time to time pursuant to one or more Receivables Purchase Agreements and related Terms Letters between the Company and CSC, substantially in the form reviewed by the Board, with such changes thereto consistent with these resolutions as an Authorized Officer of the Company shall approve, and including any amendments, supplements or modifications to the foregoing consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That each of [LIST OF AUTHORIZED OFFICERS WHO CAN SIGN DOCUMENTS WITH NAMES AND TITLES] (such persons and their duly elected and qualified successors, the “Authorized Officers”) is authorized and directed to execute and deliver, on behalf of the Company, the Receivables Purchase Agreements, the Terms

Letters, the Paying Agency Agreements, and/or Account Control Agreements, and subject to the limitations set forth herein, such other agreements and other documents and instruments as may be necessary or desirable to effectuate the sale of Receivables contemplated hereby, including, without limitation, agreements or documents as may be necessary to facilitate the sale of Receivables by CSC to an affiliate or third party to finance its purchase of the Receivables and further including, without limitation, such amendments, supplements or other modifications to any or all of the documents described in this paragraph and consistent with these resolutions as an Authorized Officer of the Company shall approve from time to time.

RESOLVED FURTHER: That the Board of the Company deems it to be in the best interests of the Company to instruct the Payor, in the form provided by CSC, to make the payment of all revenues of the Company administered and paid by the Payor in the manner described in the applicable Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement and/or the Account Control Agreements.

RESOLVED FURTHER: That any two Authorized Officers will execute instructions to the Payor, in the form provided by CSC, directing the payment of all revenues of the Company in the manner described in the Receivables Purchase Agreement, the Terms Letter, the Paying Agency Agreement, and/or the Account Control Agreements.

RESOLVED FURTHER: That the instructions described in the immediately preceding paragraph will not be altered in any manner nor any other instructions substituted in their place without the prior written approval of the two Authorized Officers and without the express written consent of CSC and that the Payor is to disregard any change in disbursement instructions that are not counter-signed by such two Authorized Officers and CSC.

RESOLVED FURTHER: That the Authorized Officers are, and each of them is, hereby authorized and directed, on behalf and in the name of the Company and subject to the limitations set forth herein, to make all such arrangements, to do and perform all such acts and things, and to execute and deliver all such instruments, certificates and other documents as he or she may deem necessary or appropriate in order to effectuate fully the purpose of each and all of the foregoing resolutions and the transactions contemplated thereby (hereby ratifying and confirming any and all actions taken heretofore and hereafter by such officers to accomplish such purposes).

The foregoing resolutions were passed by a vote of the Board of Directors and adopted at the meeting of the Board of Directors of the Company on the date referred to above, by the following vote:

Ayes: _____
Nays: _____
Absent: _____
Abstain: _____

* * *

The undersigned certifies further that the foregoing resolutions have not been modified, amended or rescinded and are in full force and effect as of the date hereof.

[CORPORATION]

By:

Name:

Title:

Secretary

Date:

EXHIBIT C

ASSIGNMENT AND ACCOUNT NOTICE

_____, 20[]

VIA EMAIL @ _____
[COUNTY]
[ADDRESS]
[City, State, Zip]

VIA EMAIL @ _____
[DISTRICT]
[ADDRESS]
[City, State, Zip]

RE: [SELLER/SCHOOL]

Ladies and Gentlemen:

[SELLER NAME], [as operator of [SCHOOL NAME] ([in such capacity] "Seller") hereby notifies you that it has sold and assigned to CHARTER SCHOOL CAPITAL, INC. the receivables payable by the State of California, [County] County, the [County] Office of Education, the [County] Superintendent of Schools, the [District] District, [the SELPA], and the federal government of the United States in respect of [School] (the "School") in each of the months of [MONTHS], generally described as follows [RECEIVABLES DESCRIPTION]; as such receivables have been and/or may in the future be deferred, delayed, accelerated, or rescheduled from time to time, in whole or in part; and all proceeds thereof.

Seller hereby directs you to deliver all amounts with respect to such receivables to the following account, as applicable:

For paper warrants/checks:	For wire transfers:
[School] c/o Charter School Capital, Inc. P.O. Box 954082 St. Louis, MO 63195-4082 Lockbox #954082	US Bank, N.A., as Paying Agent US Bank, N.A. ABA# 123000848 Account #153910742227 Ref: [School] c/o Charter School Capital, Inc.

Seller hereby authorizes Charter School Capital to deliver all future Notices of Assignment to the county and/or district. This instruction is irrevocable and cannot be altered without the written consent of Charter School Capital, Inc. If you have any questions, please contact [CONTACT NAME] of Charter School Capital, Inc. at [CONTACT PHONE NUMBER]. Thank you for your courtesy and cooperation in this matter.

Very truly yours,

[SELLER]

By: _____

Name:

Title:

By: _____

Name:

Title:

TABLE OF CONTENTS

	Page
ARTICLE I	DEFINITIONS..... 1
Section 1.01.	Definitions..... 1
Section 1.02.	Other Definitional Provisions 6
ARTICLE II	PURCHASE AND CONVEYANCE OF RECEIVABLES 6
Section 2.01.	Purchase 6
Section 2.02.	Servicing of Receivables..... 8
Section 2.03.	Additional Purchases 8
ARTICLE III	CONSIDERATION AND PAYMENT; CLOSING AND SUBSEQUENT PURCHASES 9
Section 3.01.	Purchase Price 9
Section 3.02.	Initial Closing Date Conditions 9
Section 3.03.	Closing Date Conditions 12
ARTICLE IV	REPRESENTATIONS AND WARRANTIES..... 13
Section 4.01.	Representations and Warranties of Representation Parties Relating to Seller 13
Section 4.02.	Representations and Warranties of the Representation Parties Relating to the Agreement and the Receivables; Repurchase Obligation 16
ARTICLE V	COVENANTS 21
Section 5.01.	Covenants of Seller 21
Section 5.02.	Security Interest. 28
ARTICLE VI	TERM AND PURCHASE TERMINATION 29
Section 6.01.	Term 29
Section 6.02.	Purchase Termination 29
ARTICLE VII	MISCELLANEOUS PROVISIONS..... 30
Section 7.01.	Amendment..... 30
Section 7.02.	Expenses and Indemnity 30
Section 7.03.	Governing Law 32
Section 7.04.	Notices 32
Section 7.05.	Severability of Provisions 32
Section 7.06.	Assignment 33

TABLE OF CONTENTS
(continued)

	Page
Section 7.07. Acknowledgement and Agreement of Representation Parties.....	33
Section 7.08. Further Assurances.....	33
Section 7.09. No Waiver; Cumulative Remedies	33
Section 7.10. Counterparts.....	33
Section 7.11. Binding; Third-Party Beneficiaries.....	34
Section 7.12. Merger and Integration	34
Section 7.13. Headings	34
Section 7.14. Schedules and Exhibits	34
Section 7.15. Survival of Representations and Warranties.....	34
Section 7.16. Attorneys’ Fees	34
Section 7.17. Confidentiality	34
EXHIBIT A Form of Bill of Sale	
EXHIBIT B Form of Acknowledgement Resolutions	
EXHIBIT C Form of Notice of Assignment of Amounts Payable	

BILL OF SALE

This Bill of Sale, dated as of September 21, 2022 (hereinafter the “Closing Date”) is executed and delivered pursuant to the Receivables Purchase Agreement of even date herewith (as amended from time to time, the “RPA”), among ELITE ACADEMIC ACADEMY-MOUNTAIN EMPIRE, a California nonprofit public benefit corporation (“Seller”), ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE (“Attesting Party”) and CHARTER SCHOOL CAPITAL, INC., a Delaware corporation (“Purchaser”). Capitalized terms used herein that are not otherwise defined herein shall have the meanings set forth in the RPA.

1. Seller does hereby sell, transfer, set over, and otherwise convey to Purchaser, without recourse except as provided herein or in the RPA, all its right, title and interest in, to, and under the Attendance Receivables and the Grant Receivables identified on Schedule I hereto (the “Receivables”), the Receivables Files relating thereto, and all monies due or to become due and all amounts received with respect thereto and all proceeds thereof.

2. It is the intent of Seller and Attesting Party that immediately prior to giving effect to the sale and transfer of the Receivables contemplated hereby, on the Closing Date the Receivables identified on this Bill of Sale will be owned solely by Seller. To further evidence the intent of the parties hereto that all right, title, and interest in, to, and under the Receivables identified on this Bill of Sale, the Receivables Files relating thereto, all monies due or to become due and all amounts received with respect thereto, and all proceeds thereof, are being sold and transferred to Purchaser pursuant to the RPA and this Bill of Sale, Attesting Party does hereby quitclaim, sell, transfer, set over, and otherwise convey to Purchaser, without recourse except as provided herein or in the RPA, all its right, title and interest, if any, in, to, and under the Receivables, the Receivables Files relating thereto, and all monies due or to become due and all amounts received with respect thereto and all proceeds thereof.

3. Each of Seller and Attesting Party represents and warrants to Purchaser, as of the date hereof, that:

a. The aggregate Gross Receivables Value of the Receivables equals \$1,118,452.00, as more particularly detailed on Schedule II hereto.

b. Each of the conditions set forth in Section 3.02 or 3.03 (as applicable) of the RPA has been satisfied.

c. It is not Insolvent, nor will it be made Insolvent by the sale of the Receivables to Purchaser, nor is it aware of any pending Insolvency. No Dissolution Event has occurred with respect to Seller.

d. The representations and warranties of it in Section 4.01(a) and (b) of the RPA are true and correct.

4. The Upfront Purchase Price and the Maximum Deferred Purchase Price for the Receivables are listed on Schedule II hereto.

a. The Upfront Purchase Price (net of fees and set-offs) shall be paid by Purchaser to Seller on the related Closing Date or the next Business Day thereafter, as set forth on Schedule II attached hereto.

b. The Deferred Purchase Price with respect to each Receivable shall be paid by Purchaser to Seller not later than seven (7) Business Days after Purchaser determines that the Paying Agent has actually received all amounts that the Obligor is going to pay on such Receivable (such determination date by Purchaser is the “Determination Date”).

c. All Upfront Purchase Price and Deferred Purchase Price payments (net of fees and set-offs) made by Purchaser to Seller shall be by wire transfer and in accordance with the instructions set forth below:

Account Name:	Elite Academic Academy – Mountain Empire
Bank:	JP Morgan Chase Bank, NA 2398 Sycamore Drive Simi Valley, CA 93065
ABA:	322271627
Bank Acct. #	260772337

[Signature page follows]

IN WITNESS WHEREOF, the undersigned has caused this Bill of Sale to be executed and delivered as of the date first above written.

**ELITE ACADEMIC ACADEMY-MOUNTAIN
EMPIRE**, a California nonprofit public benefit corporation, as Seller

DocuSigned by:
By: Ronald Jackson
Name: Ronald Jackson
Title: Board Treasurer

**ELITE ACADEMIC ACADEMY-MOUNTAIN
EMPIRE**, as Attesting Party

DocuSigned by:
By: Morgen Oelckers
Name: Morgen Oelckers
Title: Board President

SCHEDULE I

All of the right of Seller and Attesting Party to be paid by the Obligor in respect of ELITE ACADEMIC ACADEMY - MOUNTAIN EMPIRE (the "School") generally including the amounts constituting 9% of the advance apportionment in each of the months of DECEMBER 2022 and JANUARY 2023, apportioned pursuant to Education Code Section 14041(a)(2) that is the LCFF State Aid portion of such School's total general purpose entitlement; in the approximate aggregate amount of \$1,118,452.00 as such payments have been and/or may in the future be deferred, delayed, accelerated or otherwise rescheduled from time to time, in whole or in part, and including all monies due or to become due with respect to the foregoing, all amounts received with respect to the foregoing, all proceeds of the foregoing, and any and all claims and causes of action (whether based on contract, tort, statute or otherwise), and all rights and remedies in law and in equity, related to the entitlement, ownership, collection or otherwise of the foregoing.

Schedule I - 1

SCHEDULE II

Description	Amount
Upfront Purchase Price	\$915,719.00
Program Fee	-\$0.00
Other Fees (Due Diligence Fee/Expedite Fee)	-\$0.00
Other Offsets ¹	-\$0.00
Updated Net to School	\$915,719.00

Gross Receivables Value	Initial Purchase (Face Value)	Upfront Purchase Price	Maximum Deferred Purchase Price
\$1,118,452.00	\$950,600.00	\$915,719.00	\$167,852.00

¹ If Purchaser determines prior to funding that there are past due amounts owing to Purchaser, the past due amounts may be deducted from the current funding and the net proceeds to the School will be reduced.

**EAA Mountain Empire
Professional Development Budget
FY 22-23**

Projected Attendants 126

Mission Inn

	Rates
Nightly Rate	\$209.00
Tax	13%
Tourism Fee	0.195%
<hr/>	
Total for Lodging	\$33,949.00

Parking per room

<hr/>	
Total	\$1,951.00

Food

	Rates
Continental Breakfast	\$27.00
Lunch Buffet	\$50.00
EAA Hosted Appetizers	\$5,000.00 *One time event
Dinner (Reimbursement)	\$27.00
<hr/>	
Total	\$21,416.00

Vendor- Encore

Audio/Visual and Meeting Space

<hr/>	
Total	\$15,426.00

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GRAND TOTAL	\$72,742.00

Total Cost Split
Between Schools

LU= \$36,371.00
ME= \$36,371.00

GUEST ROOM LETTER OF AGREEMENT**GROUP ARRIVAL DATE:** January 29, 2023 **GROUP DEPARTURE DATE:** February 03, 2023

Group Name: Elite Academic Academy
 Name of Event: Elite Academic Academy Professional Development 2023
 Contact: Gena Altamirano
 Address: 43414 Business Park Drive
 City: Temecula State: California
 Zip: 92590
 Telephone #: 951-528-4247
 E-mail: galtamirano@eliteacademic.com

ROOM COMMITMENT:**GROUP DATES:** January 29, 2023 - February 03, 2023

Group Dates		Sun 01/29/2023		Mon 01/30/2023		Tue 01/31/2023		Wed 02/01/2023	
Room Types	Occupancy	Rooms	Rate	Rooms	Rate	Rooms	Rate	Rooms	Rate
Deluxe	Single/Double	0	\$209.00	0	\$209.00	20	\$209.00	119	\$209.00
Junior Suite	Single/Double	7	\$209.00	7	\$209.00	7	\$209.00	7	\$209.00
		Thu 02/02/2023							
	Occupancy	Rooms	Rate						
Deluxe	Single/Double	109	\$209.00						
Junior Suite	Single/Double	7	\$209.00						

Total Room Nights Contracted: 295

All room rates are subject to occupancy tax, currently at 13% per night and the CA Tourism Assessment Fee of 0.195% of the total room revenue. Rates are quoted single or double occupancy, each additional guest is \$25.00 per night, plus tax.

CUT-OFF DATE:

The cut-off date for your group will be **Friday, December 30, 2022**. Rooms not reserved by this date will be immediately released for general sale. The Hotel will continue to accept your attendees' reservations after this date based on space available basis, subject to availability, at the current available rate(s). Check-in time is 4:00pm. Room assignment prior to check-in time is subject to availability. Check-out time is 11:00am.

DEPOSIT:

Deposit fees are non-refundable and non-transferable. The first deposit of **\$5,500.00** is due in full upon receipt of the signed Catering Confirmation Agreement. Lack of payment of the initial deposit, any subsequent deposits or the final payment may result in the cancellation of your event.

ROOM RESERVATIONS:

Room reservations are to be made by each individual guest attending your event by **Friday, December 30, 2022**. Each attendee should contact the Hotel's Room Reservations Department at 800-843-7755 or 951-784-0300, extension 850. Attendees must reference the **Elite Academic Academy Professional Development 2023** when making their reservation(s).

The Hotel will require a major credit card or check for one night's deposit stay to guarantee each reservation. The first night's deposit will be applied to each reservation. The advance deposit check must be received a minimum of thirty (30) business days prior to arrival. Individual reservations must be cancelled a minimum of forty-eight (48) hours in advance to avoid cancellation charges equal to one night's stay. Group is financially responsible for achieving the contracted amount of room nights regardless of individual cancellations referenced above.

Patron Initials: 

Please note that the Patron’s contracted group rate may not be available for dates outside the contracted room block. For pre and post night reservations, please contact the Hotel’s Room Reservations Department at 800-843-7755 and reference the group name of **Elite Academic Academy Professional Development 2023**. Pre and post night reservations are subject to availability at the prevailing rates.

BILLING PROCEDURES:

The Hotel will require a credit card from each guest that checks in. All guests will be required to provide a credit card to be placed on their reservation at check in. The credit card will then be authorized for \$75 per day. If a guest chooses to pay cash at check in for room, tax and parking if applicable they will be required to leave a credit card for incidentals. At check out if the guest has no additional charges the \$75 per day authorization will be released.

The exception to the requirement of a credit card will be for a guest that has all their charges taken care of by the group (Master Bill All Charges), company (Direct Bill All Charges) or a credit card authorization form has been received indicating All Charges to be paid.

Individuals to Pay All Charges – Each guest in your block will be responsible for all of his/her charges, including but not limited to room rate, occupancy tax and all incidental charges. The first night’s deposit will be applied to each reservation.

All meeting/event charges (including, but not limited to food, beverage, room rental, audio visual and all applicable taxes and service charge) will be billed to the master account.

CONCESSIONS:

The Mission Inn Hotel & Spa is pleased to offer the following concessions:

- Complimentary use of the fitness center
- (7) Seven complimentary upgrades to Jr. Suite at group rate of \$209.00 per night
- Complimentary internet in all guests sleeping rooms
- 10% discount on any Kelly’s Spa services
- \$5.00 discounted- Self parking prevailing rates
- Complimentary use of the business center

GUEST ROOM USAGE:

In consideration of the local noise ordinances and a courtesy to surrounding hotel guests, the Hotel does not allow parties or social gatherings in any of our guest rooms. Only registered guests (up to four per room) may occupy guest rooms.

GUEST ROOM CANCELLATION:

In the event of cancellation of a sleeping room reservation, please notify the Hotel at least forty-eight (48) hours in advance of the arrival date to avoid any penalty billing. An early departure fee of \$50.00 will be charged if a guest departs prior to the scheduled departure date and fails to provide the Hotel with a forty-eight (48) hour notice. Group is financially responsible for achieving the contracted amount of room nights regardless of individual cancellations referenced above.

ROLLAWAY BED POLICY:


There is a \$25 nightly fee charge for rollaway bed requests.

SMOKING ORDINANCE:

The City of Riverside and State of California ordinances state that smoking is not permitted in any enclosed public area, including banquet rooms, hotel lobbies and restrooms. A \$250 amount is charged to guests that violate the non-smoking policy.

LATE CHECK-OUT REQUEST:

Late check-out is granted based on availability on the day of departure. Late check-out fee may vary from half-day rate to a full day rate.

Patron Initials: 

SPECIFIC ROOM REQUEST:

Our guestrooms are unique. A specific room and bed type may be requested but is not guaranteed.

INTERNET FEE:

Access to the internet is free in the hotel Lobby area. There is a \$9.95 nightly WIFI fee for all guestrooms unless otherwise contracted.

SCHEDULE OF EVENTS:

Date	Start Time	End Time	Event Class	Room	Setup	AGR
Mon, 1/30/23	8:00 AM	5:00 PM	Breakfast Buffet	Ho-O-Kan	Rounds	7
Mon, 1/30/23	12:00 PM	1:00 PM	Lunch Buffet	Ho-O-Kan	Rounds	7
Tue, 1/31/23	8:00 AM	5:00 PM	Breakfast Buffet	Ho-O-Kan	Rounds	27
Tue, 1/31/23	12:00 PM	1:00 PM	Lunch Buffet	Ho-O-Kan	Rounds	27
Wed, 2/1/23	8:00 AM	5:00 PM	Breakfast Buffet	Galleria/Atrio	Rounds	120
Wed, 2/1/23	12:00 PM	1:00 PM	Lunch Buffet	Galleria/Atrio	Rounds	120
Wed, 2/1/23	5:00 PM	7:00 PM	Cocktail Reception	Galleria/Atrio	Rounds	127
Thu, 2/2/23	8:00 AM	5:00 PM	Breakfast Buffet	Galleria/Atrio	Rounds	127
Thu, 2/2/23	12:00 PM	1:00 PM	Lunch Buffet	Galleria/Atrio	Rounds	127
Thu, 2/2/23	1:00 PM	5:00 PM	Breakout -1	Santa Barbara	Rounds	30
Thu, 2/2/23	1:00 PM	5:00 PM	Breakout-2	Renaissance Salon B	Rounds	30
Thu, 2/2/23	1:00 PM	5:00 PM	Breakout-3	Renaissance Salon A	Rounds	30
Thu, 2/2/23	1:00 PM	5:00 PM	Breakout-4	Dignitaries Parlor	Rounds	30
Fri, 2/3/23	8:00 AM	5:00 PM	Breakfast Buffet	Galleria/Atrio	Rounds	120

MEETING/FUNCTION SPACE:

Meeting/function space is reserved only for the time indicated. The function space designated for the Event carries minimum and maximum attendance requirements. If Patron's final guaranteed number of attendees is lower or higher than these numbers, the Hotel reserves the right to transfer your event to another function space and/or charge a room rental (or additional room rental) to you based on the established Hotel rental schedule. For all meal functions, the guaranteed number of attendees must be communicated to the Convention Services Manager at least four (4) business days prior to your function. If no guaranteed number of attendees is communicated, the expected number of attendees will be considered the final guarantee of attendance. The Hotel will set for five percent (5%) over and above the final guarantee of attendance. Any further room set-up requests will be subject to additional room rental fees.

FUNCTION SPACE ADJUSTMENT:

Please note that function space was assigned by the contracted amounts of food & beverage. Room rental fee, if applicable, will be applied if the group attendance drops below the estimated food and beverage revenue from the date of booking. Also note, if room sets changed from agree upon set-up at point of pre-convention meeting, an applicable labor fee will be charged. If additional meeting space is added after signature of the contract, additional room rental will be applied.

FOOD MINIMUM:

Based on the Patron's program requirements and the Hotel's minimum food guidelines, the Patron's expected banquet revenue contribution is **\$8,000.00**, plus service charge and sales tax. This minimum must be achieved regardless of decrease in attendance or change in the program. Should the Patron not meet the food minimum, the difference will be assessed as meeting room rental. **Cash bar totals will not be integrated into the food and beverage minimum.**



Patron Initials: _____

It is agreed that all on-site food and beverage arrangements will be made through the Hotel. Licensing restrictions require that only food and beverage purchased by the Hotel be served on the Hotel property. The Hotel reserves the right to cease any food and/or beverages brought into the Hotel's function/meeting space during the course of your events. The Hotel reserves the right to cease service of alcoholic beverages in the event that person(s) under the state mandated age limit are present at the function and attempt to receive service of alcoholic beverages. In addition, the Hotel may request proper identification (photo ID) of any person of questionable age and refuse alcoholic beverage service if either the person is under-age or proper identification cannot be produced. The Hotel reserves the right to refuse alcoholic beverage service to any person who, in the Hotel's judgment, appears to be intoxicated. Consuming raw or uncooked meat, poultry, seafood, shellfish or eggs may increase your risk of food borne illness, especially if you have certain medical conditions. Please inform your catering manager if you have any allergy of any type of food.

Multiple / Split Entrees (maximum of two (2) selections) are available. The hotel must be provided with the exact count of each entrée item four (4) business days prior to the event. All guests must be provided with meal tickets or place cards indicating their entrée selection. All meals served will be charged at the higher entrée menu price.

ESTIMATED BALANCE:

Your estimated balance is due 30 days prior to your event in the form of a cashier's check, cash or credit card. **Personal or company checks will not be accepted (60) days prior to the event date.**

Please send checks Attention:
The Mission Inn Hotel & Spa
Accounts Receivable
3649 Mission Inn Ave.
Riverside, CA, 92501

Any additional charges, based on the final guarantee will be due prior to your event. Any additional charges incurred during your event will be paid directly to the Banquet Captain at the conclusion of your event.

DIRECT BILLING:

Direct billing requests must be approved through our Credit Manager with a minimum projected total event balance of \$5,000.00. The enclosed direct bill application must be completed for all accounts requesting direct billing privileges and is to be updated annually for those accounts with approved direct billing. Please allow thirty (30) days for direct billing application processing. Once reviewed and processed, an additional deposit or full pre-payment may be required. Upon approval from our Credit Manager, a direct billing account will be established and all meeting and function charges will be billed to this account. The Contact Name outlined on this Agreement will be the only person authorized to approve charges to your master account (unless otherwise specified). Unless guaranteed by our organization, each attendee will be required to establish credit upon check-in.

A final invoice (the "Invoice") of all outstanding amounts will be prepared at the close of your Event. Final payment is due immediately upon receipt of the Invoice, unless prior billing arrangements have been made with the Hotel's Credit Manager. Accounts not paid within thirty (30) days of the billing date are subject to a one and one half (1 ½%) percent interest rate per month (18% annually) until paid, unless this rate exceeds the maximum rate permitted by applicable laws, in which event the maximum legal percentage rate will apply.

PRICE CHANGES:

All menu prices are subject to change without notice. The prices do not include tax and service charges. All charges on your banquet event order are subject to service charge and applicable sales taxes. In accordance with California regulation # 6103, all service charges are applicable for sales tax. All food and beverage charges will be determined by the hotel twelve (12) months prior to the group's event date. The Hotel will guarantee the maximum early compounded increase of the food and beverage charges will not exceed 5% annually.



Patron Initials: _____

PARKING:

The Hotel operates the five-hundred (500) stall parking garage on 6th Street, located directly behind the hotel. Parking rates are subject to change without notice. Current parking rates are as follows.

Registered Hotel Guests:	Self-Parking is \$17.00 per night Valet Parking is \$23.00 per night
Non-Registered Hotel Guests:	Current posted rates apply for Self & Valet Parking

Registered hotel guest parking rates include “in” and “out” privileges. **Parking rates are subject to change without notice.**

GIFT BAGS / ROOM DELIVERIES:

The charge for gift bags to be distributed at the Front Desk is \$10.00 per bag. The charge for guest room deliveries starts at \$20.00 per bag, per room. All amenity delivery charges will be billed to the Patron’s master account. Please contact the Front Desk directly to coordinate bag deliveries.

BELL PERSON ASSISTANCE WITH EVENT ITEMS:

Should you require assistance for receiving and delivery of event items/boxes to event room, or guestroom locations by Bell Person, there will be a one-time \$50.00 fee (fee includes round trip services). Please advise your Service Manager on the details of your items so they can coordinate with our Bell Staff.

SECURITY:

The Hotel requires security for events of 100 or more guests if alcohol will be served. One security guard for every 100 guests is required, two security guards are required for 200 or more guests. The Hotel security fee is \$200.00 per security guard. Group agrees to advise its guests that they are responsible for safekeeping of their personal property.

EXCLUSIVE VENDOR LIST:

The Hotel’s Exclusive Vendor List is an anecdotal reference of premiere service providers. A nominal fee of \$225.00 plus taxes and service charges will be incurred for each vendor retained outside of the Hotel’s Exclusive Vendor List (pertains to photography & AV only). The Hotel assumes no liability for the quality of work and/or service performed by any vendors. Neither does the hotel bear responsibility for scheduling, coordination and details pertaining to said vendors. All outside vendors are required to carry liability insurance of a minimum of (\$1 million dollars) \$1,000,000.00. Proof of insurance must be faxed to your convention services manager no less than (2) two weeks prior to your event date.

SHIPPING AND RECEIVING BOXES

Receiving and Storage of box(es) and delivery to event room or guestroom locations incur a fee of \$5.00 per box, up to 10 lbs. Please advise your Catering/Conference Service Manager on the details of your shipment so they can coordinate with our Shipping/Receiving and Hotel Security. Boxes should be sent to the attention of your Catering/Conference Services Manager.

When sending packages, the following information should be noted on the package:

1. Name of Sender, Company of Sender, Address and Phone Number of Sender
2. Total Number of Boxes or Parcels (1 of 2, etc.)

The proper mailing address to be used is for the shipment of boxes or other parcels to our Hotel is as follows:

The Mission Inn Hotel & Spa
Hold for Arrival: Group Name and Meeting Planner
3649 Mission Inn Avenue
Riverside, CA 92501 USA

Patron Initials: 

Due to limited storage space in our hotel, please ensure that your shipments arrive no earlier than three (3) days prior to arrival, as we may not be able to accept packages that arrive any earlier.

NOTE: Special arrangements must be made in advance if you are shipping five (5) packages or more and/or your single package is over our weight limit of 100 pounds. For quantities over five packages or weight limits, storage and portorage fees will be applied to your account at the prevailing rates. Any delivery of large crates or boxes (over 100 pounds) will need to be coordinated with hotel management prior to delivery and are subject to additional portorage fees.

This Hotel is not responsible for the safe or timely arrival of any package sent to the hotel. It is the guest's responsibility to check on the arrival of any packages and to check to ensure that the contents are intact. Our hotel accepts no liability for lost, stolen or damaged boxes or other parcels.

DAMAGES TO THE HOTEL & INDEMNITY:

The Patron shall be responsible for all damages, including property damages and/or personal injuries suffered or incurred by the Hotel or any employee or staff member of the Hotel or other guests of the Hotel caused by the negligence or misconduct of the Patron, or any invitee of, or outside contractor hired by the Patron. The Patron agrees to indemnify and hold harmless the Hotel, the Owner of the Hotel, the Operator of the Hotel, all entities affiliated with each of them and each of their respective officers, directors, employees and agents (the "Indemnities") of and from all actions, costs, claims, loses, expenses and/or damages, including reasonable attorney's fees, arising out of, or resulting from, the Event or the Patron's use of the services and facilities of the Hotel, unless the same are due to the gross negligence or willful misconduct of the Indemnities or any one or more of them. The Hotel assumes no responsibility for personal property or equipment brought into the Hotel.

FORCE MAJEURE:

If for any reason beyond the Hotel's or Patron's reasonable conduct (including but not limited to strikes, labor disputes; acts, regulations or orders of governmental authorities; civil disorder; disasters; acts of war in the United States of America; acts of God; acts of terrorism on the United States of America; epidemics or pandemics including outbreak of infectious diseases or illness in the city, country, governmental travel advisories, limited group gathering restrictions; fires; floods or other emergency conditions; any delay in necessary and essential repairs of the Hotel) it is impossible for the Hotel or the Patron to perform its obligations under this Agreement, such non-performance is excused and such party may terminate this Agreement without further liability of any nature, upon return of the Patron's deposit. In no event shall the Hotel or the Patron be liable for consequential damages of any nature for any reason whatsoever.

CHANGES TO THE EVENT:

The Patron will provide to the Hotel any changes to its attendance projections, guest room and function space requirements for the Event. All changes are subject to availability and all agreed upon changes will be confirmed by both parties in writing prior to the event.

FULL CANCELLATION OF EVENTS & ROOMS BLOCKED:

If the Patron cancels the Event and guest room commitment in its entirety, the Hotel shall have suffered damages equivalent to the lost revenues that the Hotel would have made from the sale of rooms, food and beverage, incidental purchases, etc. in connection with the Event. The parties acknowledge that it is difficult to quantify such damages and instead have agreed that the Hotel shall assess a fee (the "Fee") against the Patron as liquidated damages and not as a penalty (such damage amount agreed to be expressed as a percentage of Room and food and beverage revenue lost by the Hotel as a result of the said cancellation, as reasonably determined by the Hotel). At such time, the Hotel shall assess the Fee based upon the scale below.

Date of Cancellation	Liquidated Damages, Expressed as a % of Lost Rooms & F&B Minimum Revenue
Point of Signature to 120 days in advance	50%
61-120 days in advance	75%
60 days or less in advance of event	100%

Patron Initials: 

Notice of any cancellation must be received in writing and fee is payable no later than thirty (30) days after the cancellation has occurred. Any deposits made may be retained and applied toward payment of this fee.

ATTRITION:

If the Patron partially cancels the Event and/or rooms committed, the Hotel shall have suffered damages (equivalent to the lost revenues the Hotel would have made from the sale of guest rooms, food and beverages, incidental purchases, etc. in connection with the Event). The parties acknowledge that it is difficult to quantify such damages and instead have agreed that if the Patron cancels rooms or functions committed for the Event, the Hotel shall assess the Fee based upon the scale below.

Should partial cancellation or attrition occur in guest room commitment, the assessed cancellation fee will be based on the following scale:

Date of Signature – Arrival 20% attrition of original room commitment with no penalty. Rooms cancelled over and above 20% will be charged total lost guest room revenue.

Attrition is calculated on a cumulative basis.

- If for any reason beyond the Hotel’s or Patron’s reasonable conduct (including but not limited to strikes, labor disputes; acts, regulations or orders of governmental authorities; civil disorder; disasters; acts of war in the United States of America; acts of God; acts of terrorism on the United States of America; epidemics or pandemics including outbreak of infectious diseases or illness in the city, country, governmental travel advisories, limited group gathering restrictions; fires; floods or other emergency conditions; any delay in necessary and essential repairs of the Hotel) it is impossible for the Hotel or the Patron to perform its obligations under this Agreement, such non-performance is excused and such party may terminate this Agreement without further liability of any nature, upon return of the Patron’s deposit. In no event shall the Hotel or the Patron be liable for consequential damages of any nature for any reason whatsoever.

AMERICANS WITH DISABILITIES ACT:

- Hotel and Patron each warrant that it’s policies, practices, procedures and eligibility criteria are, to the extent applicable, in compliance with the American with Disabilities Act (the “ADA”). Both parties agree to be responsible for all architectural, communications and transportation barriers created by them or within their control within the Hotel. The Hotel covenants that the Hotel facilities, including meeting room areas and a sufficient number of guest rooms, will be reasonably accessible and usable by persons with disabilities. The Patron agrees that the Hotel shall not be liable for any violation in wheelchair seating requirements caused solely by the arrangements of the Patron.
- Hotel covenants that it will, at all times, possess the requisite number of auxiliary aids and services. The Patron, however, shall be responsible for the provision of such aids and services in areas designated for the exclusive use of the Patron. Recognizing that the Patron’s needs may, at times, exceed the Hotel’s obligations under the ADA, the Patron agrees to notify the Hotel reasonably prior to its Event, of the number and type of aids, services and rooms required by the Patron. The Hotel will promptly notify the Patron as to its capabilities. The Patron shall bear the responsibility of providing any aids, services or alternative lodging in excess of the Hotel’s ADA obligations and capacities.
- The Hotel and Patron each agree to indemnify and hold the other harmless from and against any and all claims, liabilities, damages, penalties, costs (including reasonable attorney’s fees), and expenses incurred by the other based upon the failure of the indemnifying party to comply with the ADA with respect to matters for which it bears responsibility under the preceding paragraphs.

Patron Initials: 

HOLD HARMLESS:

The Patron assumes entire responsibility and agrees to protect, indemnify, defend and save the Mission Inn and its employees, harmless from and against all claims, losses, expenses included without limitation, installation, removal, maintenance, occupancy or use of the Mission Inn premises or a part thereof by this Patron, excluding such liability caused by the sole negligence of the Mission Inn and its employees. In addition, this Patron acknowledges that the Mission Inn does not maintain insurance covering this Patron's property and it is the sole responsibility of this Patron to obtain insurance covering such losses.

The Mission Inn will not be responsible for any loss, damages or injury, bodily or to property that may occur at any function held on property, from any cause, whatsoever, prior to, during or subsequent to the period covered by this contract excluding such liability caused by the sole negligence of the Mission Inn and its employees.

MISCELLANEOUS:

Governing Law – This Agreement shall be governed by and construed in accordance with the laws of the State of California.

Non-Waiver of Breach – The Hotel's failure to demand strict and full performance of any of the covenants or agreements on the part of the Patron to be observed, kept or performed, while the Patron is in default with respect to any such covenant or agreement, shall not be construed to be a waiver by the Hotel of any such default or breach of covenant.

Authority to Sign – If this Agreement is signed in the name of a corporation, partnership, association, club or society, the person(s) signing represents and warrants to the Hotel that he/she has full authority to sign such contract and that in the event he/she is not so authorized, he/she will be personally liable for the faithful performance of this Agreement.

Entire Agreement – This Agreement contains all of the understandings between the parties and may only be modified in writing signed by both parties.

All arrangements outlined throughout this Agreement will be considered definite and confirmed once this Agreement is signed and returned to my office by **Thursday, September 22, 2022**.

The commitment of guest rooms and function space referred to in this Agreement shall be released automatically by the Hotel (herein referred to as the "Hotel") without notice to Elite Academic Academy Professional Development 2023 (herein referred to as the "Patron"), unless a fully executed copy of this Agreement has been received by the Hotel on or before **Thursday, September 22, 2022**. In the event that another organization requests the same or similar arrangements on a definite basis on or prior to the Option Date, and the Hotel cannot accommodate both functions, the Patron will be given written notice of such matter and be given seventy-two (72) hours in which to submit an executed copy of this Agreement (and the requisite deposit) to confirm the Commitment on a definite basis or any guest rooms and function space will be released.




Patron Initials: _____

Letter of Agreement – Mission Inn Hotel & Spa
9/7/2022
Page 9 of 9

ACCEPTED:

(“PATRON”)

DocuSigned by:


Per: _____
Meghan Freeman, CEO
9/22/2022

Date: _____

The Mission Inn Hotel & Spa

Per: _____
Opal Strong, Senior Sales Manager

Date: _____

The Mission Inn Hotel & Spa

Per: _____
Amy Dryver, Director of Sales & Convention Services

Date: _____

DS


Patron Initials: _____

**Elite Academic Academy
Mountain Empire
Allocation of Compensation & Benefits
FY 2021-22**

	Mountain Empire	Lucerne	Total
WAGES	\$3,936,931	\$3,827,416	\$7,764,347
BENEFITS			
Health Insurance	\$300,319	\$265,605	\$565,924
STRS	\$565,445	\$517,748	\$1,083,193
Social Security	\$26,814	\$36,956	\$63,770
Medicare	\$55,658	\$54,120	\$109,778
Workers Compensation	\$16,518	\$16,059	\$32,577
Classified Retirement Plans/403b	\$29,690	\$31,288	\$60,978
Total Benefits	\$994,444	\$921,775	\$1,916,219
Total Wages & Benefits	\$4,931,375	\$4,749,192	\$9,680,567

Title I, Part A Single-School LEA Parent and Family Engagement Policy

Elite Academic Academy (EM), in conjunction with parents and family, have developed and mutually agreed upon, a written parent and family engagement district-level policy that meet the requirements of ESSA Section 1116[a][2] and school-level policy requirements (ESSA sections 1116[b] and [c]). The policy is distributed annually to Elite parents and family members of children served under Title I, Part A.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Input is gathered through a variety of means. Parent Intake Surveys are conducted to identify needs and concerns, as well as monitor school culture. The results of these surveys, plus information gathered during LCAP Community Forums are reviewed during parent advisory committee meetings and discussion forums to develop the parent and family engagement policy. EM provides coordination, technical assistance, and other support necessary to assist and build the capacity of all staff within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, EM provides full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand. The LEA Plan and all supporting policies are distributed to families through the annual notification, student-parent handbooks, and posted on the school's website.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

EAA works collaboratively with academy administrators to plan and implement parent and family engagement activities. A Marketing Coordinator provides support to plan and coordinate activities that support student academic achievement and performance. Teacher-directed events include themes such as STEAM activities, student ambassadors, exercise, study groups, creative writing, college and career guest speakers, and outdoor adventures. In partnership with business leaders, educational outreach organizations, and philanthropic organizations, EAA provides opportunities for students to learn through experiences from the Ambassadors of Compassion Curriculum, CA State Parks, Holocaust Museum, Outlier, and many others. EAA staff also facilitate student-run clubs which allows students to showcase their talents, work on public speaking, gain real-world experience and connect with other students.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

EAA includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum. EAA's webpage, "Helping Families Soar," is dedicated to EAA family engagement and wellness by providing videos and worksheets from the YouSchool that equip parents with information to help their children build meaningful lives. At-home exercise regimens are also included. Video recordings of previous parent workshops and community partner events are archived on the website for anytime access. EAA also hosts parent workshops which have included topics such as Homeschool strategies; technology tips; and academic support. These are planned based on feedback received from EAA families.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

EAA conducts two family member surveys annually to gather feedback about school culture, student and family needs/concerns, and areas of improvement for the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Stakeholder feedback is also gathered at schoolwide parent meetings, school parent advisory committee meetings, individual and group ELPAC meetings, and through other means. All information gathered is used to revise the district's LCAP and the LCAP Federal Addendum.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by 3 parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

EAA annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as parent advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into address the needs of families, such as holding meetings at different times and ensuring information is provided in a language and format easily understood by families. A weekly school wide newsletter provides student, parent and family events for the following week. By sending the newsletter through a third-party service, families can receive it on any device and in their preferred language. Elite also sends bi-monthly newsletters in print to all stakeholders mailing addresses. The Student Support Service department sets up individual and small group meetings to introduce our Literacy Program for students and parents. Weekly updates on student progress are provided to the parents, students, teachers and academy directors.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):
The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

EAA will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policies. This includes using research-based strategies in addition to our internal evaluations in order to implement better practices. These will then be provided to parents and students in a variety of means, such as workshops, reading materials, and interactive videos.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

Leadership staff work collaboratively with academy administrators and the Marketing Coordinator to plan and implement parent and family engagement activities based on survey feedback. Activities are then shared with families through newsletters, phone calls, and social media to maximize participation. EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and 4 uses this information to develop, revise, and review the parent and family engagement policy.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement

agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

EAA asks family members who qualify for Title I services to participate on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and uses this information to develop, revise, and review the parent and family engagement policy. Our policy is distributed to parents via phone calls by translators, webinars and individual meetings with the Student Support Service department.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The PAC reviews the results of the annual evaluation and input from stakeholders and using this information develops, revises, and reviews the parent and family engagement policy. Should an amendment be needed, the PAC will propose the amendment for approval by the CEO.

Describe how the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

N/A we are one in the same

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, their concerns will be shared with the Chief Executive Officer, who will then submit those comments with the plan when the LEA submits the plan to the State.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation 5 under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

EAA holds an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. EAA will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. As a non-classroom based school our meetings are held virtually via Zoom. They are recorded and posted on our website for viewing at any time. Along with the recording a form is provided so that comments

can still be submitted by parents and family members. Notice of these meetings is provided in advance through the schoolwide newsletter as well as through personal outreach from the Student Support Service Department.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

As a non-classroom based school our meetings are held virtually via Zoom. The meeting is convened at a convenient time to parents, with a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. Meetings are recorded and posted on our website for viewing at any time. Along with the recording a form is provided so that comments can still be submitted by parents and family members.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The Student Support Service Department will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. This, in addition to the annual surveys, school meetings, district and school parent advisory committee meetings, and School Site Council meetings, will serve to inform the needs of the population served for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part 6 A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C])

Each academy within EAA offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as

well as on the website and materials sent home. Students have access to Literacy and Math programs to help meet the needs of struggling students. Webinars are recorded and posted on our website so families can view at any time. Regular teacher meetings are scheduled with students and parents to go over curriculum and needs of the student to be successful in school. The Student Support Services Team also meets with families, students and teachers regularly to support students' individual learning needs.

Describe how the schoolwide program plan, ESSA Section 1114(b) is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

The plan we have in place is satisfactory to the parents. The parents know they can reach out to EAA with any questions. All departments are listed on our website for easy access. Also, students and parents meet with their teachers weekly to go over coursework as well as answer any questions that may arise.

Elite Academic Academy Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 8/31/2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 1/1/2023.

Meghan Freeman

Name and Title of Authorized Official

CEO

Signature of Authorized Official

Date

California Department of Education
September 2021



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A C A D E M Y

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Mountain Empire

CDS Code: 37682130136978

School Year: 2022-23

LEA contact information:

Meghan Freeman, M.Ed.

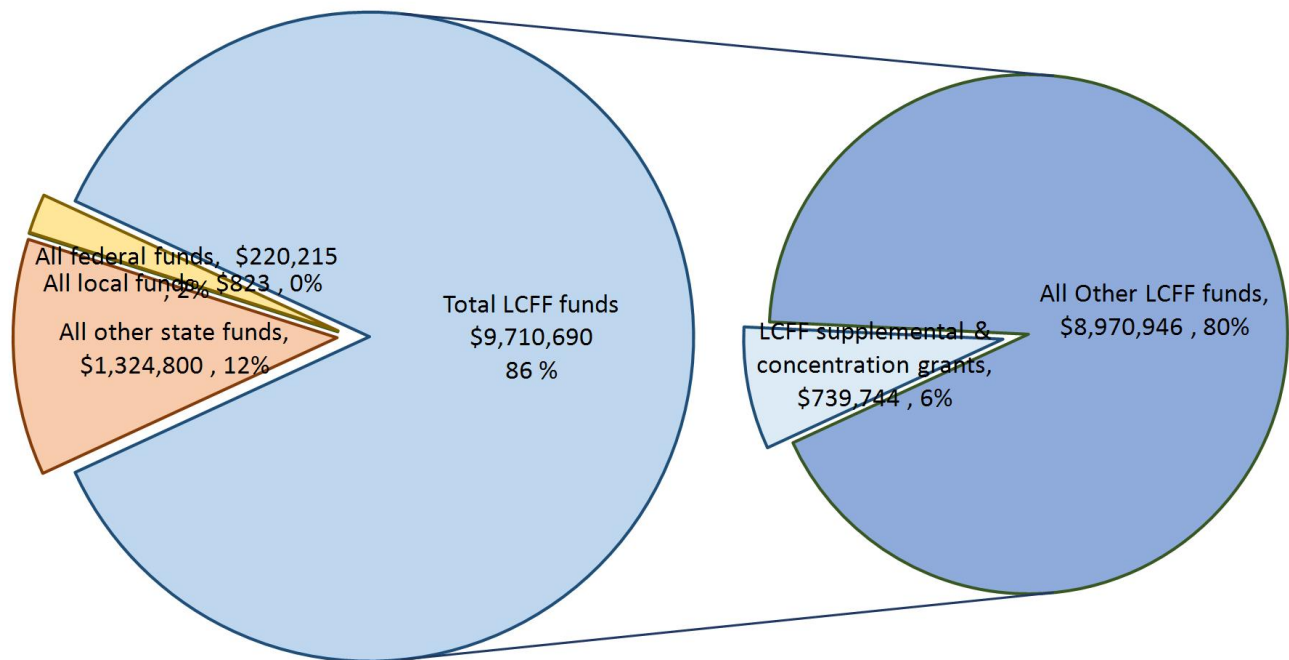
CEO

866-354-8302 x704

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

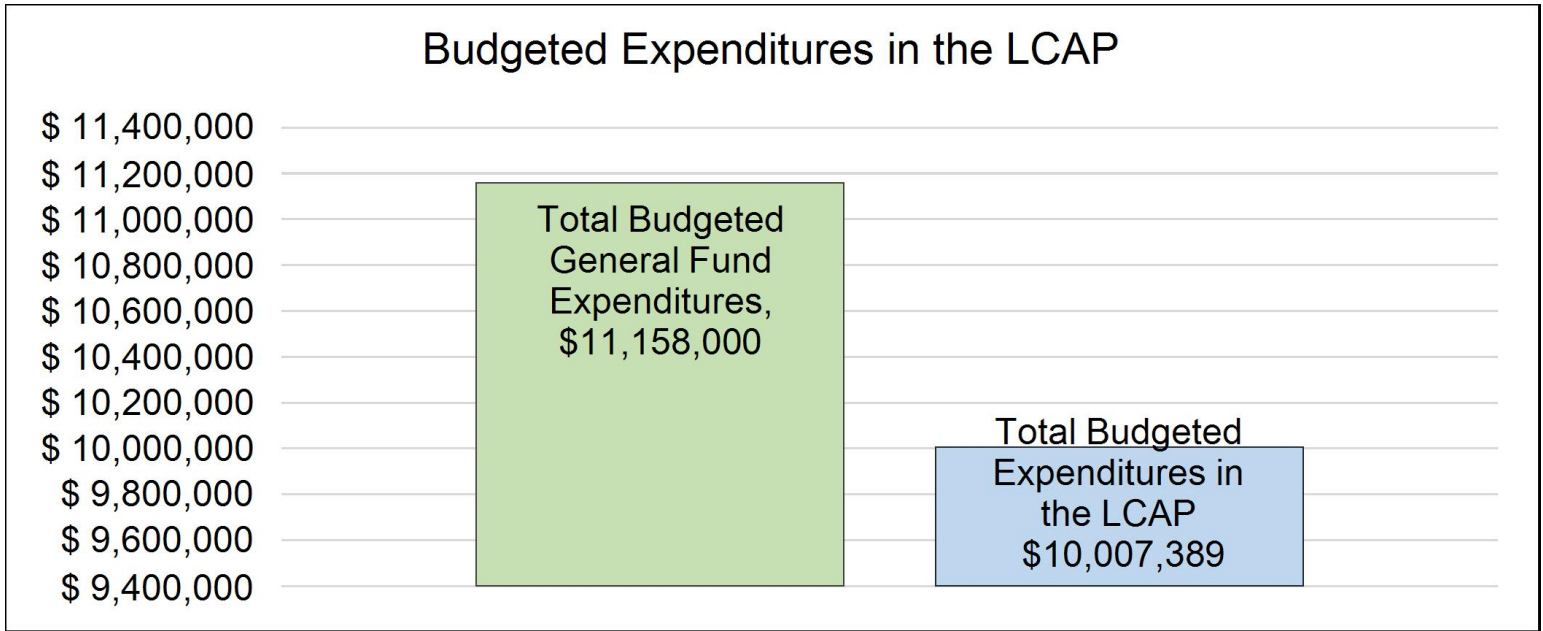


This chart shows the total general purpose revenue Elite Academic Academy-Mountain Empire expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elite Academic Academy-Mountain Empire is \$11,256,528, of which \$9,710,690 is Local Control Funding Formula (LCFF), \$1,324,800 is other state funds, \$823 is local funds, and \$220,215 is federal funds. Of the \$9,710,690 in LCFF Funds, \$739,744 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elite Academic Academy-Mountain Empire plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elite Academic Academy-Mountain Empire plans to spend \$11,158,000 for the 2022-23 school year. Of that amount, \$10,007,389 is tied to actions/services in the LCAP and \$1,150,611 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

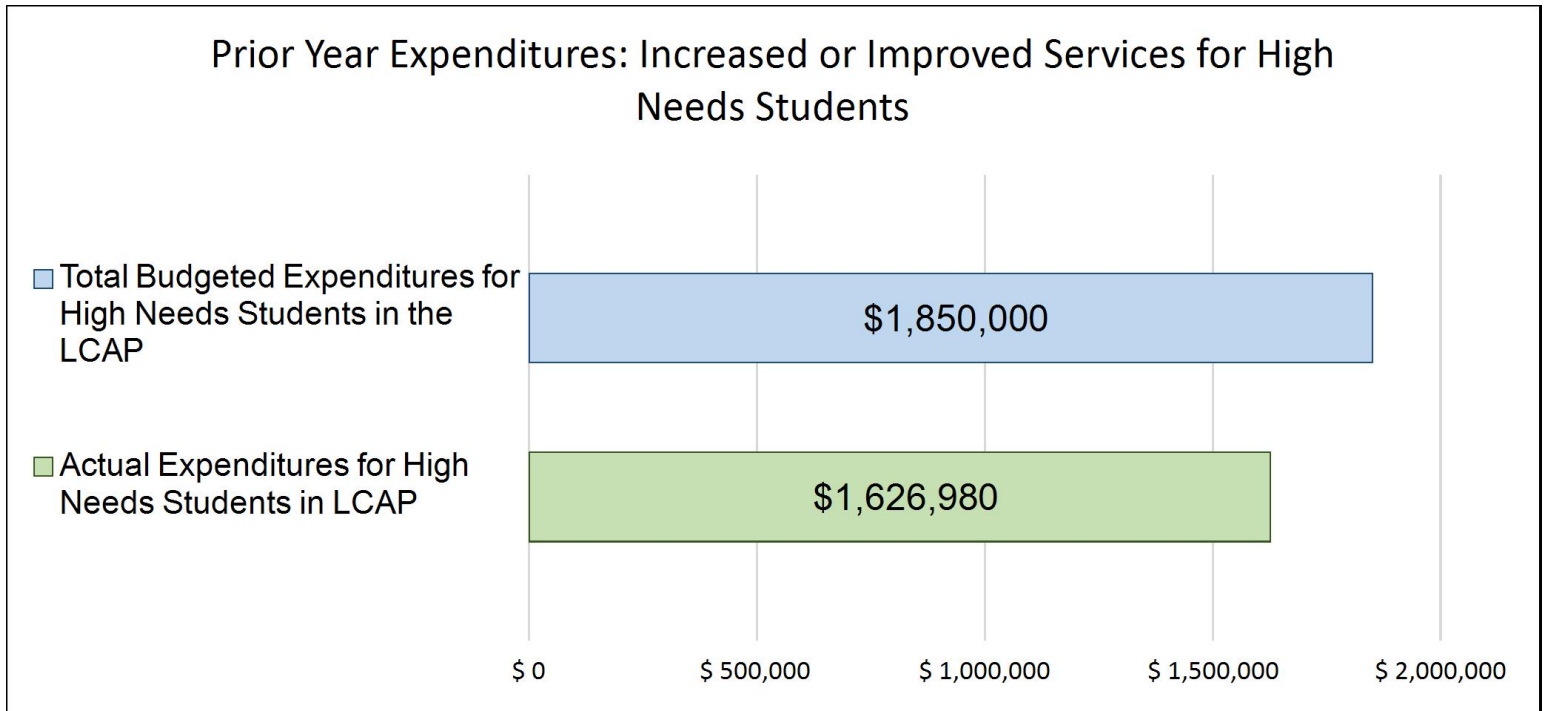
Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Elite Academic Academy-Mountain Empire is projecting it will receive \$739,744 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Mountain Empire must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Mountain Empire plans to spend \$2,025,400 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Elite Academic Academy-Mountain Empire's LCAP budgeted \$1,850,000 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Mountain Empire actually spent \$1,626,980 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-223,020 had the following impact on Elite Academic Academy-Mountain Empire's ability to increase or improve services for high needs students:

We had a steep decline in enrollment when seat based school opened up which led to decreased revenue and expenditures.



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 A C A D E M Y

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	Meghan Freeman, M.Ed. CEO	MFreeman@eliteacademic.com 866-354-8302 ext. 704

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 2020–21 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, and 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
- LCAP plan was presented on May 23, 2022

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 ForWord program.

Success: The students who participated did show growth in literacy and math skills. Fast ForWord 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 FastForWord. 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



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— A C A D E M I C —
A C A D E M Y

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Elite Academic Academy-Mountain Empire

Mission Statement

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

Vision

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

About Elite Academic Academy

Elite Academic Academy-Lucerne (EAA-ME) TK-12 is the premier independent study educational option. We focus on flexible individualized home schools and virtual/blended academies for students who are not successful or choose not to attend traditional brick-and-mortar schools. EAA provides high-quality and rigorous standards-based virtual and traditional curriculum options. Currently, EAA-Mountain Empire serves 659 students across its three programs (Virtual, Homeschool, and Flex). EAA-ME serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 60.10% followed by Hispanic/Latino 13.10%, and then African American or Black with 6.8%. .03% of students of our student population are English Language Learners, 36.50% of students are socio-economically disadvantaged, 10.60% are in Special Education and 96% of students are in permanent housing.

We also provide unique academies with emphasis on Elite Athletics and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college and careers. Elite Academic Academy defines success in the 21st Century for our students as an ability to responsibly and individually set goals and become self-motivated, as well as to be competent and prepared for the challenges ahead, and develop an appreciation for lifelong learning. EAA prepares students to be individual and motivated thinkers and to ask for help when needed, but also to be prepared and confident when stepping out on their own. We assess for the fulfillment of these signs of success through a variety of measures such as State Standardized testing, Teacher observations and Teacher created tasks, Scranton Testing, Parent/Teacher/Student Learning Period meetings, report cards, portfolios, learning journals, presentations, labs, quizzes, and finals.

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

Reflections: Successes

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

Elite Academic Academy Lucerne is NCAA Approved and WASC Accredited with a 6-year accreditation that was awarded upon WASC renewal in 2022. EAA also has an extensive list of UC/CSU A-G-approved courses that have been adopted from online publishers, as well as written by Highly-Qualified Credentialed Subject Matter Experts. EAA-ME also has multiple complete Career Technical Education (CTE) pathways that are supported by Highly-Qualified CTE credentialed teachers, and community partners, and has started to expand with the help of the CTE Incentive Grant. Students are also supported by community partners for the enrichment and athletic support, as well as our own Highly-Qualified Credentialed teachers in Visual and Performing Arts, Marketing, and Hospitality. Elite Academic Academy has also implemented the Social and Emotional Learning pathway by partnering with the Ambassadors Corporations and implementing courses for students in middle and high school to gain social and emotional awareness. Elite Academic Academy has also created a school culture of connections by creating programs, clubs, workshops, prom, in-person field trips, student leadership retreats, and parent-teacher meetings that are inclusive of all students. Education Elite Academic Academy focuses on students becoming positive global citizens with the industry and emotional skills to complete in the future workforce. Our school also applied for the MTSS grant and was awarded the grant to support the development of our MTSS program. We currently have students working in small groups with academic coaches who house student data and collaborate and communicate the data with the teachers and administrators. The support of our "At Promise" department has helped to support the closing of the achievement gap. Student participation and engagement have also improved thanks to the various clubs and virtual field trips throughout the school year. Students are engaging in the Podcast Club, athletic challenges, Visual and Performing Arts activities, and connecting with Nature through the Quest Crew club. Our Social and Emotional Learning courses have also had a significant impact on students, while our Kindness Ambassador students have started to define a school culture of kindness, sharing, and collaboration. Our IT department has expanded and has made significant changes to support students with technology to ensure they have access to curriculum, courses, teachers, and tutors. The IT department has also worked hard to ensure our students who are working from home are safe from internet dangers.

Reflections: Identified Need

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

Closing achievement gaps in ELA and Math continues to be the main goal moving forward. Although we are not able to assess our progress on CAASPP due to the pandemic, we know that our students have made gains in both Math and ELA due to our focused intervention programs and i-Ready results; however, our students still have great gains to make in order to reach proficiency. We are often challenged with students who come to our school severely skill and credit deficient; knowing this, we work quickly and swiftly to create academic plans to accelerate their learning. Students will get access to, and participate in, target intervention using our MTSS processes and small group tutoring sessions. Using our MTSS process, students who are performing a 1 or 2 on CAASPP, or are identified as below proficiency levels on district assessments, are automatically enrolled in these intervention-based courses/programs with the support of the high-qualified teacher.

LCAP Highlights

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

Goal 1:

We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

Measuring Metrics:

CAASPP, LPAC, PFT data, SST Exit data, Dual Enrollment, A-G Completion, i-Ready data, Graduation Rates, Professional Development Staff Survey, LCFF Evaluation, Compliance Audits, Progress Reports, Report Cards

1.1

Academic Achievement through aggregate instructional practices.

1.2

Student Academic Performance Monitoring and establishing clear and measurable goals.

1.3

Students have equitable access to Common Core-aligned viable curriculum and materials.

1.4

Professional Development to support effective teaching

1.5

Management of Fiscal, operational, and technological resources to support students, staff, and the community.

Goal 2: Build Family and Community

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

Measuring Metrics:

Parent/Staff/Student Survey results Social Media Engagement average Average attendance at Virtual Workshops Suspension/Expulsion Data

2.1 School-Based Enrichment Activities

(All Students)

2.2

Meaningful and Transparent Communication (All Students)

2.3

Safe Learning Environment

(All Students)

2.4

English Language Family Support (EL)

2.5 Engaging the Community

Goal 3: MTSS

Support students with academic support and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Measuring Metrics:

Summative ELPAC results

EL Reclassification

iReady ELA and Math Growth Scores for MTSS students Attendance at MTSS Tutor Sessions

Chronic Absenteeism rate

ADA

3.1

MTSS System Monitoring

3.2 EL Proficiency Monitoring

(EL)

3.3

Provide Academic and Re-Engagement Support to Struggling Students (All)

3.4

Establish Social-Emotional and Physical Health Services for students and staff. 3.5

Provide MTSS Professional Development for all Staff (All)

3.6

Access to Technology (SpEd, EL, FY, etc)

3.7

Offer Year-Round Track for credit recovery, advancement, and enrichment

Goal 4:

We will prepare secondary students to graduate from school with opportunities and preparation for college and careers.

Measuring Metrics

CTE Course Enrollment

CTE Pathway Completion

A-G Completion

AP Course enrollment/completion/AP test scores FAFSA completion

CTE Industry Certifications

4.1

Career Technical Education Program Pathways

4.2

Assessment & Articulation for post-secondary preparation 4.3

College and Career Counseling

4.4

Professional Development for College and Career

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Involvement Process for LCAP and Annual Update

Family Entrance/Exit Survey - Upon Student Enrollment/Exit Family and Staff Satisfaction Survey sent yearly via Panorama

LCAP Annual Review Meetings were held. Parents, Staff, and community partners were invited to participate and give input. The meetings were recorded and posted for families who could not attend so that input could still be provided to the CEO. This meeting was held on May 23, 2022.

Leadership Meetings were held bi-monthly throughout the school year to inform the LCAP process and gather information about growth towards meeting the goals.

Authorizer Presentation and Update: March 11, 2022

Board of Directors: LCAP Draft Review and Input: 6/09/2022 Board of Directors: Public Hearing: 6/09/2022

Final Approval: 6/2022

A summary of the feedback provided by specific educational partners.

All leadership stakeholders completed a summary of work towards our overall goals and objectives. Community members and parents also discussed their ideas and concerns during the LCAP meeting on May 23, 2022. A student and parent survey also helped to gather information and feedback.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Leadership/ Lead Teachers worked to update and provide feedback on every action item for the LCAP. Parents were given assessment data, achievements to date.

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

An explanation of why the LEA has developed this goal.

To improve the academic achievement of “ALL” students we must review assessment data in ELA and Math, identify students who need targeted intervention and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed to meet state and local priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Math All Students: 38% Met or Exceeded ELA All Students: 58% Met or Exceeded	Math All Students: 46% Met or Exceeded ELA All Students: 67% Met or Exceeded			ELA: 80% Math: 60%
Staff Safe & Orderly School Survey Completion	100% Staff Survey completion	100% Staff Survey completion			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Assessment: Reading At/Above Grade Level	41%	21-22 is first year of assessment, so no outcome available			60%
iReady Assessment: Math At/Above Grade Level	32%	21-22 is first year of assessment, so no outcome available			50%
Compliance Reporting					
SST data	61	28			20

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement through aggregate instructional practices.	We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard aligned assessments in language arts and mathematics to promote student progress of all students, including 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.	\$640,000.00	No
1.2	Student Academic Performance Monitoring and establishing clear and measurable goals.	Evaluate the students' academic performance data based on local and state assessments in order to provide targeted interventions, acceleration and monitor the progress toward achievement goals for each individual student.	\$2,795,198.00	No
1.3	Students have equitable access to Common Core aligned viable	All students will have access and opportunity to learn critical content and common core standards of the curriculum through the use of online digital courses, offline courses/curriculum, supplemental	\$863,696.00	No

Action #	Title	Description	Total Funds	Contributing
	curriculum and materials.	materials, community partner educational opportunities, and A-G-approved courses.		
1.4	Professional Development to support in effective teaching	Job-embedded professional development, observations of peer-to-peer observations and discussions related to instructional growth goal and the use of rubrics and student achievement data to inform, guide, and improve instruction. Professional Development opportunities will also be provided to teachers by contracted services and in-house leadership to effectively guide credentialed teachers and highly qualified staff to enhance their pedagogical skills through personal reflection and professional growth plans.	\$23,101.00	No
1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	Operations and business services work in collaboration with contracted industry experts to manage its fiscal, operational, technological, and compliance to ensure high-quality reporting and alignment with Educational Code. Operations of the charter are maintained and controlled through the collaborative management team by the Business Department and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, and Chief Student Development officer.	\$1,575,000.00	No

Goal Analysis [2021-22]

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

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

Elite Academic Academy continued its stride toward will improving the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This can be seen through the data of the i-Ready and CAASPP score improvements and student improvements on test scores. Staff also implemented the use of curriculum, digital courseware, and interventions/accelerations with fidelity. A-G courses were written within Elite Academic Academy and approved by the

UCOP. Professional Development was ongoing throughout the school year with the help of a curriculum coordinator and academic leadership team. All action items were followed through and progress made.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

Elite Academic Academy has been strategic and specific about the goals for the 21/22 school year. We kept up with curriculum changes, supplying students and staff with appropriate supplies, books, and materials, and provided targeted and meaningful instructional practices through continuous student academic monitoring and support.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Staff Student Survey results	10%				40%
Chronic Absenteeism rate	11.5%	4.77%			1%
Suspension/Expulsion Rate	0%	0%			0%
ADA	677.22	675.8			
Social Media Interaction through Instagram Followers	884	1289			1500
Website Traffic Coming from a Direct Link	33%				40%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School-Based Enrichment Activities	Continue to support innovative projects that support student learning and growth, such as clubs, VAPA, fieldtrips, community events, guest speakers, and outreach.	\$1,018,000.00	No
2.2	Meaningful and Transparent Communication	Provide students, parents, staff, and the community with formal and informal ways to provide input regarding the school through social media, marketing, communication apps, CEO Council, Parent Empowerment workshops, and other outreach opportunities.	\$204,494.00	No
2.3	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 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.	\$160,000.00	No
2.4	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.	\$30,000.00	Yes
2.5	Engaging the Community	Through staff professional development and parent empowerment workshops, provide training on strategies to support the success of the whole school as well as individuals within the school.	\$10,000.00	No

Goal Analysis [2021-22]

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

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

The continued building of student clubs and field trip activities, virtual and in-person, increased this year for all students. Our first high school prom was also held for student school-based activities and the support of innovative projects to increase student and parent engagement continued to be successful. Panorama Ed continued to be a great way to survey the climate of our school and gain community input. Our ParentSquare app continued to be a successful tool for parent, student, and staff communication, and our Parent Empowerment workshops gave parents a voice for their students' education and partnership with Elite. Staff was also given postcards to send to students, which was a great way to connect with students and make them feel included in a school that is a non-classroom-based school. Our Human Resources & Community Relations Department was diligent in following up with DOJ Fingerprinting and Safe School training to keep in compliance. The use and purchase of Securly to keep students safe through the use of their school-issued Chromebooks was also a success. The implementation of our CEO Think Tank Counsel also gave staff a voice and continued the path to reaching our goal of increased engagement and partnerships.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

EAA has been strategic and specific in its goals for the 2021/22 school year. Being able to come back to activities and participate in-person after COVID restrictions were lifted was a huge milestone to making progress toward the goals. Team building events such as the ropes course at the Pali Institute for students and also family activities such as Whale watching and club hikes helped to build a community and increase engagement/involvement. Our Parent Empowerment workshops were also a great tool placed for parents to learn strategies to support the success of their students, however, our goal is to increase parent involvement with this for next year, as it is sometimes difficult to have parents attend so many activities or workshops because of their busy lives.

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

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

An explanation of why the LEA has developed this goal.

We recognize that students need support in not only academics but also social-emotional support. Using a MTSS that supports students in the independent studies model is needed to help and support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	35.71%	Data Not Yet Available			
EL Reclassification	26%	9%			15%
Students Receiving MTSS Services that Meet Reading Typical Growth Goal as reported by iReady	40%	N/A - First Year of Data			48%
Students Receiving MTSS Services that	32%	N/A - First Year of Data			40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meet Math Typical Growth Goal as reported by iReady					
English Learners that Meet Reading Typical Growth Goal as reported by iReady	48%	N/A - First Year of Data			60%
English Learners that Improve Placement Classification	43%	N/A - First Year of Data			50%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS System Monitoring	<p>Analyze, Interpret, and use data to determine the efficacy of actions and services so that all students have the opportunity to learn the critical content of the curriculum. Provide data for academy directors and teachers.</p> <p>Establish clear and measurable goals that are focused on critical needs regarding improving overall student achievement. 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 MTSS or IEP team or provide academic acceleration Work closely with the MTSS Director to ensure students are properly identified and referred for academic support. Administer local assessments three times a year to monitor student progress</p>	\$360,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.2	EL Proficiency Monitoring (EL)	ELPAC results will be analyzed, reviewed, and shared with parents. Curriculum and EL minutes verified. Also, re-designation completed for students who qualify	\$50,000.00	No Yes
3.3	Provide Academic and Re-Engagement Support to Struggling Students	Through the student referral system, student data and family requests, support the review of individual, small group and community needs to determine appropriate interventions and timelines for progress monitoring as defined by the MTSS program MTSS Instructional Coaches to provide targeted instruction on ELA and Math to students scoring two or grade levels below proficiency Host SST meetings and monitor progress towards goals Train staff on MTSS strategies and processes	\$412,500.00	No Yes
3.4	Establish Social-Emotional and Physical Health Services for students and staff.	School Guidance Counselor and Social Worker to offer small group sessions, 1:1 support, and teacher professional development on trauma informed practices. Offer CareSolace community partnership to families in need. Provide access to physical health and well-being services to support Social Emotional wellbeing.	\$150,000.00	No
3.5	Provide MTSS Professional Development for all Staff	Professional Development (PD) for all staff on the Multi-Tiered System of Support (MTSS) framework, tiers, and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	\$160,000.00	No Yes
3.6	Access to Technology	Increase Chromebook deployment to provide equitable access to technology resources, to include: CAASPP preparation for online testing environment	\$472,900.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Google Suite and other productivity tools.		
3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Provide a Year Round track of 200 days of school to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.	\$700,000.00	No Yes

Goal Analysis [2021-22]

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

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

Our MTSS process was a main focus this year. We knew that as a result of the pandemic, we had students enrolled who had gaps in learning, learning loss, and a high need for mental/social health services. EAA followed through with creating a MTSS process unique to the students and school that begins with Tiered Interventions, a referral request, and a MTSS Instructional coach platform that provides targeted instruction on ELA and Math students who perform below proficiency. Another goal that was carried out this year was the hiring of our own School Social Worker. Our Social Worker was instrumental in providing professional development to staff, mental health services to students, and resources to our families. Providing an extended school year for students with our Credit Recovery/Acceleration Year Round track was also a goal that was carried out with fidelity this year and allowed some of our at-risk youth an opportunity to recover credits toward high school completion.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The action items that support our LCAP goal 3 all played a role in being strategic and specific to making progress toward that goal. Increasing the mental health support, intervention support, EL support with our in-house EL designated support, access to technology and professional development were all instrumental and worked together to ensure our Multi-Tiered System of Support (MTSS) program was effective in supporting the whole child.

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

We are looking forward to implementing more metrics in terms of student academic growth through out MTSS system and our in-house student coaching program. Tracking the data on the program over the next few years will give us an opportunity to see growth and adjust our MTSS system, procedures and processes accordingly.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	We will prepare secondary students to graduate from school school with opportunities and preparation for college and career.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Course Enrollment	58				90%
A-G Completion	92.78%				95%
FAFSA Completion	5%	20%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Career Technical Education Program Pathways	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.	\$257,500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Assessment & Articulation for post-secondary preparation	Ensure all students have the opportunity for Advanced Placement, ACT, PSAT, & SAT exam preparation. Afford students fee waivers and fee support with the registration of Advanced Placement, ACT, PSAT, & SAT & Industry Certification exams, if applicable. Continue providing AP courses through accredited Curriculum providers and provide students with AP course textbook/materials.	\$15,000.00	No
4.3	College and Career Counseling	Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework. Support internship and job shadowing experiences for student career path interests. Increase relationships with community college concurrently, dual enrollment or CTE courses. Support a comprehensive college application and College counseling for students. 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 interests (NCAA, CSU/UC, Career)	\$100,000.00	No
4.4	Professional Development for College and Career	Provide teachers and staff with continued opportunities for Professional Development to support students for post-secondary options. AP Certificated CTE Credentialing Embedded Professional Development	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

EAA continued to build Career Technical Education (CTE) pathways within the high school to support students for college and careers. The CTEIG Grant was once again awarded to the school to support the expansion of the pathways. Elite CTE teachers and HQT Single Subject credentialed teachers also continued to write their own A-G approved courses for students to have access to highly rigorous and relevant curriculum to prepare them for college and career. We also implemented a new World Language opportunity for students to meet their Foreign Language credits by taking American Sign Language. Our school counselor worked with students to complete the FAFSA and provided fee waiver options for qualifying students for AP exams, and SAT/PSATs. CTE students were also able to obtain industry certifications in their particular pathway such as Red Cross CPR Certifications, Marketing Canva, Twitter Certifications, and Drone Pilot licenses.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

The specific actions named under LCAP Goal 4 were very effective in making progress toward the goal. Our staff is continually receiving professional development to support our students with preparation for post-secondary options. Our CTE department is growing with CTE credentialed educators and curriculum options to support students with their interests. Our School counselor works with students to create 4-year plans and monitor their progress toward their 4-year plans to meet CSU/UC, CTE, NCAA or high school graduation requirements.

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

Goal 4 will remain unchanged. We will be working toward bridging our high school CTE programs to our middle school students in years to come.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
739744	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.58%	0.00%	\$0.00	8.58%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency, in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109). Since 2.9% and 48.7% of students are EL and Socio-economically disadvantaged (LI), EAA is committed to providing essential resources to remove opportunity gaps that exist for these pupils and ensure supports are in place to improve their academic outcomes and learning environment.

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (EL)
- Notices, reports, statements, or records sent to a parent or guardian will be translated as needed. ((EL)
- Low-income students are four and a half times more likely to drop out of high school; and, even those who are academically proficient, are far less likely to complete college. Programs must be implemented in a way that considers flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).]
- Provide high-quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students includes EL, FY, LI)

- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical Education (CTE) opportunities (CDE) to prepare students for the 21st-century workforce and global competencies (All Students includes EL, FY, LI)
- Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low-income, EL, Foster Youth students, and students with disabilities. (LI, FY, EL, SWD)
- Provide Year-Round Track to increase the academic days for services for low-income, EL, Foster Youth students that allow for credit recovery, reviewing of essential skills, and the opportunity for students to get ahead. (LI, FY, EL)
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI) Provide students with Community Partnerships and Athletic opportunities
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.

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

Closing the achievement gap and student outcomes are done through strategic investment, curriculum, and instruction. Elite Academic Academy is committed to ensuring all students graduate high school ready for college and career. Elite Academic Academy will establish connections and partnerships with families, community partners, and all stakeholders to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (All Students includes EL, FY, LI) Elite Academic Academy has budgeted a commensurate increase in funding to reach these subgroups that are principally directed and effective in meeting school-wide goals; specifically, the school will provide:

- Adaptive online/traditional content from a variety of curriculum options
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils
- Local assessments to drive instruction and needs of unduplicated pupils
- Enhanced project-based learning
- College and Career options for ELL students
- A comprehensive curriculum for EL learners
- Assessment tools that drive and provides customized instructional resources for the Response to Intervention (RTI) program.
- Increased tutoring and intensive intervention support will be provided beyond for unduplicated pupils who are struggling and, in an effort, to close the achievement gap.

- Professional Development, TOSA positions, FastForWard, and At Promise Department are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support students and give hands-on real-world experiences for learning.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,354,538.00	\$427,500.00	\$50,000.00	\$175,351.00	\$10,007,389.00	\$5,302,698.00	\$4,704,691.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Achievement through aggregate instructional practices.	All	\$640,000.00				\$640,000.00
1	1.2	Student Academic Performance Monitoring and establishing clear and measurable goals.	All	\$2,795,198.00				\$2,795,198.00
1	1.3	Students have equitable access to Common Core aligned viable curriculum and materials.	All	\$863,696.00				\$863,696.00
1	1.4	Professional Development to support in effective teaching	All	\$7,750.00			\$15,351.00	\$23,101.00
1	1.5	Management of Fiscal, operational and technological resources to support students, staff, and community.	All	\$1,575,000.00				\$1,575,000.00
2	2.1	School-Based Enrichment Activities	All	\$1,018,000.00				\$1,018,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Meaningful and Transparent Communication	All	\$204,494.00				\$204,494.00
2	2.3	Safe Learning Environment	All				\$160,000.00	\$160,000.00
2	2.4	English Language Family Support	English Learners	\$30,000.00				\$30,000.00
2	2.5	Engaging the Community	All		\$10,000.00			\$10,000.00
3	3.1	MTSS System Monitoring	Students with Disabilities English Learners Foster Youth Low Income	\$360,000.00				\$360,000.00
3	3.2	EL Proficiency Monitoring (EL)	Students with Disabilities English Learners	\$50,000.00				\$50,000.00
3	3.3	Provide Academic and Re-Engagement Support to Struggling Students	Students with Disabilities English Learners Foster Youth Low Income	\$412,500.00				\$412,500.00
3	3.4	Establish Social-Emotional and Physical Health Services for students and staff.	All	\$100,000.00	\$50,000.00			\$150,000.00
3	3.5	Provide MTSS Professional Development for all Staff	Students with Disabilities English Learners Foster Youth Low Income		\$110,000.00	\$50,000.00		\$160,000.00
3	3.6	Access to Technology	Students with Disabilities English Learners Foster Youth Low Income	\$472,900.00				\$472,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Students with Disabilities English Learners Foster Youth Low Income	\$700,000.00				\$700,000.00
4	4.1	Career Technical Education Program Pathways	All	\$100,000.00	\$157,500.00			\$257,500.00
4	4.2	Assessment & Articulation for post-secondary preparation	All	\$15,000.00				\$15,000.00
4	4.3	College and Career Counseling	All		\$100,000.00			\$100,000.00
4	4.4	Professional Development for College and Career	All	\$10,000.00				\$10,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8622438	739744	8.58%	0.00%	8.58%	\$2,025,400.00	0.00%	23.49 %	Total:	\$2,025,400.00
								LEA-wide Total:	\$2,025,400.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	English Language Family Support	Yes	LEA-wide	English Learners		\$30,000.00	
3	3.1	MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		\$360,000.00	
3	3.2	EL Proficiency Monitoring (EL)	Yes	LEA-wide	English Learners	All Schools	\$50,000.00	
3	3.3	Provide Academic and Re-Engagement Support to Struggling Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$412,500.00	
3	3.5	Provide MTSS Professional Development for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.6	Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income		\$472,900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		\$700,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,655,225.00	\$5,838,878.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Student Academic Performance	No	\$237,500.00	\$450,647
			Yes		
1	1.2	Targeted Monitoring	Yes	\$198,738.00	\$95,129
1	1.3	Equal Access to Common Core Aligned Materials/Content	No	\$1,100,000.00	\$648,635
			Yes		
1	1.4	Professional Development	No	\$80,706.00	\$44,497
			Yes		
1	1.7	Expanded Student Support Team Services	Yes	\$100,000.00	\$70,669
2	2.1	MTSS/RTI/At-Promise	No	\$50,000.00	\$48,494
			Yes		
2	2.2	Highly Qualified Teaching Staff and Professional Development	No	\$3,300,000.00	\$1,784,471

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	School-Based Enrichment Activities	No	\$901,019.00	\$618,609
3	3.1	Meaningful and Transparent Communication	No	\$200,000.00	\$243,163
3	3.2	Mental and Physical Health	No	\$80,000.00	0
3	3.3	Safe Learning Environment	No	\$30,000.00	\$3,467
3	3.4	English Language Family Support	Yes	\$20,000.00	\$21,922
3	3.5	Leadership	No	\$716,273.00	\$435,464
3	3.6	Operations	No	\$802,989.00	\$803,656
3	3.7	Mental and Physical Health		\$75,000.00	\$13,050
4	4.1	CTE Program Creation	No	\$200,000.00	\$290,830
4	4.3	Assessment Preparation	Yes	\$100,000.00	\$72,523
4	4.4	Year Round Track	No Yes	\$200,000.00	\$174,464
4	4.5	Mentoring/Coaching	Yes	\$85,000.00	0
4	4.6	College and Career Counseling	No	\$178,000.00	\$19,188

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
533708	\$1,850,000.00	\$1,626,980.00	\$223,020.00	6.50%	8.32%	2.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Academic Performance	Yes	\$25,000.00	\$450,647	.09%	2.3%
1	1.2	Targeted Monitoring	Yes	\$150,000.00	\$95,129	.53%	.49%
1	1.3	Equal Access to Common Core Aligned Materials/Content	Yes	\$1,100,000.00	\$648,635	3.85%	3.32%
1	1.4	Professional Development	Yes	\$70,000.00	\$44,497	.25%	.23%
1	1.7	Expanded Student Support Team Services	Yes	\$100,000.00	\$70,669	.35%	.36%
2	2.1	MTSS/RTI/At-Promise	Yes	\$50,000.00	\$48,494	.18%	.25%
3	3.4	English Language Family Support	Yes	\$20,000.00	\$21,922	.07%	.11%
4	4.3	Assessment Preparation	Yes	\$100,000.00	\$72,523	.35%	.37%
4	4.4	Year Round Track	Yes	\$150,000.00	\$174,464	.53%	.89%
4	4.5	Mentoring/Coaching	Yes	\$85,000.00	0	.3%	0%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6412728	533708		8.32%	\$1,626,980.00	8.32%	33.69%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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 and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

PGMS Portal » CTEIG Part I » CTEIG Application Part I

CTEIG 2022-23 Application Part I

Submitted

Grant applications must be received by the California Department of Education (CDE) by Friday, September 30, 2022

Recommendations for grant award amounts will be presented to the State Board of Education (SBE) for its consideration and approval. Following approval from the SBE, Grant Award Notifications (GANs) will be sent to the local educational agencies (LEAs) which were awarded grant funds. The 2022–23 application year will cover the grant period beginning July 1, 2022, and ending December 31, 2024.

Local educational agency (LEA) Information

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

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

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

First Name: Ashlea
Last Name: Kirkland
Phone: (866)354-8302
Email: akirkland@eliteacademic.com

2021-22 Reported P2 ADA

2021-22 Average Daily Attendance (ADA) Second Principal (P-2) as represented

Actual ADA Number Reported: 326.10

Remaining ADA Number: 326.10

Types of Applicants

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

- Apply as a single LEA
 Apply as a consortium

Industry Sector and Pathway

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

Industry Sector	Pathway	Pathway Status	Action
Industry Sector ▼	Select an Industry Sector		
Across Multiple Sectors	Across Multiple Pathways	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Arts, Media, and Entertainment	Design, Visual, and Media Arts	<input checked="" type="radio"/> Yes <input type="radio"/> No	N/A
Arts, Media, and Entertainment	Game Design and Integration	<input checked="" type="radio"/> Yes <input type="radio"/> No	N/A
Building and Construction Trades	Residential and Commercial Construction	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Education, Child Development, and Family Services	Education	<input checked="" type="radio"/> Yes <input type="radio"/> No	N/A
Health Science and Medical Technology	Patient Care	<input checked="" type="radio"/> Yes <input type="radio"/> No	N/A
Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Marketing, Sales, and Services	Marketing	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Public Services	Public Safety	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A

Match

The 2022-23 CTEIG grant requires a match of two dollars (\$2.00) for every one dollar (\$1.00) received from this program. For the 2022-23 application, matching funds may be based on local match expenditures starting July 1, 2022, to June 30, 2023.

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

Match Amount: 881954.49 (Required)

Estimated Match Amount: \$440,977 (This estimate is not a guarantee of being funded for this amount.)

Total CTEIG-Related Budget Amount: \$1,322,932

Joint Powers Authority (JPA)/Regional Occupational (ROCP)

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

- Yes
 No

Collaboration

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

- No Collaboration
 Post-secondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements.

Infrastructure/Equipment Investment (Capital Outlay)

Make significant investment in CTE infrastructure, equipment, and facility repairs and upgrades. This positive consideration is determined in the allocation calculation based on LEA information that is entered into the PGMS if expenditures are 25 percent or more.

Enter your total investment in in CTE infrastructure, equipment and facilities (Object Code 6000/Capital Outlay) for this grant round.

0

Infrastructure/Equipment Investment Percentage: %0

Existing Structures, Requirements and Resources

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

Contributions from Industry, Labor and Philanthropic Sources

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

Previous Grants Received

CTEIG Recipient Grant Year(s)

- FY 2021-22
- FY 2020-21
- FY 2018-19

K-12 Strong Workforce Recipient Grant Year(s)

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

Assurance Statement

Checking this box will prevent you from making any changes to the application. Insure the application is complete before you check this box. By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2022-23 grant term, the LEA will be required to match the grant award two dollars (\$2.00) for every \$1.00 (one dollar) received for this grant period. The applicant also understands that the Estimated Match Amount is not a guarantee of being funded for that amount and that allocations are based on ADA and the positive consideration categories.

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

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

Name of Local Educational Agency (LEA):

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

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

Total Score: ³⁵ _____

(TO BE COMPLETED BY THE LEA)

Total Score: _____

(TO BE COMPLETED BY THE CDE)

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

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

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is fully aligned to the CTE Model Curriculum Standards for all pathways offered. • Integration of CTE and academic standards is clearly demonstrated in all pathways. • Books, supplies, materials, and equipment fully align to curriculum and industry standards.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Specify Industry Sectors and Pathways: Hospitality and Recreation, Marketing, ICT, Patient Care, and our Education pathway courses outlines, syllabus and the standard crosswalks are housed within the Canvas courses, in our Student Information Systems, within the UC Doorways, and in our internal school Google Drive. Books and materials are reviewed each year by our advisory board, school admin and CTE teachers and updated as needed to keep industry standards aligned with current practices. Students, parents, teachers and other educational partners also have access to the curriculum, syllabi, books and other materials. CTE courses are written by our Credentialed CTE Teachers with support of Admin, industry partners, and TOSA. Recordings of CTE Teachers synchronous and asynchronous lessons are recorded and housed in our internal school google drive, studio canvas account, and in the teachers Canvas courses. Work Samples from CTE courses are shared internally with admin and Charter school authorizers, as well as filed in our Student Information System for compliance and WASC and Marzano Accreditation.
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed: There have not been any pathways that have changed, but there have been added pathways within our school. We have worked hard to write new curriculum and hire new CTE teachers to support the expansion of our Medical Sector, Education Sector, and Arts, Media, and Entertainment Sectors. We have also worked hard to bridge our courses down to our middle school grade levels to support students in the bridge from middle school to high school within the CTE Pathways. We have added nine new CTE middle school semester courses in the pathway areas of Patient Care, Design, Visual and Media Arts, Game Design and Integration, and Hospitality, Tourism and Recreation. We have also hired two new CTE teachers to support the students in the Education and Game Design Pathways.

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

Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

There are many areas of strength in our CTE Department. All of our CTE courses are aligned to CTE Standards for Career Ready Practice, as well as CTE Model Curriculum Standards for the state of California. Elite has grown in hiring CTE Credentialed teachers in the area of ICT, Medicine, Education, Marketing, Arts Media and Entertainment, Recreation, and Retail. This is Elite Academic Academy's fourth year open for students in grades TK-12, and we are very proud of the growth and trajectory that our CTE pathways have headed. Our teachers have worked hard to create custom courses for our students that encompass opportunities to learn relevant industry standards and certificate opportunities such as Python Certificates, CA Boating Licences, and CPR. Teachers have also worked in collaboration with our CTE Director to submit the CTE courses for A-G approval through the UC/CSU Doorways. This allows for our students to meet A-G criteria for college entrance and also allows many of our students to fulfill their Visual and Performing Arts year for graduation and A-G requirements through many of our CTE Marketing Courses. We were also able to write and bring in a middle and high school Career Exploration semester course for students to take to determine their interests and strengths that align with pathway offerings at our school.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet

(Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Expanding CTE pathways and curriculum options has always been one big goal for our school. Elite would like to bring some more middle school course pathways and options for students so we can retain our students within the CTE programs as they transition into high school. We have recently added a ICT coding courses to the middle school catalog of CTE courses and pathways, but we would like to add some more course and pathway options for students, so they learn industry skills and acquire a skillset that is valuable. We would like for our CTE teachers to work and collaborate with our Core content teachers to create UCCI integrated CTE courses such as the English Esports Marketing course and Recreation integrated math and science courses. Having integrated core curriculum allows for our students to complete crosscurricular activities and relevant courses. Our Patient Care pathway also will need the support and supplies one needs for hands on learning and practicum supplies. This includes materials for the course and outside projects. Our ICT and Visual Arts pathway also need access to purchase tools to complete projects and learning. Our CTE teachers will need extra service hours to work on creating Integrated courses and CTE middle school courses for our pathways.

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

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

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • No clear sequential progression of pathway courses. • No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. • No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where some pathways show a clear sequential progression of courses. • Some courses are reported in CALPADS as CTE.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. • Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. • All courses are reported in CALPADS as CTE. • Provides a catalog of programs and courses required at each grade for each CTE pathway.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • Provides list and description of pathway courses, identifying the planned sequence of courses. • Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>-4 year Planning Worksheets for our Students, parents and educational partners where our school counselor collaborates to ensure students are on a pathway completion track.</p> <p>-Pathway Sequencing using State Codes in CBEDs and our Student information System</p> <p>-Survey of Student Interests and CA Career Zone results from student interest surveys</p> <p>-Most pathways have a complete sequence of aligned courses within a pathway that progress in sequential order and also meet the 300 hour requirement.</p>
LEA Comments <i>(max. 1100 characters)</i>	<p>Our students last year did not show an interests in the Performing Arts Pathway (Choir, Musical Thatre, and Acting) which resulted in pivoting the pathway this year into a Marketing pathway where students are able to use their creativity in a Visual way aligned to industry standards.</p>

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Our Marketing Pathway has proven to be a successful pathway within Elite. Students participate and engage in our Digital Marketing pathway courses and have created and published the school yearbook each year using their own creativity and editing tools on Canva. In this Marketing Pathway, we recently dissolved a course that seemed to be outdated, and replaced the course with an Elite written course by our CTE Marketing teacher who created a Social Media Marketing A course, which helped to complete the Marketing Pathway with Elite written courses, which are all CTE A-G Approved elective courses and completed the pathway. Our Recreation and Tourism Pathway was also completed with the completion of the Boating Careers A course. In this pathway students are prepared to work in the Recreation Industry, specifically in the outdoor recreation. The students have opportunities to learn many industry standards and apply the skills with practicum days and internships. Upon the completion of the pathway students have several certificates to take with them in their career such as a Boating License, CPR/First Aid certificate, Wilderness Survival, and Sailing experiences.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The CTEIG will help the teachers to improve and create courses that align with CTE pathways in grades 7-12, which is imperative to have students complete the sequence of pathways. All courses will be given the correct state coding for reporting into CALPADS, and audits will occur to ensure that the courses and program are meeting the elements of a high quality CTE program. All courses for high school students will be developed to align with industry standards and also post-secondary sequences. In order to ensure the courses are aligned with community college and career, an advisory meeting will be held with community partners in the industry and community colleges to review and refine the course outlines to ensure rigor and relevance is within the course outlines before submitting to the A-G portal and adding to Elite course lists.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no formalized career exploration and guidance program offered by the LEA.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students participate in a formalized career exploration program. • All CTE students have an individualized four-year plan on file. • CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Clearly identify formalized program and how students participate. <p>Our students &parents/guardians have a meeting with our CTE School Counselor to create a 4 year plan that includes their pathway of study for high school and CTE pathway of study. This is determined on student interest and Carer Exploration results/reflection. The 4-year plan is updated yearly and also shared with our Directors and Teachers. Students in our middle school also take the Career Exploration course that helos students the determine their program of study and we also have a Career Exploration course for our 9th grade students to dig deeper into their interests, skills, and ambitions. Career Guidance Meetings and 4 Year plans are housed in our Student Information System and in our internal Google Drive, so that it is accessible to all parties to ensure the student is supported throughout their CTE academic career. Our CTE Counselor also holds parent and student workshops for college and career readiness, which also includes CTE pathways and program options for students.</p>
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>N/A</p>

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

This year, with increased enrollment, we hired a second school counselor that supports students with Career options and guidance. Our students in our middle school also take a Career Exploration course in 6th grade that helps to determine which elective courses in our CTE options in our 7 & 8th grade course offerings are available for students to take. Our school counselors have also worked very hard this year to create opportunities for students to learn from industry professionals what their job and industry expectations and skills are and to peak students interest in the CTE offerings Elite has for our students. Having the buy-in of our administration and counseling team to implement the Career Exploration courses has been instrumental the success of students joining CTE pathways and seeing the benefit of their participation. Another success this year was our Industry Webinars and Parent Career Webinars that our school counselors held in collaboration with our CTE Department. Our Educational Partners and students were able to interact with industry professionals, ask questions and learn about their specific jobs, skills set, and education. We also implemented CTE Webinars monthly for students to collaborate and create using their industry skills with professionals as a hands on workshop opportunity.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The CTEIG grant will be used to help develop more courses for middle school students. Surveying the students on their interests and strengths found in the data from the Career Exploration courses will give the team an idea of the direction we would like to go with implementing more CTE pathways and courses in middle school. The CTEIG will help to support the development of courses and purchasing of curriculum, resources, and supplies for the course. The CTEIG will also help to place the written courses into the online Canvas system for our students and to train our teachers on the online platform use. Since Elite is an independent study school, we rely heavily on the ability to take students on field trips for collaboration and hands-on experiences; ensuring to bring the real-world applications they are learning in their classes to their finger-tips. The CTEIG will help to support students obtaining that experience and peaking interest into the CTE programs.

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

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e., Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • Description of counseling services provided.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<p>-Tools used to determine student career and learning needs: Student interest surveys, CA Career Zone results, Career Exploration course data and student interest, CA CareerZone Interest Profiler.</p> <p>-504, IEP and Transition plans</p> <p>-4 Year plans created with with CTE Counselor</p>
LEA Comments <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>N/A</p>

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Elite Academic Academy has two counselors that are dedicated to CTE students and they provide career and college counseling for students and educational partners. School Counselors offer CTE counseling to all students and also hold many webinars for students to understand the CTE pathways offered with Elite and post-secondary options for careers and college. Our counseling department also works in collaboration with our CTE Department to reinforce communication and college/career options. A success this year has been our 9th grade and 6th grade students taking the Career Exploration courses because it gives students a change to discover their strengths and interests, which translates into CTE pathways in high school and beyond for ALL students. Our Parent Empowerment Series this year has also added an increased interests and has been informative in capturing parent interests in our CTE programs.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The CTEIG will help the CTE department to hire more staff members for CTE and teachers to support the expansion of pathways and also extra-curricular support. Hiring more CTE teachers will help to serve student interests and also will allow for our staff to have the time to work in collaboration with our community colleges to articulate courses and bridge students into post-secondary industry certifications and or degrees. We would also like to implement tutoring options for our students who are in CTE courses and create a tutoring system within our school so that we are able to support all student populations and keep students within the program.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway student leadership development is addressed.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy. • CTE pathway students have the opportunity to participate in a CTSO.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs or through an alternative leadership strategy. • Some CTE pathway students actively participate in a CTSO.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs or through an alternative leadership strategy. • All CTE pathway students actively participate in a CTSO.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> • Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
Evidence on File at LEA <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> - Be Elite Podcast Meeting Minutes, Recorded Episodes, Projects -Quest Crew Recreation Club Flyers, Photos, Field trip evidence, Club practium days and evidence on file along with expenses -Esports Club meeting notes/Minutes/Agendas, NASEF Organization Membership, Webinar recordings -Coding Club Minutes/Agendas and projects -Performing Arts Choir club recordings, meetings, assignments, practice schedule -Marketing and Yearbook Club (Yearbook Creation and Marketing for our Social media and yearbook advertisements by student Club/organization)
LEA Comments <i>(max. 1100 characters)</i>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>One of our pathways that have changed is the Esports Marketing Pathway, which has been added to our Marketing pathway and is a great opportunity for our students to learn the various ecosystem within an organization.</p>

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Students now have more options of clubs and in person events within various CTE pathways. Students are supported by Industry professionals and CTE Credentialed teachers. Students are given the opportunity to practice their industry skills and soft skills within these clubs focusing on the application and practice of skills that they've learned within their CTE courses and with their clubs. A successful development within all of our pathways of integrating Mock Interview processes within each pathway and also the implementation of our ESports Marketing courses and Club and focusing on the different ecosystems that are offered within Esports. Our Marketing pathway has also given students a leadership opportunity of marketing our School Yearbook that they created within our internal marketing as well as social media marketing. Students also have the opportunity to show their leadership skills within our Marketing Pathway by applying for our school internship Social Media marketing role where they're able to collaborate with our school marketing coordinator and learn first hand about the profession. Our Education pathway has also come into fruition by developing a system of internships where our Education Pathway students tutor our younger students. Other areas of strength are in our Recreation Pathways are the integrated CPR and First Aid Certificates from American Red Cross.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet

(Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Our students have not been able to gather in person for awhile due to COVID restrictions; now that we are able to meet in person, students want the opportunity for leadership and training. We would like to use some CTEIG to create a SKILLS USA club team for our Marketing pathway students to join. We would like to take students to competitions and the grant would help to cover competition fees, supplies, informational meetings and travel for students and teacher to the CTSO competitions.

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

Essential Element: Cross-System Alignment.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways. • K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. • Articulation/dual credit agreements apply to all participating educational institutions. • Formal agreements define participants, roles, activities, products, and timeline. • Programs of Study are accurate and complete for all pathways.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>-K-14 College of the Desert Consortium Agendas/Minutes and emails</p> <p>-CTE Meeting Minutes</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>N/A</p>

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

Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Elite Academic Academy has established a partnership with College of the Desert K-14 Consortium and the Counselor and CTE Director attends the monthly meetings to ensure that CTE courses are aligned from Elite Academic Academy to the Community college so students and their pathways are aligned for the transition into college or certificated programs.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The CTEIG funding will be critical in hiring more highly qualified credentialed CTE teachers to expand out pathways and align pathway opportunities with job needs within the region. We would also like for our CTE Lead teachers to use extra service hours to communicate and attend articulation meeting with community colleges and build solid relationships and agreements with community colleges in our eight counties that we serve. One of our goals is to create a MOU with a community college to allow our Recreation pathway students to continue and bridge articulation and partnerships that will pipeline students into the community college certificated programs so that our students are prepared and ready for the workforce or higher education. Currently, we also have a Public Service pathway, which we would also like to work in creating an MOU with our local community college and articulating some of the Public Service Academy courses with our courses, so that students can have the option to feed into and continue their education in the community college Public Service academy programs and earn their Public Service certification.

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

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>-Verbal and Written Agreements and contracts with community partners and industry partner. -List of Advisory Board members identified by name, business and partnership with pathway. -Advisory Board meeting minutes -Summary of Advisory Board meeting and suggestions from Advisory board for pathways and sectors</p>
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed.

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

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Our school has grown in enrollment, employment and also with pathways that are offered. Our School has verbal agreements with industry partnerships with the following pathways, which has grown significantly over the past year:

Recreation Pathway: National and State Parks, Life Sail, Surf Museum, Pali Institute, Crystal Cove State Park, Freedom Surf, Catalina Surf and Sea, and EF Tours.

Marketing Pathway: NASEF Esports, Canva, Stukent,

Performing Arts Pathway: Buzzy Mae Music, LeBoss Dance Academy

Visual Arts: Cece's Artistic Touch

Medicine Pathway: Sports Academy, Gravitational Performance, EM Speed and Power, Community Rowing

Our goal is to continue building solid and close relationships with our community partners and advisory board members so that we're able to continue providing opportunities for our students and keeping them in the most current and relevant industry standards and skills.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Dedicating a CTE Teacher of Special Assignment and a CTE Lead teacher will allow for our staff to have the opportunity and time to create more industry partnerships and for formal internships to be created for our students. Our school serves students in eight different counties, so it can tend to be a full time job trying to create and solidify partnerships with Industry partners that hold high industry standards and will allow for our students to have hands-on learning experiences within their company. While we have worked hard this year in establishing more partnerships, we would still like to use some CTEIG funding toward the CTE TOSA and Lead teacher to create uniform policies and procedures for internships and job shadowings for our students. We would like to ensure that our students also have any instructional supplies that would need to be purchased to complete internships and practicum hours. The CTEIG would help to fund these needed positions and extra service hours as needed to solidify relevant Advisory Committees and meetings that will support and hold our students and staff to the latest labor trends and skills needed for post secondary success.

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

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

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. There is little evidence of a link between CTE course assignments opportunities and experiences provided.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. There is a documented training plan and assignments are related to WBL in all pathways. Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. Student logs of WBL activities. Schedule of WBL for each grade level. Training plan for WBL at each grade level. Student WBL portfolios. Program and student assessments from WBL supervisors. Specify WBL offered.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>List of industry partners that provide Work Based Learning Opportunities for Elite Academic Academy Students.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> Elaborate on programs/pathways that have changed. <p>N/A</p>

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

One strength in standard 5.B. is that all of our CTE students in grades 7-12 participate in Industry Expert Speaker Series opportunities that are created by our CTE Director and CTE Counselors. Student are given many virtual opportunities in real time with industry partners to ask questions, seek advice, and also work side-by-side to create and or complete projects aligned to industry standards. Our CTE counselors also work with CTE staff to create real world experiences with in-person field trips to industry partnerships and colleges/trade schools. For example, our Medicine pathway, which specializes in Sports Medicine, has a Sport Research Scientist as a consultant for students, and they have started to learn from the Sport research scientist and have worked to collaborate and create their own guide to How to be an Athlete. Providing the students with industry professionals and opportunities for formal and informal internships allows for students to put in place and practice the skill sets they have learned within their CTE courses throughout the years.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Work-based learning opportunities has been a difficult thing for our school to establish in the past few years. We have had to become creative in inviting our industry partners, such as Chef Trenay, to host live practicum sessions for students to practice their industry skills because of the ongoing COVID restrictions. Another hurdle for this aspect of work-based learning opportunities has been the spread of students in so many different counties, as well as transportation. Since we're a school that serves eight different counties and also serves students in the homeschool, flexible, and virtual environment, it makes it difficult to send a group of students to one individual partner to receive internship and work opportunities. We really need a TOSA position to work on gathering data of where students reside, and then work on onboarding community partners in that area of interest and student county of residence to create these much needed internships or job shadowing experiences for students. Having a dedicated employee to support partnerships and student placement would be so significant in our growth as a CTE department, but most importantly would allow our students to discover and grow. Adding in software such as NEPRIS and Certiport would also allow significant growth and accomplishment for our students.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are not provided.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. • These activities may be developed or supervised by the CTE pathway faculty.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. • These activities are developed and supervised by the CTE pathway faculty.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. • These activities are developed, supervised, and evaluated by the CTE pathway faculty. • Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> -Flyers in our Parent Square app for students, parents, and staff that indicate after school activities and clubs -Parent Square App Calendar of Events -Google Earth Link on Website indicating all events, especially CTE Clubs throughout the year -Sign in documents -Webinar Recordings and Event Flyers and/or materials -Virtual and In-person field trip recordings, pictures, student projects
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

Our CTE Department has grown in this area of focus. Our CTE teachers seek out opportunities for students to attend events, field trips and hands-on activities and clubs outside of the school day and have a blend of events that are in-person and virtual for students and families who prefer one over another or a blend of both. Our Marketing Pathway has an after school activity where they have created a #BeElite Podcast. Students meet weekly to brainstorm podcast topics and conversations, record podcasts, edit, and market the postcast. Our performing arts and visual art pathway students participate in a choir training and experience as well as a Creative Space Club where students practice different mediums of art. Our Public Service students are offered opportunities to apply with the Sherriff's office and Fire Dept. in their areas for explorer opportunities.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet

(Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

We are always looking for ways to improve every aspect of our CTE programs and Clubs. Using data from our school-wide survey about CTE interest and opportunities, we plan to create more opportunities for the following pathways by using CTEIG funds toward:

-Since some activities will be held after school hours for CTE pathways, clubs and field trips, funds will be used to pay teachers for extra service hours for all CTE pathways.

-Since we are a Virtual and Homeschool, using funds for for in-person events allows our students to meet up with our CTE teachers and practice industry skills they have learned within their CTE courses.

-For our Marketing pathway, we would like to implement a Skills USA club after school where students are able to practice their marketing skills and collaborate with students in other schools and complete state wide.

-For our Sports Medicine (Patient Care) pathway, we would like to use CTEIG grant funds to purchase instructional materials that students can use to practice skills.

-For our ESports Marketing pathway, we would like to create a NASEF Club and instructional materials and events/compitions, as well as visiting the Esports College Campuses such as the one at University of Irvine.

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

Essential Element: Appropriate Use of Data and Continuous Improvement.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>-Regional Labor Market Reports</p> <p>-Copy of Industry Aligned CTE programs</p> <p>-Meeting Minutes with the K-14 SWP Inland Empire/Desert Region</p> <p>-Meeting Minutes and Agendas K-14 Desert Regional Consortium</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>Healthcare is one of the highest labor markets and growing occupations, therefore one of our goals last year was to create a pathway within the Patient Care sector. We have hired a Curriculum writer that has helped us to create the pathway courses and align them to the industry standards. We have also expanded our Sales Service and Marketing Sector to create multiple Marketing pathways to reach various fields and give students the opportunity to learn the skills needed to remain relevant and in alignment to the labor market trends.</p>

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

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

One area of strength is that Elite's pathways are continuously observed and refined according to labor market trends and industry standards to ensure students are provided instruction and training for the ever changing skills these occupations require. Another area of strength that we have acquired is becoming part of Consortiums which allows us to work in partnerships with higher ed and collaborate with other schools.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The CTE Director will work with workforce development in the eight counties we serve and post-secondary partners to review employment needs and labor market needs in each region. This data will help to drive pathway creation and keep curriculum up to industry standards. CTE Director, CTE Counselor will continuously evaluate labor market trends and needs and adjust or implement new CTE pathways according to the job market needs. Data will also be collected on students who complete the CTE pathways with Elite and collect information on students who meet the minimum industry qualifications for high-skill and high-pay jobs-and those students who finished high school to continue with employment within the CTE pathway to reinforce successful programs and drive restructuring of programs that may need improvement.

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

Not Yet in Practice (0 points) <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
Emerging Practice (1 Point) <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
Quality Practice (2 points) <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTE Incentive Grant (CTEIG) requirements.
Exemplary Practice (3 points) <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.
Potential Tools/ Examples of Evidence	<ul style="list-style-type: none"> Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
Evidence on File at LEA (max. 1100 characters)	<ul style="list-style-type: none"> -The CTE Pathways are aligned to SWP goals -The CTE Director is part of the SWP Consortium -The School Counselors for CTE are part of the SWP Consortium -Consortium emails and meeting agenda/minutes
LEA Comments (max. 1100 characters)	<ul style="list-style-type: none"> Elaborate on programs/pathways that have changed. <p>N/A</p>

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

An area of strength has been more CTE Staff of Elite Academic Academy has become present at the College of the Desert and Inland Empire/Desert Region consortium. The CTE Director and CTE Counselors do attend the Consortium meetings each month as a way to bridge communications, program offerings, sharing of information, intership and apprentice programs, and local and regional plans.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Applying for SWP Funding and grants is one improvement plans that we plan to put in place. We would like to also attend and become parts of the consortiums in other counties since we serve eight counties and currently are only in a consortium for two of those counties. This will allow us to further align our CTE pathways in Esports Marketing, Patient Care, Recreation, Building and Construction trades and ICT.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

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

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>- Student Surveys for postsecondary training or employment/education plans for students with their 4-year plan. -Each pathway is aligned and built with industry certifications embedded and aligned in our concentrator or capstone course. -Purchasing of certificate programs with Stukent, Canva, American Red Cross, Python</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>The recreation pathway in our program has changed as we have added middle school feeder courses written by our HQT CTE teacher and it includes options for students to earn their Wilderness and outdoor survival certificate. We have also added a new recreation course that includes high school students to test for their California Boating Licence.</p> <p>In our ICT courses, we have also added a high school Python coding course that allows students to test and become certified in Python.</p>

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

We have been very proud of our growth in this area and recognize the importance for our students to have courses integrated with certificates and badges. For example, our Recreation pathway has the option for students to earn their CTR and First Aid Certificates from the American Red Cross. We have also added a badging system to our Marketing courses where students are able to earn certificates and badges as they complete the design training in Canva and also Instagram and Facebook social media marketing courses. Our ICT course has a python coding certificate option for students to earn and complete, which opens up many options for our students to put industry skills to use in post secondary training or education.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

The improvements we intend to create within our CTE program is to finish writing CTE courses to replace some curriculum company courses/books that we currently use for some pathways. Often these courses are not updated for year and the skills do not meet industry standards. We would like to keep creating our own curriculum in collaboration with our advisory board member, industry partners, and HQT CTE teachers to ensure students are meeting industry standards and are challenged appropriately.

The data gathered from student certificate and pathway completion will not only be reported to CALPADS, but we also want to make sure that our students are able to use their industry certificate for post-secondary programs and/or employment.

More certificates we would like to add into our course developments:

Marketing pathways: Esports certificates, Hootsuite social media marketing certification, Twitter flight school

Recreation: First responder certificate, Basic Kellboat, US Sailing or ASA Level 1 instructor

Visual and Performing Arts portfolios and Digital Design Certificates in Adobe, Red Cross Lifeguard, Swimming and Water Safety

Patient Care Pathway: CPR/AED Red Cross, First Aid Red Cross,

ICT-Java Script and Cyber Security Certs

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

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • One or more CTE program(s) do not have CTE credentialed teachers.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. • Some CTE teachers participate in CTE professional development relevant to their pathway.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. • All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of CTE teachers and faculty including the credentials/minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>-HR onboarding system that houses our CTE Teachers, credentials, transcripts and professional development history</p> <p>-Teacer Credentialing Documents and assignments signed off by the CTE Admin</p> <p>-Meeting Minutes from CTE Weekly Meetings</p> <p>-Meeting Minutes from Professional Development in Curriculum Writing</p> <p>-Registration for Virtual Professional Development</p> <p>-Documents from CTE teachers in the Credential Program signed off by CTE Admin</p>
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>All CTE teachers old a Preliminary or Clear CTE Certificate</p>

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

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

100% of our CTE teachers hold a valid CTE credential with documented Industry Experience in each industry. Those teacher who need to clear their credential are in school to finish and clear their CTE credential. CTE Teachers are also given opportunities for Professional Development and Curriculum writing support.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Plans for improvement are for two our of CTE Credentialed teachers need to clear their preliminary credentials and complete their clear credentials. There will be a need for some more hired within our CTE department for teachers with CTE Credentials in multiple areas so that we can expand options for students and pathways for students in our school. The CTE Director will develop Professional Development education for CTE teachers and will also ensure to document CTE Teachers industry experience. In the summer, there will be opportunity for CTE teachers to continue their industry growth by attending externships with industry professionals as to stay up-to-date with the ever changing industry.

The CTEIG will help to pay for teachers to stay up-to-date with industry growth by paying teachers extra service hours to use for externships over the summer break. Educating for Careers conferences and other professional development opportunities will also be in the plan to improve our CTE programs.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Resources are rarely provided for professional development of CTE pathway teachers. Few CTE teachers attend specific CTE conferences and workshops annually. Externships are rarely pursued or supported. Few CTE teachers participate in teacher externships. Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Some resources are provided for professional development of CTE teachers. Some CTE teachers attend specific CTE conferences and workshops annually. Externships are pursued and supported upon request. Some CTE teachers participate in teacher externships. Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Many resources are provided for professional development of CTE teachers. Most CTE teachers attend specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually; externships are pursued and supported. Most CTE teachers participate in teacher externships. Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> All necessary resources are provided for professional development of CTE teachers. All CTE teachers attend sector-specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. All CTE teachers participate in teacher externships. All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Professional development needs assessment for CTE teachers. List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes that resulted from CTE professional development. List of teacher externships and outcomes.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>List of Professional Development attended by CTE Credentialed teachers</p> <p>Minutes from Curriculum Meetings</p> <p>Agenda from Curriculum Meetings</p> <p>Advisory and Articulation meetings</p> <p>Conference Registration</p>
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> Elaborate on programs/pathways that have changed. <p>N/A</p>

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

CTE Professional Development has been held twice a year for our internal school staff so that all staff is trained and understand the CTE programs within our school. The professional development was used to inform staff members about the options Elite has for students with CTE and Recruitment of students within the CTE pathways offered. This allows for transparency and advocacy within Elite culture to advocate for students to add CTE courses and pathways to their middle school and four year plans. Our Recreation pathway teacher was able to attend a Professional Development for Wilderness Outdoor Certifications so that he is able to instruct students. Our Marketing teacher is able to constantly work internships with FlipSwitch Marketing during our summer months.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet

(Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

To Improve pathways at Elite Academic Academy, CTEIG will be used to support our teachers to grow our curriculum within the CTE department and also allow for our teachers to work with core academic teachers to start writing integrated core courses that integrate CTE with Core Academics so that students have pathways that are relevant. Our CTE teachers will also attend the yearly Educating for Careers conference and the ACTE conference. From these conferences, tools and ideas that are shared will help our CTE department to create Tactical plans for each school year and goals and projections for our CTE department in order to share best practices, curriculum development, and WBL opportunities.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain, and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> -Modifications and Accomidations for students with 504, IEPs, SST are all housed within our Student Information Systems and shared and implemented with Teachers, admin and support staff as appropriate -Webinars and meetings for CTE Pathways to promote the CTE programs -IEP Transition plans -Sequencing of CTE programs and course outlines available to all Educational Partners, students, staff and parents -CTE Website on our School Website -Parent Empowerment and College/Career Workshops -Materials and Flyers
<p>LEA Comments (max. 1100 characters)</p>	<ul style="list-style-type: none"> • Elaborate on programs/pathways that have changed. <p>One thing that has changed is the Parent Empowerment Workshops. These workshops are for parents to become educated about CTE options for their students and post-secondary options for their students. This has been a game changer because it has allowed us to educate parents on all of the things that CTE offers students to be prepared for college and career.</p>

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

Areas of Strength (*max. 1500 characters*). Identify what programs and/or systems that are successful.

An area of strength is that CTE program is open to all student populations within Elite Academic Academy. Our teachers work with our students and their Specialized Academic Instructor to adapt curriculum and implement the students modifications and accomidations. We also hold a CTE fair for students so they are all educated on the CTE options available and our department works hard to ensure courses and extra curricular CTE activities are available for all student populations.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). Identify what programs and/or systems that need to be improved and correlate them to the budget narrative to implement improvement.

Over 10% of our student population falls under the special populations category; therefore there is a need for equitable access to CTE. To improve upon the process we have in place, we will need to add our CTE Admin into transition meetings or our Lead CTE teacher in order to give pathway education and options to students and parents. We would also like to work to streamline this information process by creating more informational packets, webinars, and in person opportunities for special population students and parents to learn about CTE. We would like to work on our website design and create introduction videos for families to learn about specific programs and work of study. Also, seeking out opportunities for our special population to have interships or job shadowing experiences that provide more hands-on training will be beneficial for our students.

11. Unique Conditions: Identify situation(s) and/or conditions that affect your LEA on an ongoing basis.
(max. 1500 characters)

Elite Academic Academy serves students in 8 different counties in Southern California. We serve students in a flexible learning environment via online platforms, in-person in an independent study concept and homeschool. We serve students of diverse populations and provide students an individualized education plan for college and career.

There are many opportunities for students to have hands-on learning and WBL/internships with Elite Academic because of the amazing community partnerships that Elite Academic Academy already has in each county with our community partners.

Elite Academic Academy's focus is to implement multiple pathways to serve each student's unique interests and strengths and develop more opportunities for students to meet with our wonderful community partners for hands-on experiences and training.

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 2022–23 Budget Narrative Worksheet

Fiscal Year (FY) 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022

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

Object Code 1000 (Certificated Salaries)

CTE Teachers for all Pathways	ALL	LCFF	\$203,255.31	\$101,627.65
CTE Administrator	ALL	LCFF	\$112,027.85	\$56,013.92
School Counselors	2, 3a,3b,10	LCFF	\$45,075.00	\$22,537.50
Object Code 1000 Totals			\$360,358.16	\$180,179.07

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 2000 (Classified Salaries)				
Administrative Assistant CTE Pathway Salary	ALL	LCFF	\$36,695.52	\$18,347.76
CTE Sports Medicine Consultant	ALL	LCFF	\$22,848.00	\$11,424.00
Object Code 2000 Totals			\$59,543.52	\$29,771.76

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 3000 (Employee Benefits)				
Employee Benefits	ALL	LCFF	\$103,387.66	\$51,693.83
Object Code 3000 Totals			\$103,387.66	\$51,693.83

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 4000 (Books and Supplies)				
CTE Curriculum Cost, Printing, Books, tech	3b, 1a, 1b, 6, 10	LCFF	\$46,557.98	\$23,278.99
CTE Core Teaching Materials and Student supplies	1a, 1b, 3b, 6, 7a, 8	LCFF	\$15,519.33	\$7,759.66
Object Code 4000 Totals			\$62,077.31	\$31,038.65

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)				
CTSO Memberships, Conference Costs, Transportation to Conferences, Internships with Community Partners/Externships, Professional Development	3b, 5a, 5b, 6	LCFF	\$341,517.76	\$170,758.88
Object Code 5000 Totals			\$341,517.76	\$170,758.88

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 6000 (Capital Outlay)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount (\$2)	CTEIG Amount FY 2022–23
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
Object Code 6000 Totals			\$0.00	\$0.00

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22–23 Budget Narrative Worksheet				
FY 2022–23 Budget Narrative Worksheet - California Dept. of Education - August 2022				
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.				
Object Code 7000 (Indirect Cost)				
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	\$0.00	\$0.00
Object Code 7000 Totals			\$0.00	\$0.00

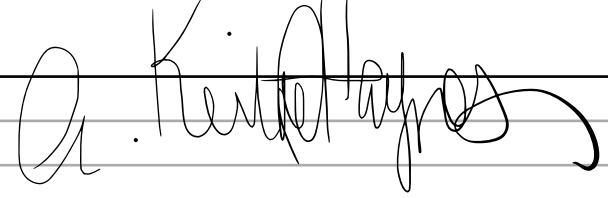
Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 22-23 Budget Narrative Worksheet

FY 2022-23 Budget Narrative Worksheet - California Dept. of Education - August 2022

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

Object Code	Match Amount Total	CTEIG Amount (FY 2022-23)
Object Code 1000 (Certificated Salaries)	\$315,428.24	\$180,179.07
Object Code 2000 (Classified Salaries)	\$59,543.52	\$29,771.76
Object Code 3000 (Employee Benefits)	\$103,387.66	\$51,693.83
Object Code 4000 (Books and Supplies)	\$62,077.31	\$31,038.65
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	\$341,517.76	\$170,758.88
Object Code 6000 (Capital Outlay)	\$0.00	\$0.00
Object Code 7000 (Indirect Cost)	\$0.00	\$0.00
Budget Totals	\$881,954.49	\$463,442.19

Signature of Lead Superintendent or Designee



Attachment III: 2022–23 Career Technical Education Incentive Grant Three-Year Budget

Returning Applicants: Enter the actual amount of funding that was spent on Career Technical Education (CTE) programs by your local educational agency (LEA), excluding CTE Incentive Grant (CTEIG) and the kindergarten through grade twelve component of the Strong Workforce Program (K–12 SWP) funds, during fiscal year 2021–22 in the box provided:

New and Returning Applicants: Enter the amount of funding budgeted for CTE programs by your LEA, excluding CTEIG and K–12 SWP funds, for fiscal years 2022–23, 2023–24, and 2024–2025 in the chart provided. Align with Local Control and Accountability Plan (LCAP) and specify source of all funds included and not included in LCAP.

Object Code and Description of Line Item	2022–23 Budget	2023–24 Budget	2024–25 Budget	Source(s) of Funds
1000 – Certificated Salaries	315,428	346,971	381,668	LCFF
2000 – Classified Salaries	59,544	65,498	72,048	LCFF
3000 – Employee Benefits	103,388	113,726	125,099	LCFF
4000 – Books and Supplies	62,077	68,285	75,114	LCFF
5000 – Services and Other Operating Expenditures	341,518	375,670	413,236	LCFF
6000 – Capital Outlay				
7000 – Indirect Costs				
Total Amount Budgeted	881,954	970,150	1,067,165	

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



Signature of Lead Superintendent or Designee



Elite Academic Academy Peak Performance Student Athlete Contract

I realize that it is a privilege to participate in athletic activities with Elite's Community Partners. Accordingly, I hereby agree to adhere to the following regulations as outlined below by Elite Academic Academy. They are designed to promote successful participation in the educational program along with ideals of sportsmanship, teamwork, citizenship, responsibility, and pride in representing EAA and its community.

1. To use educational funds, the student athlete must maintain a **minimum Grade Point Average (GPA) of 2.00 and maintain grades no lower than 70% in each course**. Eligibility will be checked weekly by the student's Elite Educator (Teacher of Record). Educational Funds will be used on tutoring support or on hold until the student increases their grades.
2. A student athlete is required to meet weekly with their Elite Educator (Teacher of Record) and also attend and actively participate in Live Sessions with their Content Teachers. If a student is unable to make a Live Session, the student should view the recording within the Canvas course. A student athlete is also expected to attend weekly Advisory Classes.
3. Students must take the iReady, ELPAC, CAASPP, and PFT Test (Grades 5,7,9) when applicable.
4. A student athlete is expected to have no disciplinary, academic and/or attendance issues.
5. Educational Funds are used first for Curriculum and Tutoring before using funds on approved equipment and training/extra-curricular.

6. A parent/guardian must work with the Elite Educator (Teacher of Record) to discuss the amount of funds a student has in their school account and the amount they would like to use toward the cost of their monthly services with the Elite Community Partner or reimbursement.

7. The parent/guardian understands it is their responsibility to communicate to the Elite Educator (Teacher of Record) the desired amount of Educational Funds to be used toward community partners each month and acknowledges the final decision is approved by the school Director.

8. Student athletes will participate in Sport Performance Assessment and the Athletic Benchmark assessment in the fall and spring.

I, (print name) _____, have read, understand, and agree to follow the Elite Academic Academy Peak Performance Contract.

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Elite Educator:

Date:

Director Signature:

Date:

Remote Work Policy

Policy Purpose

Elite Academic Academies (“EAA”) considers working remotely to be a viable, flexible work option when both the employee and the position are suited to such an arrangement. Working remotely may be appropriate for some employees and positions but not for others. Working remotely may also be appropriate in some circumstances, and not in other circumstances.

This Remote Work Policy outlines the guidelines for EAA employees who work from a location other than our EAA offices. It contains the terms and conditions for working remotely. It should act as a guide for both management and the employee and must be signed by the employee to acknowledge they read through and understood the details herein.

Scope

This policy applies to all employees whose *primary* work location is not at our offices.

Remote Work Outside of California

Remote work at EAA is only permitted in the state of California. EAA employees are not permitted to work remotely in another state, or in another country, for any period of time without pre-approval or authorization from the CEO or the board of directors. [Note: Short-term visits to other states would certainly be considered for an exception.]

If an employee is considering relocating to another state, in which EAA has already been established as a business, then the employee must immediately consult with their supervisor, as well as HR, regarding the proposed location. [Note: Currently EAA is established in Arizona, Michigan, Montana, Texas, Utah, and Washington]. Continued employment at EAA is not guaranteed for employees who relocate to another state or country.

If an employee is considering relocating to a state where EAA is not already established and would like to continue employment at EAA, again, the employee must immediately consult with their supervisor, as well as HR, regarding the proposed location. Continued employment at EAA is not guaranteed for employees who relocate to another state or country.

Eligibility

EAA will evaluate the suitability of a remote work arrangement for each employee, reviewing the following areas:

Board Approved: Pending Board Approval

- *Job responsibilities:* EAA will determine if the job is appropriate for a remote work arrangement.
- *Business Needs:* EAA will determine whether the remote work arrangement meets its business needs.
- *Equipment needs, workspace design considerations and scheduling issues:* EAA will review the physical workspace needs and the appropriate location for the remote work.
- *Tax and other legal implications:* EAA, in conjunction with the employee, must determine any tax or legal implications under IRS, state and local government laws, and/or restrictions of working out of a home-based office.

EAA has the authority to establish, approve, or deny work arrangements for individual employees. If EAA, in its sole discretion, agrees, then the employee will be permitted to work remotely.

Work Expectations While Remote

Remote employees must follow the work schedules provided to them, be sure to meet deadlines, performance standards, and job requirements, uphold high-quality standards, and be responsive to their supervisors.

To ensure that employee performance will not suffer in remote work arrangements, we advise our remote employees to:

- Choose a quiet and distraction-free working space.
- Have an internet connection that's adequate for their job.
- Dedicate their full attention to their job duties during working hours.
- Adhere to break and attendance schedules agreed upon with their supervisor.
- Ensure their schedules overlap with those of their team members for as long as is necessary to complete their job duties effectively.

Employees must also be available to communicate with their supervisor and other members of management as required and appropriate for the job.

Employees who work remotely must be available to travel when required. This includes travel to EAA's primary office when necessary, regardless of the established remote work schedule. [Note: EAA provides employees with a travel and mileage stipend in this regard]

Equipment

On a case-by-case basis, EAA will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone

Board Approved: Pending Board Approval

and data lines and other office equipment) for each remote work arrangement. EAA reserves the right to make determinations as to appropriate equipment, subject to change at any time.

Equipment supplied by the organization is to be used for business purposes only. The employee must sign an inventory of all EAA property received and agree to take appropriate action to protect the items from damage, theft, or misuse. Specifically, employees must store equipment in a safe and clean space when not in use and follow all other policies related to EAA equipment as detailed in EAA's Employee Handbook.

Upon termination of employment, all EAA property must be returned to the organization, unless other arrangements have been made.

EAA provides employees with access to desktop phone service, and also provides needed business-related supplies when requested and approved.

Equipment supplied by the organization will be maintained by the organization. Equipment supplied by the employee, if deemed appropriate by the organization, will be maintained by the employee.

Security

Consistent with the organization's expectations of information security for employees working at the office as described in EAA's Employee Handbook, employees working remotely will be expected to ensure the protection of proprietary organization and student information accessible from their home office. Steps include the use of locked file cabinets and desks, regular password maintenance, locking your laptop screen when you step away from your workspace, and any other measures appropriate for the job and the environment.

Safety

Employees are expected to maintain their home workspace in a safe manner, free from safety hazards.

Injuries sustained by the employee in a home office location while performing his or her regular work duties are normally covered by the organization's workers' compensation policy. Employees working remotely are responsible for notifying EAA of such injuries as soon as practicable.

Time Worked

Non-exempt employees working remotely will be required to accurately record all hours worked and strictly adhere to required rest and meal breaks using EAA's time-keeping system.

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Non-exempt employees must also obtain prior approval from their supervisor before working any overtime.

Compliance with Policies

Remote employees must follow all EAA policies, including those in our Employee Handbook. All EAA policies around conduct, confidentiality, benefits, etc. continue to apply regardless of location.

Reasonable Accommodations

Employees who are new parents, suffer from short-term/long-term disability, or require accommodations to work from home should notify their supervisor as soon as possible.

Board Approved: Pending Board Approval

Please note that this handbook is confidential and proprietary and must not be circulated or disclosed to third parties at any time during or after your employment with the organization.



SERVICES AGREEMENT

This Services Agreement (“Agreement”) is effective on the date the last signature is obtained (the “Effective Date”) and is by and between Strongmind, Inc., an Arizona corporation (“Strongmind”) and (“Licensee”) Elite Academic Academy referred herein individually as “Party” and collectively as “Parties.”

A. Strongmind has developed certain expertise in assisting schools in the implementation and use of the Curriculum as well as the administration and operation of virtual schools and online education programs.

B. Licensee is in (or desires to be within) the business of serving one or more schools in the State of California and desires a license to the Curriculum and related Intellectual Property.

C. Elite Academic Academy is a public/charter/private school in California state.

Therefore, in consideration of the mutual covenants of the Parties, each to the other, and good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as set forth herein.

AGREEMENT

1. Licensed Services.

A. Services Provided. Strongmind agrees to license the certain educational content listed on Exhibit A (the “Licensed Services”).

2. Fees.

A. Fees. In consideration of the Licensed Services, Licensee agrees to pay the amounts set forth in Exhibit A.

B. Payments. All payments due under this Agreement shall be made within 30 (thirty) days from the date of invoice. Strongmind may increase this fee for any subsequent renewal after the Initial Term by providing written notice to Licensee at least ninety (90) days before termination of any Initial Term or Renewal Term as set forth in Section 4.

C. Late Payments. Any payment due pursuant to this Agreement that is delayed beyond the due date shall be subject to an interest charge of the lesser of three-tenths of a percent (.3% per month or the amount specified by California state law for a public entity.

D. Invoicing: Strongmind agrees to invoice the client for all enrollments following the invoice schedule on or before:



1. January 1st, for first semester. July 1st, for second semester
2. Any summer school enrollments will be charged in August following the summer enrollment period to capture enrollments in June and July.

3. Term and Termination.

- A. Term. The term of this Agreement shall be from the Effective Date - July 30, 2022, for three full school years after the Effective Date ending July 29, 2025 (“Initial Term”).
- B. Right to Terminate. At any time during the Term, Strongmind or Licensee may terminate this Agreement for cause by giving 30 days prior notice (the “Termination Notice”). The party receiving the termination notice shall have 30 days to cure the alleged cause for termination. Cause for termination includes any material breach of this agreement.

If the right to termination is exercised, any fees owed pursuant to Section 2 and Exhibit A of this agreement shall be pro-rated for the time period of the school year that the agreement was in place.

4. Confidential Information.

- A. Definition. During the Term of this Agreement, each Party may be given access to confidential/proprietary information relating to the other Party’s business plans, technical data and know-how, price lists, customer lists, customer contact information, development and research work, patentable subject matter, copyrightable subject matter or matter that could be copyrightable if placed in a tangible medium, technology, business activity, products, or services (collectively “Confidential Information”). Confidential Information especially includes the Curriculum and Intellectual Property, Further, each Party may also be given access to confidential student personal information including, but not limited to, individual identification numbers, social security numbers, personally identifiable information related to specific students, grades, test scores, and information not considered “directory” information (as defined under the Family Educational Rights and Privacy Act or “FERPA”). This information described in this Section 5A collectively shall be deemed “Confidential Information.” Furthermore, the Parties specifically agree and acknowledge that the terms of this Agreement are Confidential Information. All Confidential Information, whether in written, oral, or electronic form, including but not limited to technical know-how, any specifications delivered hereunder, instructions, and procedures, which either Party at any time has disclosed or may hereafter disclose to each other or to any employee, agent, or representative of the other, shall be received and retained by the receiving Party and its employees, agents, and



representatives as strictly confidential, and except as provided for herein, may not be disclosed to any third party. Strongmind shall be considered an educational interested party in accordance with the requirements of FERPA.

- B. Non-Disclosure. Each Party agrees that, during the Term of this Agreement, and for so long as the Confidential Information is not generally known or generally disclosed, it will not disclose any such Confidential Information to any third party or to any person within its organization not having a need to know the same and shall only use such information as contemplated by this Agreement. The Parties acknowledge that StrongMind may receive protected student information under FERPA and will comply with the requirements of FERPA in the use of that information. All originals and copies of documented business and technical information maintained as confidential and proprietary to either Party, related to the Curriculum, or protected under FERPA shall be and remain the exclusive property of that Party at all times and shall be returned to the other upon demand, or if no demand is made, upon the cancellation or termination of this Agreement.

- C. Exceptions. The obligations of confidentiality shall not apply to any information which the receiving Party can show: (i) is publicly known at the time it is disclosed to, or obtained by, the receiving Party; (ii) becomes publicly known through no fault of the receiving Party; (iii) is in the receiving Party's possession before being disclosed by the disclosing Party as evidenced by proper business records; or (iv) is obtained by the receiving Party from a third person who is not under an obligation of confidentiality and has a lawful right to make such disclosure.

5. **Limitation of Liability.**

- A. Limitation of Liability. LICENSEE EXPRESSLY UNDERSTANDS AND AGREES THAT STRONGMIND SHALL NOT BE LIABLE FOR ANY INJURY, LOSS, CLAIM, DAMAGE, OR ANY SPECIAL, EXEMPLARY, PUNITIVE, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING WITHOUT LIMITATION LOST PROFITS OR LOST SAVINGS), WHETHER BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE, INCLUDING BUT NOT LIMITED TO, DAMAGES TO OR VIRUSES THAT MAY INFECT YOUR COMPUTER SOFTWARE, EQUIPMENT OR OTHER PROPERTY, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA OR OTHER INTANGIBLE LOSSES (EVEN IF WE HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES), THAT ARISES OUT OF OR IS IN ANY WAY CONNECTED WITH: (i) THE USE OR THE INABILITY TO USE THE CURRICULUM; (ii) THE COST OF PROCUREMENT OF SUBSTITUTE GOODS AND SERVICES RESULTING FROM ANY GOODS, DATA,



INFORMATION OR SERVICES PURCHASED OR OBTAINED OR MESSAGES RECEIVED OR TRANSACTIONS ENTERED INTO THROUGH OR FROM THE CURRICULUM; (iii) UNAUTHORIZED ACCESS TO OR ALTERATION OF YOUR TRANSMISSIONS OR DATA; (iv) STATEMENTS OR CONDUCT OF ANY THIRD PARTY ON THE SERVICE; OR (v) ANY OTHER MATTER RELATING TO THE CURRICULUM. FURTHER, THE MAXIMUM AMOUNT OF DAMAGES THAT STRONGMIND SHALL BE LIABLE FOR SHALL NOT EXCEED THE AMOUNT OF PAYMENTS LICENSEE HAS PAID TO STRONGMIND IN THE PRIOR TWO MONTHS TO WHEN THE EVENT THAT LED TO THE CLAIM OCCURRED.

- B. Strongmind Indemnification. Strongmind shall, except to the extent caused by Licensee’s negligence, reckless or willful misconduct, indemnify and hold harmless Licensee and all its officers, directors, employees, and agents for any losses, claims, damages, judgments, assessments, costs, and other liabilities, including reasonable out-of-pocket costs and expenses as they are incurred by Licensee in connection with any demands, lawsuits and other legal actions by third parties against Licensee arising out of or alleged to arise out of any negligence, reckless or willful misconduct by or of Strongmind.

- C. Licensee Indemnification. Licensee shall, except to the extent caused by Strongmind’s negligence, reckless or willful misconduct, indemnify and hold harmless Strongmind, its affiliates, and all their officers, directors, employees, and agents for any losses, claims, damages, judgments, assessments, costs, and other liabilities, including reasonable out-of-pocket costs and expenses as they are incurred by Licensee in connection with any demands, lawsuits and other legal actions by third parties against Licensee arising out of or alleged to arise out of (i) any negligence, reckless or willful misconduct by or of Licensee, its agents, End Users, or (ii) any material breach by Licensee of any term or provision of this Agreement.

6. Intellectual Property Obligations.

- A. Ownership. Any and all rights to the Curriculum and Intellectual Property shall remain with Strongmind. This includes all rights to any modifications or derivative works irrespective of whether they are created by Strongmind or Licensee. If they are created by Licensee, any such modifications or derivative works shall be considered a “work made for hire” and owned by Strongmind. Should any rights to the Curriculum or Intellectual Property become vested in Licensee or a third party because of Licensee’s use of the same, Licensee shall transfer and/or take all steps necessary, and without compensation to Strongmind, to ensure that all right, title and interest in the Curriculum and Intellectual Property vest fully and completely in Strongmind. Further, Licensee agrees to cooperate with Strongmind and



sign future assignments and similar documents as needed to perfect Strongmind's ownership of the Curriculum and Intellectual Property. By execution of this Agreement, Licensee hereby assigns any ownership of the Curriculum and Intellectual Property to Strongmind that it may acquire in the future during the Term of this Agreement. At the conclusion of this Agreement or any succeeding license agreement, Licensee agrees to cease any use of the licensed Curriculum and Intellectual Property and return or destroy any such material kept or stored in any medium.

7. General Provisions.

- A. Notices. Notice by any Party to another Party hereto shall be in writing, and delivered personally, sent by worldwide overnight delivery service with charges prepaid, or mailed by certified or registered mail, return receipt requested with postage prepaid, or transmitted by facsimile transmission:

If to Strongmind:

Strongmind, Inc.
2471 N. Arizona Avenue, Building 1
Chandler, AZ 85225
Fax: 480-355-2100
Attn: Melissa Slone

If to Licensee:

Elite Academic Academy

43141 Business Park Drive

Temecula, CA 92590 United States

Any Notice which is sent in the manner provided herein shall be deemed to have been duly given to and received by the Party to whom it is directed upon actual receipt by such Party, except that any Notice sent by facsimile transmission shall be deemed to have been given and received upon confirmation of transmission; provided that Notice so sent is promptly followed by duplicate Notice too that same Party sent by registered or certified mail, postage prepaid, or sent by recognized worldwide courier delivery overnight service with charges prepaid.

- B. Waiver. No waiver of any breach of the terms of this Agreement shall be effective unless such waiver is in writing and signed by the Party against whom such waiver is claimed. No waiver of any breach shall be deemed to be a waiver of any other or subsequent breach.



- C. Severability. If any term, provision, or section of this Agreement shall be found to be unenforceable, that term, provision, or section shall be stricken from this Agreement and shall not affect the validity or enforceability of the remaining terms provisions, and sections of this Agreement. Any term or provision of this Agreement, which is invalid or unenforceable in any jurisdiction shall, as to that jurisdiction, be ineffective to the extent of such invalidity or unenforceability without rendering invalid or unenforceable the remaining terms and provisions of this Agreement or affecting the validity or enforceability of any of the terms or provisions of this Agreement in any other jurisdiction. If any provision of this Agreement is so broad as to be unenforceable, the provision shall be interpreted to be only as broad as enforceable.

- D. Further Assurances. Each Party shall execute such deeds, assignments, endorsements, evidence of transfer, or other documents and shall give further assurances as shall be reasonably necessary or desirable to perform its obligations hereunder.

- E. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the state of California.

Mediation/Dispute Resolution. Each Party hereto mutually consents to first attempt resolution, prior to resorting to litigation, by the mediation of all claims and controversies arising out of this Agreement or the transactions contemplated hereby, which either Party may have against the other, except for claims by either Party for injunctive or other equitable relief, including, without limitation, claims for unauthorized disclosure of Confidential Information, as to which each Party understands and agrees that the other Party may seek and obtain relief from a court of competent jurisdiction.

- 1. Mediation shall be conducted by a mutually agreed-upon mediator before resorting to litigation or some other dispute resolution procedure. Unless the Parties agree otherwise, any such mediation shall be held in Phoenix, Arizona. The costs of the mediator shall be split evenly between both parties. Other than the cost of the mediator, each Party shall bear its own mediation costs.

- 2. If the dispute is not resolved in mediation, each of the Parties hereby irrevocably and unconditionally consents to submit to the jurisdiction of the courts of the State of Arizona, and the venue shall lie in Maricopa County, Arizona, for any litigation arising out of or relating to this Agreement and the transactions contemplated hereby, and further agrees that service of any process, summons, notice or document by U.S. registered mail to its respective address set forth in this Agreement shall be effective service of process for any litigation brought against it in any such court. Each of the



Parties hereto hereby irrevocably and unconditionally waives any objection to the laying of the venue of any litigation arising out of this Agreement and hereby further irrevocably and unconditionally waives and agrees not to plead or claim in any such court that any such litigation brought in any such court has been brought in an inconvenient forum.

3. Each of the Parties hereto irrevocably agrees and acknowledges that any judgment (whether issued by a court or other entity) that one party may have against any other party and all other monetary claims that one party may have against any other Party may be enforced in any jurisdiction in which the Party subject to the monetary obligation has assets.
- F. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument. Further, the parties acknowledge that copies of this Agreement signed by electronic means (.pdf) or transmitted by facsimile are to be considered originals of this Agreement.
- G. Successors/Assigns. This Agreement shall be binding on and inure to the benefit of the Parties and their respective successors and permitted assigns. Except as provided for herein, this Agreement may not be assigned by Licensee without the prior written consent of Strongmind, which consent shall not be unreasonably withheld.
- H. Entire Agreement. Except as expressly set forth to the contrary herein, this Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior agreements and understandings whether oral or written, between the Parties (and their affiliates) with respect to the subject matter hereof. This Agreement may be amended only in writing and signed by the Parties.
- I. Disclaimer of Agency. This Agreement does not create any partnership, company, joint venture, or relationship beyond the scope set forth herein, and except as otherwise expressly provided herein, this Agreement shall not constitute any Party the legal representative or agent of the other, nor shall any Party or any affiliate of a Party have the right or authority to assume, create or incur any liability or obligation, express or implied, against, in the name of or on behalf of any other party.
- J. Rights & Remedies. The rights and remedies provided by this Agreement are cumulative, and the use of anyone's right or remedy shall not preclude or waive the right to use any or all other remedies. These rights and remedies are given in addition to any other rights, other than the right of partition, the Parties may have by law, statute, ordinance, or otherwise.



- K. Recitals. The Parties agree that the recitals do form part of this Agreement and reflect the intent of the Parties for entering into this Agreement. The Parties also agree that the headings used throughout this Agreement are for convenience only and do not form part of this Agreement.

REMAINDER OF PAGE LEFT INTENTIONALLY BLANK



IN WITNESS WHEREOF, the Parties hereto have executed this Agreement in duplicate effective as of the Effective Date.

STRONGMIND, INC.

By: _____
Name: _____
Title: _____
Date: _____

Address: 2471 N. Arizona Avenue
Building 1
Chandler, AZ 85225

By: _____
Name: _____
Title: _____
Date: _____

Address:
43141 Business Park Drive
Temecula, CA 92590 United States



Product, Services, and Pricing/Fees

1. Licensed Services

StrongMind shall license the following bundled solution, including:

- Complete Digital Curriculum for Grades 9-12th
- Partner uses their own Learning Management System
- Teacher Training and Support to utilize and implement the products and services provided pursuant to this agreement (Assigned Partner Solutions Manager)
- Consulting-Strategic Planning, Implementation, Review, and Evaluation on issues related to the products and services provided pursuant to this agreement. (Assigned Account Manager)

2. Pricing and Service Level Agreements

- A Course is equal to two semester enrollments
- An Enrollment is equal to a seat in a semester course
- A. \$75 per enrollment, per semester
- B. Summer school classes, if offered, will be \$50 per user, per summer enrollment.
- C. Invoices will be sent or before:
 - i. January 1st, for first semester. July 1st, for second semester
 - ii. Any summer school enrollments will be charged in August following the summer enrollment period to capture enrollments in June and July.



**Elite Academic Academy
Approval for Overnight Field Trip**

Group or Student Grade Levels: Quest Crew - All Ages Family Event

Teacher: Tom Olson

Place of Overnight Trip: Mojave River Forks Regional Park - Mesa Group Site

Physical Address 17891 CA-173, Hesperia, CA 92345

Purpose of Activity/Specific Learning Standards:

Provide families an opportunity to experience a meteor shower and build connections between students.

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.

C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.

C12.5 Explore the departments, functions, and restrictions of public and private parks and recreational facilities and the outdoor recreational programs they offer.

Day(s) of Visit: Nov 1 - Nov 2

Departure Time/Location: Nov 1st, 4:00 pm - Mesa Group Site

Return Time/Location: Nov 2nd, 10:00 am - Mesa Group Site

Number of Students: 20+

Number of Chaperones: 2 school employees, plus parents must attend overnight trip with their child & Family is responsible for their child(ren).

Cost to Students: \$5/person

Educational Funds Used

Out of Pocket Expense

Attachments:

Invoice

Field Trip Form

Itinerary

Other

Teacher Signature: Tom Olson **Date:** 9/27/2022

Chief Student Development Signature: A. K. Hayes **Date:** 9/27/2022

Board Approval Date:

Permission Form Information

Nov 1st - Nov 2nd: Mojave River Forks - Meteor Shower Campout

- Exact Time: 4pm - 10 am
- Meeting Location: Juniper Flats site, <https://goo.gl/maps/iZhBt8EyPvYqnVLfA>
- Age Limit: All ages
- Max Capacity: 100
- Payment: \$5/person
- Chaperone Qualifications: comfortable camping
- Gear: sleeping bag/pad/pillow, tent/RV/camper, cooking equipment - families must supply all food/camping gear
- Campsite Reservation link: <https://www.sbcountyparks.com/reservations/> - this site is a little wonky - let me know if you need help. Please see screenshot below for details.
- Permission Form Created

Mojave River Forks Regional Park
Site: MESA

1 Night Stay

Arrive Date: Tuesday
11/1/2022
Check In: 3:00 PM

Depart Date: Wednesday
11/2/2022
Check Out: 1:00 PM

Fees: \$120.00
(Includes \$20.00 Reservation Fee)

Site Type: Group Area (NIGHT)

Parking: Dirt
Pull Through

Number of People
0
* (Max: 300 people)

How Many Pets \$1.00/pet/night
0

License Plate
Primary Vehicle *

Description:
Minimum of 20 people
Minimum fee is \$100 + reservation fee
Camping fees: \$5 per person/ per night + a \$20 non-refundable reservation fee.
There are no late check outs.

Site Amenities

- ✓ Campfire
- ✓ BBQ
- ✓ Picnic Table
- ✓ Shaded Picnic Table
- ✓ Pets Allowed
- ✓ Tents Allowed

Field Trip Forms



Staff

Parents

Students

Mojave River Forks - Meteor Shower Campout 11/1 - 11/2

Print Version

Elite Academic Academy Charter School

EDUCATIONAL ACTIVITY FORM and PARENT/SIBLING FORM

For use by a parent of a student participating in a group or parent guided educational activity

PARENT/GUARDIAN OVERNIGHT PARTICIPATION IS MANDATORY. NO NON-FAMILY MEMBERS ARE ALLOWED.

Group Activity: Mojave River Forks - Meteor Shower Campout

Activity Date: 11.1.22 - 11.2.22

Education code Section 35330 authorizes the governing board of any school district to conduct field trips or excursions for students in connection with courses of instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country. Field trips or excursions may be connected with such courses of instruction or such school activities that further the student's education and participation is voluntary. Elite Academic Academy Charter School will hereinafter referred to as "The Charter School".

- I/We, intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any teacher or employee of "The Charter School and is voluntary.
- I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used.
- In addition, the charter school has not provided or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit.
- I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

I HAVE CAREFULLY READ THIS AGREEMENT, WAIVER, AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT THIS RELEASE OF LIABILITY IS A CONTRACT BETWEEN MYSELF AND THE CHARTER SCHOOL.

My signature below authorizes my student(s) to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed below.

PARENT AND NON-STUDENT SIBLING FORM**ASSUMPTION OF RISK, RELEASE OF LIABILITY, AND INDEMNITY AGREEMENT FOR NON-STUDENTS AND PARENTS TO PARTICIPATE IN FIELD TRIPS**

This is an assumption of risk, release from liability, and indemnity agreement ("Agreement") entered into by and between the Parent/Guardian, and Elite Academic Academy Charter School, which is the legal entity that operates Elite Homeschool Academy. By signing below I hereby give permission for myself and/or my non-student child to participate in the School's field trip.

I understand and acknowledge that "Minor" is not a student of the School, and I am voluntarily requesting that the School allow for him/her to participate in the Field Trip for my own benefit and at my own risk. I further understand and acknowledge that the School has no obligation whatsoever to allow Minor or myself to participate in any capacity.

- 1. Assumption of Risk.** I know and fully understand that the Field Trip may involve numerous risks, dangers, and hazards, both known and unknown, where serious accidents can occur, participants can sustain physical injuries, damage to their property, or even die. Regardless of whether the Field Trip involves physical activities or not, it may have inherent risks of injury which are inseparable from the activity and cannot be entirely eliminated regardless of the care taken by the School, teachers, students, volunteers, other faculty, or other staff. I further understand that Minor or myself may suffer personal injury, property damage, or death as a result of his/her/our participation. I agree to assume all risks and to exempt, release, and discharge the School, its Board of Directors, officers, employees, volunteers, and agents from any and all liability, including but not limited to personal injury, property damage, or wrongful death as a result of my or Minor's voluntary participation in the Field Trip, including that caused by the negligence of any person.
- 2. Release from Liability.** As set forth in Education Code Section 35300, all persons participating in a field trip or excursion shall be deemed to have waived all claims against the School for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. In addition to the foregoing, and in consideration for the School allowing myself and/or Minor, who is not a student of the School, to participate in the Field Trip, I voluntarily agree to release, waive, discharge, and hold harmless the School, its Board of Directors, officers, employees, volunteers, and agents from any and all claims of liability arising out of their negligence, strict liability, or any other act or omission which causes, or is otherwise related to, the illness, injury, death, and damages of any nature in any way connected with my and/or Minor's participation in the Field Trip. I release the foregoing entities and individuals from any said liability regardless of whether any act or omission at issue was authorized or unauthorized and regardless of what activities may occur and continue during or related to Minor's participation in the Field Trip. I hereby agree to the foregoing release on behalf of me and my heirs, executors, administrators, and assigns.
- 3. Indemnification and Hold Harmless.** I agree to indemnify and hold harmless the School, its Board of Directors, officers, employees, volunteers, and agents from any and all claims, including any and all defense costs (which shall include attorneys' fees), incurred in connection with claims for bodily injury, property damage, or wrongful death sustained by third parties which may have been caused by me and/or Minor, whether negligent or not, in the course of our participation in the Field Trip.
- 4. Responsibilities.** Minor and/or I agree to follow all rules, regulations, and instructions of the School while participating in the Field Trip, and I represent that Minor and I are physically and mentally capable of participating in the Field Trip. I understand that failure to follow all rules, regulations, and instructions may result in Minor and/or myself being prohibited from participating in future School field trips.
- 5. Consent for Medical Treatment.** It is possible that Minor may become ill, injured, or otherwise require medical treatment while participating in the Field Trip. Except in the case of an emergency, the School shall attempt to contact the emergency contact person designated below prior to taking action, other than first-aid, related to

medical treatment. This is to prevent a dangerous delay in case an emergency does occur and the School is unable to contact the emergency contact person. The undersigned acknowledges that the School is under no obligation to contact the emergency contact person prior providing or obtaining the provision of first-aid treatment.

The undersigned parent or legal guardian hereby acknowledges that if Minor becomes injured, suffers from illness, or otherwise requires medical treatment while participating in the Field Trip, the School, including its Board of Directors, officers, agents, employees, and volunteers including chaperones, will proceed at their discretion by taking any measures that they deems are appropriate to the type and extent of the injury or illness, **unless "OBJECTION TO MEDICAL TREATMENT" is selected below.** In the event of injury or illness to Minor, the undersigned parent or legal guardian hereby authorizes the School, including its Board of Directors, officers, agents, employees, or volunteers including chaperones, to secure whatever treatment is deemed necessary, including the administration of an anesthetic, surgery and/or, dental treatment. Should emergency medical services become necessary for Minor, the expenses are the sole responsibility of Minor and/or Parent and not that of the School. Personal medical insurance is strongly advised.

In signing this Agreement, I fully recognize and understand that if I or Minor experience personal injury, property damage, or death as a result of participation in the Field Trip, I am giving up all rights and the rights of my child, heirs, executors, administrators, and assigns to make a claim or file a lawsuit against the School, its Board of Directors, officers, employees, volunteers, or agents.

I, THE UNDERSIGNED, HAVE READ THIS DOCUMENT. I UNDERSTAND THAT I AM ASSUMING ALL RISKS INHERENT IN THE FIELD TRIP. I VOLUNTARILY SIGN MY NAME AS EVIDENCE OF MY ACCEPTANCE OF THE ABOVE PROVISIONS AND THE VOLUNTARY PARTICIPATION OF MYSELF AND/OR MINOR IN THE FIELD TRIP.

Student Name *

Select Child 

If you have multiple Elite students attending, please fill out this waiver for each student. For any non-student siblings, please note their age(s) here. Non-family members are not allowed on this trip.

PARENT/GUARDIAN OVERNIGHT PARTICIPATION IS MANDATORY. *

I acknowledge that I will have at least 1 parent/guardian overnight participation on this trip.

What is the name of the parent/guardian(s) attending? *

IN CASE OF EMERGENCY #1. In the event of accident or emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical/hospital care, including necessary transportation. Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as he/she considers necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by licensed physician or surgeon. **THE UNDESIGNED PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.** If your child is injured at a group educational activity, contact the school at . **#2.** I do not choose the above statement and desire a different action to be taken. I will describe it below. **WAIVER:** "California law provides as follows: All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims". (Ed. Code Sec. 35330) **PLEASE SELECT #1 OR #2 FROM ABOVE TO INDICATE DESIRED ACTION IN THE EVENT OF ACCIDENT OR EMERGENCY: ***

*

- #1
- #2

If you chose #2 what is the desired action you wish to be taken?

OBJECTION TO MEDICAL TREATMENT FOR MINOR The undersigned parent or legal guardian hereby acknowledges that if Minor becomes injured, suffers from illness, or otherwise requires medical treatment while participating in the Field Trip, the School, including its Board of Directors, officers, agents, employees, and volunteers including chaperones, will proceed at their discretion by taking any measures that they deems are appropriate to the type and extent of the injury or illness, unless "OBJECTION TO MEDICAL TREATMENT" is selected below. In the event of injury or illness to Minor, the undersigned parent or legal guardian hereby authorizes the School, including its Board of Directors, officers, agents, employees, or volunteers including chaperones, to secure whatever treatment is deemed necessary, including the administration of an anesthetic, surgery and/or, dental treatment. Should emergency medical services become necessary for Minor, the expenses are the sole responsibility of Minor and/or Parent and not that of the School. Personal medical insurance is strongly advised. In signing this Agreement, I fully recognize and understand that if I or Minor experience personal injury, property damage, or death as a result of participation in the Field Trip, I am giving up all rights and the rights of my child, heirs, executors, administrators, and assigns to make a claim or file a lawsuit against the School, its Board of Directors, officers, employees, volunteers, or agents. **Do you object to medical treatment for your minor? ***

*

- YES, "I hereby object to medical treatment for Minor, other than for emergency first-aid treatment."
- NO, In the event of injury or illness to Minor, the undersigned parent/legal guardian hereby authorizes the School and its staff to secure whatever treatment is deemed necessary.

Do you understand that as the parent/guardian, you will be responsible for transportation to and from the Field Trip Location?

*

- Yes, an Elite Parent/Guardian will be driving to and from the camping location

Please enter the total number of students or non-student siblings in your group (if this is your second time filling this out as you have multiple students, please write "0") . Non-family members are not allowed on this trip.

*

Please enter the total number of adults in your group (if this is your second time filling this out as you have multiple students, please write "0")

*

Tickets are \$5 per camper. Education funds may be used for students only. If you would rather pay out of pocket, please do so in the payment section below.

*

- We will pay for adult and non-student sibling tickets below, and use education funds for our student(s).
- We will pay for ALL tickets, including student(s), in the payment section below.

This is an OVERNIGHT camping trip. All camping gear is mandatory for parents/guardians to bring. The following items are mandatory: sleeping bag/pad/pillow, tent/RV/camper, cooking equipment, food. You are able to bring a car or mobile home onto the campsite.

*

- We will bring all necessary camping gear for our student and/or family

Electronic Signature Consent

By clicking the 'I Approve' button below, I give my permission for my child to participate in the above mentioned activity.

By clicking the 'I Do Not Approve' button below, I deny permission for my child to participate in the above mentioned activity.

Parent/ Guardian Name

Parent/ Guardian Email

Parent/ Guardian Phone

Information entered on this form will be visible to the post admins and ParentSquare admins

Electronic Signature *

Full name must match exactly as provided to ParentSquare

I Approve

I Do Not Approve

Duplicate



**Elite Academic Academy
Approval for Overnight Field Trip**

Group or Student Grade Levels: Quest Crew - All Ages

Teacher: Tom Olson

Place of Overnight Trip: Catalina Island - MSA Whites Landing

Physical Address Santa Catalina Island Two Harbors, CA 90704-2530

Purpose of Activity/Specific Learning Standards:

Provide students an enriching opportunity to experience the nature of California through recreational activities, as well as create school community and connections between students.

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.

C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.

C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.

Days of Visit: Nov 16th - Nov 18th

Departure Time/Location: Nov 16th @ 8:00 am - San Pedro Dock

Return Time/Location: Nov 18th @ 1:00 pm - San Pedro Dock

Number of Students: 20+

Number of Chaperones: 2 increase of chaperones per every 10 students that enroll

Cost to Students: \$341.26

- Educational Funds Used
 Out of Pocket Expense

Attachments:

- Invoice
 Field Trip Form
 Itinerary
 Other

Teacher Signature: Tom Olson **Date:** 9/27/2022

Chief Student Development Signature: A. Kirk Hayes **Date:** 9/27/2022

Board Approval Date:



Mountain and Sea Educational Adventures

PO Box 950
San Pedro, CA 90733
310-427-7845
office@mountainandsea.org
<http://www.mountainandsea.org>

INVOICE

BILL TO

Tom Olson
Elite Academic Academy
43414 Business Park Dr
Temecula, CA 92590

INVOICE # 050216EBC1876ELS

IIIDV

DATE 08/09/2022

SALES REP

office

DATE	ACTIVITY	AMOUNT
11/16/2022	2022 CAT-FALL 3 Day Catalina Island Adventure, 24 @ \$341.26	8,190.24
11/16/2022	2022 CAT-FALL 3 Day Deposit Amount	0.00

Note: Non refundable deposit must be received within 2 weeks of this Invoice to begin processing your school for the dates and accommodation selected. Accounts of \$5,000 and less will require a \$500 deposit. Accounts between \$5,000 - \$20,000 require a \$1000 deposit. Accounts over \$20,000 require a \$1,500 deposit. Disregard this notice if deposit has already been sent. Rates are subject to change. Please be aware the first installment and contract are due THREE months before camp arrival date. All payments, forms, and the final count are due SIX weeks before arrival date. If the final count exceeds a 15% drop in the contracted number, then your school must pay for the total amount on contract. Teacher discounts are only given if payments are made on time. A \$100 late fee will be assessed if final payment is not made within 4 weeks of camp date. Unpaid balances will be charged at 10% APR.

BALANCE DUE

\$8,190.24

Total Cost Split
Between Schools

LU= \$4,095.12
ME= \$4,095.12

Field Trip Forms



Staff

Parents

Students

Catalina Island Campout 11.16.22

Print Version

Elite Academic Academy Charter School

EDUCATIONAL ACTIVITY FORM and PARENT/SIBLING FORM

For use by a parent of a student participating in a group or parent guided educational activity

This is a student-only event. Parent/guardians are required to provide transportation. Staff chaperones will be in attendance.

Group Activity: Catalina Island Campout

Activity Date: 11.16.22 - 11.18.22

Education code Section 35330 authorizes the governing board of any school district to conduct field trips or excursions for students in connection with courses of instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country. Field trips or excursions may be connected with such courses of instruction or such school activities that further the student's education and participation is voluntary. Elite Academic Academy Charter School will hereinafter referred to as "The Charter School".

- I/We, intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any teacher or employee of "The Charter School and is voluntary.
- I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used.
- In addition, the charter school has not provided or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit.
- I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

I HAVE CAREFULLY READ THIS AGREEMENT, WAIVER, AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT THIS RELEASE OF LIABILITY IS A CONTRACT BETWEEN MYSELF AND THE CHARTER SCHOOL.

My signature below authorizes my student(s) to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed below.

PARENT AND NON-STUDENT SIBLING FORM

ASSUMPTION OF RISK, RELEASE OF LIABILITY, AND INDEMNITY AGREEMENT FOR NON-STUDENTS AND PARENTS TO PARTICIPATE IN FIELD TRIPS

This is an assumption of risk, release from liability, and indemnity agreement ("Agreement") entered into by and between the Parent/Guardian, and Elite Academic Academy Charter School, which is the legal entity that operates Elite Homeschool Academy. By signing below I hereby give permission for myself and/or my non-student child to participate in the School's field trip.

I understand and acknowledge that "Minor" is not a student of the School, and I am voluntarily requesting that the School allow for him/her to participate in the Field Trip for my own benefit and at my own risk. I further understand and acknowledge that the School has no obligation whatsoever to allow Minor or myself to participate in any capacity.

- 1. Assumption of Risk.** I know and fully understand that the Field Trip may involve numerous risks, dangers, and hazards, both known and unknown, where serious accidents can occur, participants can sustain physical injuries, damage to their property, or even die. Regardless of whether the Field Trip involves physical activities or not, it may have inherent risks of injury which are inseparable from the activity and cannot be entirely eliminated regardless of the care taken by the School, teachers, students, volunteers, other faculty, or other staff. I further understand that Minor or myself may suffer personal injury, property damage, or death as a result of his/her/our participation. I agree to assume all risks and to exempt, release, and discharge the School, its Board of Directors, officers, employees, volunteers, and agents from any and all liability, including but not limited to personal injury, property damage, or wrongful death as a result of my or Minor's voluntary participation in the Field Trip, including that caused by the negligence of any person.
- 2. Release from Liability.** As set forth in Education Code Section 35300, all persons participating in a field trip or excursion shall be deemed to have waived all claims against the School for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. In addition to the foregoing, and in consideration for the School allowing myself and/or Minor, who is not a student of the School, to participate in the Field Trip, I voluntarily agree to release, waive, discharge, and hold harmless the School, its Board of Directors, officers, employees, volunteers, and agents from any and all claims of liability arising out of their negligence, strict liability, or any other act or omission which causes, or is otherwise related to, the illness, injury, death, and damages of any nature in any way connected with my and/or Minor's participation in the Field Trip. I release the foregoing entities and individuals from any said liability regardless of whether any act or omission at issue was authorized or unauthorized and regardless of what activities may occur and continue during or related to Minor's participation in the Field Trip. I hereby agree to the foregoing release on behalf of me and my heirs, executors, administrators, and assigns.
- 3. Indemnification and Hold Harmless.** I agree to indemnify and hold harmless the School, its Board of Directors, officers, employees, volunteers, and agents from any and all claims, including any and all defense costs (which shall include attorneys' fees), incurred in connection with claims for bodily injury, property damage, or wrongful death sustained by third parties which may have been caused by me and/or Minor, whether negligent or not, in the course of our participation in the Field Trip.
- 4. Responsibilities.** Minor and/or I agree to follow all rules, regulations, and instructions of the School while participating in the Field Trip, and I represent that Minor and I are physically and mentally capable of participating in the Field Trip. I understand that failure to follow all rules, regulations, and instructions may result in Minor and/or myself being prohibited from participating in future School field trips.
- 5. Consent for Medical Treatment.** It is possible that Minor may become ill, injured, or otherwise require medical treatment while participating in the Field Trip. Except in the case of an emergency, the School shall attempt to

contact the emergency contact person designated below prior to taking action, other than first-aid, related to medical treatment. This is to prevent a dangerous delay in case an emergency does occur and the School is unable to contact the emergency contact person. The undersigned acknowledges that the School is under no obligation to contact the emergency contact person prior providing or obtaining the provision of first-aid treatment.

The undersigned parent or legal guardian hereby acknowledges that if Minor becomes injured, suffers from illness, or otherwise requires medical treatment while participating in the Field Trip, the School, including its Board of Directors, officers, agents, employees, and volunteers including chaperones, will proceed at their discretion by taking any measures that they deems are appropriate to the type and extent of the injury or illness, **unless "OBJECTION TO MEDICAL TREATMENT" is selected below.** In the event of injury or illness to Minor, the undersigned parent or legal guardian hereby authorizes the School, including its Board of Directors, officers, agents, employees, or volunteers including chaperones, to secure whatever treatment is deemed necessary, including the administration of an anesthetic, surgery and/or, dental treatment. Should emergency medical services become necessary for Minor, the expenses are the sole responsibility of Minor and/or Parent and not that of the School. Personal medical insurance is strongly advised.

In signing this Agreement, I fully recognize and understand that if I or Minor experience personal injury, property damage, or death as a result of participation in the Field Trip, I am giving up all rights and the rights of my child, heirs, executors, administrators, and assigns to make a claim or file a lawsuit against the School, its Board of Directors, officers, employees, volunteers, or agents.

I, THE UNDERSIGNED, HAVE READ THIS DOCUMENT. I UNDERSTAND THAT I AM ASSUMING ALL RISKS INHERENT IN THE FIELD TRIP. I VOLUNTARILY SIGN MY NAME AS EVIDENCE OF MY ACCEPTANCE OF THE ABOVE PROVISIONS AND THE VOLUNTARY PARTICIPATION OF MYSELF AND/OR MINOR IN THE FIELD TRIP.

Student Name *

Select Child 

If you have multiple Elite students attending, please fill out this waiver for each student. This is for 5th-12th grade students only.

*

The student I'm signing up is a 5th-12th grader.

Parent/Guardian or non-student sibling participation is not allowed on this trip. This is specifically for our 5th-12th grade students and staff chaperones.

*

I acknowledge that we will drop off and pick up our student for this event.

What is the name of the parent/guardian(s) attending that will be providing transportation to and from the event?

*

IN CASE OF EMERGENCY #1. In the event of accident or emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical/hospital care, including necessary transportation. Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as he/she considers necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by licensed physician or surgeon. **THE UNDESIGNED PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.** If your child is injured at a group educational activity, contact the school at . **#2.** I do not choose the above statement and desire a different action to be taken. I will describe it below. **WAIVER:** "California law provides as follows: All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of pupils taking out-of-state field trips or excursions shall sign a statement waiving all claims". (Ed. Code Sec. 35330) **PLEASE SELECT #1 OR #2 FROM ABOVE TO INDICATE DESIRED ACTION IN THE EVENT OF ACCIDENT OR EMERGENCY: ***

*

- #1
- #2

If you chose #2 what is the desired action you wish to be taken?

OBJECTION TO MEDICAL TREATMENT FOR MINOR The undersigned parent or legal guardian hereby acknowledges that if Minor becomes injured, suffers from illness, or otherwise requires medical treatment while participating in the Field Trip, the School, including its Board of Directors, officers, agents, employees, and volunteers including chaperones, will proceed at their discretion by taking any measures that they deems are appropriate to the type and extent of the injury or illness, unless "OBJECTION TO MEDICAL TREATMENT" is selected below. In the event of injury or illness to Minor, the undersigned parent or legal guardian hereby authorizes the School, including its Board of Directors, officers, agents, employees, or volunteers including chaperones, to secure whatever treatment is deemed necessary, including the administration of an anesthetic, surgery and/or, dental treatment. Should emergency medical services become necessary for Minor, the expenses are the sole responsibility of Minor and/or Parent and not that of the School. Personal medical insurance is strongly advised. In signing this Agreement, I fully recognize and understand that if I or Minor experience personal injury, property damage, or death as a result of participation in the Field Trip, I am giving up all rights and the rights of my child, heirs, executors, administrators, and assigns to make a claim or file a lawsuit against the School, its Board of Directors, officers, employees, volunteers, or agents. **Do you object to medical treatment for your minor? ***

*

- YES, "I hereby object to medical treatment for Minor, other than for emergency first-aid treatment."
- NO, In the event of injury or illness to Minor, the undersigned parent/legal guardian hereby authorizes the School and its staff to secure whatever treatment is deemed necessary.

Payment: \$341.26 per student, academic funds are not allowed to be used for this trip. This is an out-of-pocket expense for families.

*

- We will pay for our student(s) in the payment section below.

This is an OVERNIGHT trip where students will be spending 2 nights on this Catalina Island Campout. The following items are mandatory to bring: clothes for three days, jacket, hat (sun + warmth), camera, sun protection, backpack, good hiking shoes, wetsuit (if you have one).

*

We will bring all necessary gear for our student(s).

Electronic Signature Consent

By clicking the 'I Approve' button below, I give my permission for my child to participate in the above mentioned activity.

By clicking the 'I Do Not Approve' button below, I deny permission for my child to participate in the above mentioned activity.

Parent/ Guardian Name

Kiley Allen

Parent/ Guardian Email

kallen@eliteacademic.com

Parent/ Guardian Phone

805-742-6288

Information entered on this form will be visible to the post admins and ParentSquare admins

Electronic Signature *

Please type your full name

Full name must match exactly as provided to ParentSquare

I Approve

I Do Not Approve

Duplicate