



Elite Academic Academy - Mountain Empire

Join Zoom Meeting

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

October 7, 2021 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

1102 South Juniper Street, Escondido, CA 92025

3291 Buckman Springs Rd., Pine Valley, CA 91962

3407 Winona Ave, Burbank, CA 91504



Elite Academic Academy - Mountain Empire - October 7, 2021

Elite Academic Academy - Mountain Empire

Time: **1.0 Call To Order**

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of October 7, 2021.

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.

9.0 General Functions

9.1 Informational Items

A. CEO Report

State Assessment Report.pdf

EAA-ME CEO Report Sept. '21.pdf

9.2 Consent Agenda

It is recommended that the board approve the following consent

Motion: Second:
Vote:

agenda items.

A. Meeting Minutes from the August 05, 2021 and September 2, 2021 Board Meetings

EAA-ME 08.05.2021.pdf

EAA-ME 09.02.2021.pdf

B. Warrant Register

WarrantRegisterME_Sep21.pdf

C. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_Oct_2021.xlsx
- EM Partners.pdf

D. New Instructional Services Community Partners

Elite Academic Instructional Service Community
Partner_Oct_2021.xlsx - VCI Community Partners.pdf

10.0 Personnel Services

10.1 Employee Changes of Relationship

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

Motion: Second:
Vote:

21220045.pdf

21220264.pdf

21220214.pdf

10.2 Employee Contract Addendums

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

Motion: Second:
Vote:

21220270 (2).pdf

21220270(1).pdf

21220268.pdf

10.3 Employee Releases and Resignations

It is recommended that the Board ratify the following Employee Releases and Resignations for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

21220266.pdf

21220291.pdf

21220294.pdf

21220338.pdf

Time: **11.0 Business Services**

12.0 Educational Services/Policy Development

12.1 Updated Transitional Kindergarten Policy

It is recommended that the Board approve the following Updated Transitional Kindergarten Policy for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Transitional Kindergarten - Board Policy Draft updated 9_21.pdf

12.2 Independent Study Policy - Updated

It is recommended that the Board approve the following Updated Independent Study Policy for Elite Academic Academy - Mountain Empire.

IS Policy EAA ME.pdf

Motion: Second:
Vote:

12.3 Parent and Family Engagement Policy

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

Parent and Family Engagement Policy 21.22.pdf

Motion: Second:
Vote:

12.4 ESSER III Plans

It is recommended that the Board approve the following ESSER III Plans for Elite Academic Academy - Mountain Empire.

ESSER III EAA-ME 21.22.pdf

Motion: Second:
Vote:

12.5 504 Template

It is recommended that the Board approve the following 504 Template for Elite Academic Academy - Mountain Empire.

504 Form.pdf

Motion: Second:
Vote:

12.6 SST Template

It is recommended that the Board approve the following SST Template for Elite Academic Academy - Mountain Empire.

Pre-SST Form.pdf

Motion: Second:
Vote:

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next scheduled meeting is November 4, 2021 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.

Motion: Second:
Vote:

Time:

Elite Academic Academy

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



Monthly Update

September 2021

#BeElite

ELITE ACADEMIC ACADEMY



School: Elite Academic Academy–Mountain Empire
Authorizer: Mountain Empire Unified School District
Leader: Ms. Meghan Freeman, CEO
Month: September 2021

September 2021

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

Celebration Areas:

- Our Student Support team has been working hard to analyze our state and local data! We are creating acceleration groups to support students in closing achievement gaps
- Our tutoring platform is almost ready to launch! We are excited to learn if we see improved communication, and increased accountability as a result!



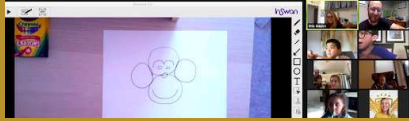
Director: Mr. Evan Jorgensen

Homeschool by the Numbers:

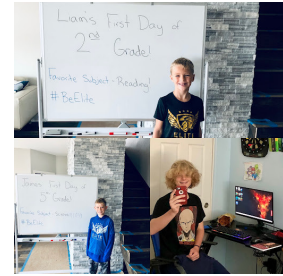
Lucerne: 183 students
Mountain Empire: 406 students
Total: 589 students

BACK TO SCHOOL!

Our Homeschool students are excited to be back to school, and our parents are working to get into the groove of homeschooling for the year.



Ms. Mason directing her students in a 'Draw With Me' session in their morning meeting



Teacher Updates

Our Teachers have been hard at work meeting with and getting to know their new families and students, ordering curriculum, and putting together personalized academic plans for each child. **Teachers have been assessing their 3-12 grade students on i-Ready, and their incoming K-1 students on CBM, and are gearing up for the end of the First Learning Period, when they will meet with each family (~1 hour per student) to review learning and goals.**

Homeschool Workshops & PDs

Sarah Jaquette, Homeschool Lead, has been hosting 'Curriculum Workshops' for new Teachers to dive in and get their hands dirty with the Homeschool curriculum so they can best support their students. **On Tue, Sep 28th, Kris Mason, Homeschool Assistant Director, hosted a comprehensive Teacher Training to review expectations of the upcoming Learning Period.**

Homeschool Online Resource

We have been hard at work compiling our Online Homeschool Resource for Teachers, which compiles job overview and expectations, curriculum, ordering, compliance, and more.

Online Homeschool Resource 2021-22		
Overview Handbooks, Calendar, & Checklists	Curriculum Menus, Commonly Used, Table of Contents, Facing Guides, SIS	Ordering Mailing Label, EMR, VCI, Reimbursements
Getting Started MA, Initial Paperwork, Academic Consultation Standards	Compliance Training and Resources PE Logs, MA, AWR, LI, Samples, Report Cards	Educational Resources Spreadsheets, FF, ALEKS, BrainPOP, etc.
Assessments i-Ready, State, Phonics	KWTK Know What They Know	High School Specific
Intervention & SPED Materials and Resources	Teacher Created Materials	Field Trips and Events

Homeschool Parent Roundtable

Our Homeschool Academy will be hosting a Homeschool Parent Roundtable this month to provide an opportunity for experienced homeschooling parents to share their experiences and tips with those new to homeschooling.

Synchronous Sessions

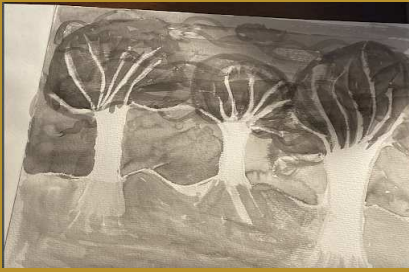
The addition of Synchronous Sessions for students has been a fun way for students to connect with their teachers, and to inject structure for homeschooling families to start their daily academic routine.



Ms. Baker reading 'Froggy Goes To School' to her K-3 students during their morning Read-Aloud.



The Virtual Academy is excited for the 2021/22 school year! Our students are busy working in their courses, attending daily live sessions and meeting with their Teachers of Record weekly!



I am excited to share one of our amazing virtual students' work. Take a peek!



High School LIVE Schedule



Elite Academic Academy 2021/22	
Monday- Science <ul style="list-style-type: none"> 9:30am Biology (Martin) 11:30am Chemistry (Martin) 12:30pm Physical Science (Martin) 	Tuesday- History <ul style="list-style-type: none"> 10:30am Government (Gregus) 11:00am World History (Gregus) 12:00pm Economics (Gregus) 1:00pm US History (Gregus) 3:30pm Spanish 1 (Navas)
Wednesday- Math <ul style="list-style-type: none"> 9:30am Geometry (Moore) 10:00am Pre-Algebra (Moore) 11:00am Algebra 1A (Moore) 12:30pm Algebra 2 (Moore) 1:00pm Financial Math (Bunn) 2:00pm Algebra 1A (Bunn) 	Thursday- English <ul style="list-style-type: none"> 10:30am English 9 (Zaney) 11:30am English 10 (Zaney) 12:30pm English 11 (Zaney) 1:30pm English 12 (Zaney) 3:00pm Spanish 2 (Navas) 3:30pm Spanish 3 (Navas)
Friday- Electives <ul style="list-style-type: none"> 9:30am Construction (Olsen) 11:00am CTE ASL (Cicetti) 11:00am Intro to Surf (Olsen) 11:15am CTE Choir (Cicetti) 12:00pm Mechanics of Surfing (Olsen) 12:30pm Study Skills, LIFE, Nutrition (Cicetti) 1:00pm Basic Drawing (Olsen) 1:15pm CTE Acting (Cicetti) 1:30pm Drones (Olsen) 1:30pm Start Up Innovation (Scrath) 2:00pm Media & Comm. Yearbook (Scrath) 3:00pm Gaming & Esports, Scratch Coding 	

Middle School LIVE Schedule

Elite Academic Academy 2021/22

Mon- Science <ul style="list-style-type: none"> 10:00am Science 6 (Mallett) 10:40am Science 7 (Mallett) 11:20am Science 8 (Mallett) 	Tue- History <ul style="list-style-type: none"> 11:30am S.S. 7 (Gregus) 12:30pm SS 8 (Gregus) 3:00pm SS 6 (Navas) 	Wed- Math <ul style="list-style-type: none"> 10:15am Math 6 (Bunn) 11:00am Math 7 (Bunn) 12:00pm Math 8 (Bunn)
Thu- English <ul style="list-style-type: none"> 8:00am ELA 6 (Clifford) 2:30pm ELA 7 (Clifford) 3:15pm ELA 8 (Clifford) 	Fri- Electives <ul style="list-style-type: none"> 1:00pm Basic Drawing (Olsen) 	

What have the students been up to?

The Virtual Academy has an exciting new course and teacher! **Ms. Benson has joined as a content teacher for our American Sign Language course.** This course is A-G approved and students have enjoyed learning American Sign Language!



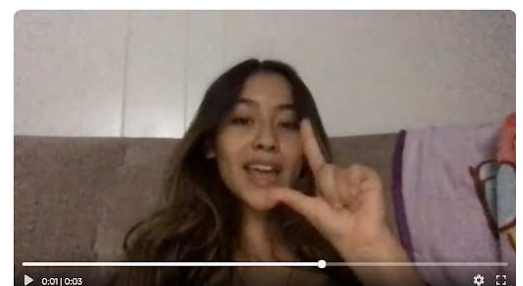
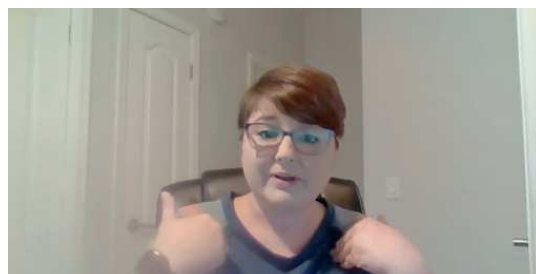
Project Overview

As with any new skill, learning the finer details of signing and fingerspelling takes practice and determination. But it is important to make sure you have the basics down first, and a good place to start is by knowing how to sign your own name. In this project, you will practice your understanding of fingerspelling. You will record a short video of yourself signing the letters of your name for your teacher.



Content Teachers

Live Sessions are off to a great start! Although attendance started off low, it is growing as students realize the sessions are engaging and fun. Teachers are playing Kahoot! Games, using interactive whiteboards, and even making rock candy with students.



Ms. Benson signing announcements to her students in her course.



Flex Teacher Updates

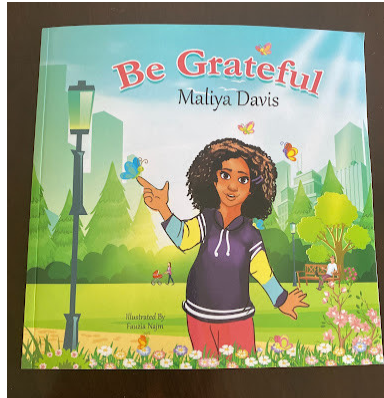
Flex teachers spent September making connections with their students, assessing students in i-Ready, and ensuring that students have all the curriculum, technology, and resources needed to access their classes. With the help of the community relations department, Flex shipped workbooks and novels to 328 students. These workbooks and novels are a part of our K-8 blended online curriculum. It allows students to experience online learning with the flexibility to work offline as well. Students received pacing guides to help keep them on track in work completion and students have the opportunity to meet daily for instruction, check-ins and/or support. High school students are enjoying our weekly live instruction facilitated by our content teachers.

Flip Grid Fridays

Students are having fun participating in the Flex Flip Grid Friday activities. This is a creative way for students to use technology to complete projects, activities, and answer prompts. **Students' unique differences and talents are celebrated and students are encouraged to have fun being themselves in this safe environment.** Teachers review student posts with their entire class weekly or every other week.

Flex Student Shout Outs

Maliya Davis wrote and published her own book. Maliya is an amazing young lady and a wonderful example to all students that anything can be accomplished with hard work and dedication. Her book "Be Grateful" is beautifully written and illustrated. The best part of the book is the way you see her kind and thoughtful heart.



Synchronous Sessions

On average 20 to 25 students show up to our synchronous sessions per teacher weekly. Students are having a blast! This is clear in our attendance rates and in students' responses to their sessions. Sessions range from read alouds, targeted skill practice, art lessons, dance, STEM activities, and more.



In-Person Field Trips

Flex teachers, students, and parents had a blast at the Oceanside beach and Amy's Farm field trips.





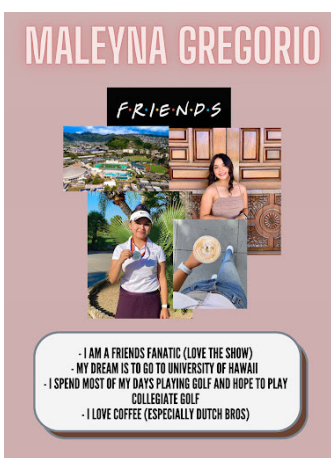
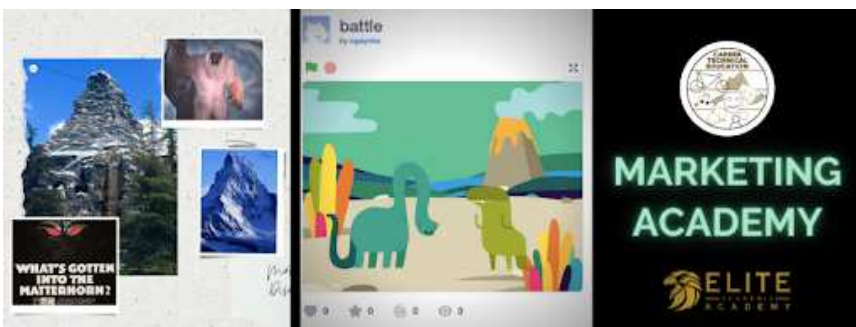
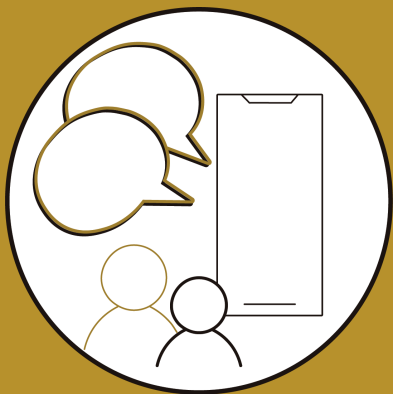
Elite CTE - Marketing and Podcast

Lead: Mr. Nolan Smith
Director: Ms. Ashlea Kirkland-Haynes

The Marketing Academy is off to a strong start this school year. With courses spanning from Entrepreneurship, Marketing and Communications, Yearbook, and Startups and Innovations, as well as courses in Scratch Coding and Gaming and ESports. Students have been working extremely hard on moodboards, infographics, presentations, reports and more.

#BeElite

ELITE ACADEMIC ACADEMY



We had a special guest speaker this past month. Comic book cover artist Aaron Bartling joined us to speak to the students. He discussed life as an artist, how he got into the business and answered student questions as well.



The Be Elite Podcast has launched into its second season!

The students recorded their first episode of the new year on September 16th, as they talked about the new school year, favorite classes, hobbies and more.

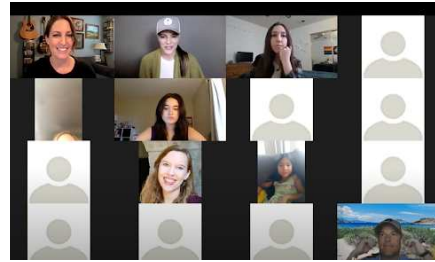
Students meet every week for the podcast, alternating weeks between recordings and club meetings. All students are invited to join, regardless of grade.

Future episodes being planned include an Anti Bullying episode with our School Counselor, as well as episodes with topics of gaming, movies, and raising awareness of health and community issues.



The Connection Seen

Students of all ages were highly engaged in our first Connection Seen webinar, directly connecting students to Industry Pro and Elite Community Partner Melissa Martinelli to learn about screenwriting, acting, directing, and producing. **Students showed courage to step outside their comfort zones and experience new learning through a range of improv activities.**



Core Us

Approximately ten students ranging in grades 3rd-12th grade, (and one teacher member!) have kicked-off this year's new Core Us club together by sharing their reasons why they enjoy music and singing. Despite the nerves, all the members felt comfortable enough to sing for each other, and collaborate on ideas for upcoming vocal music projects.



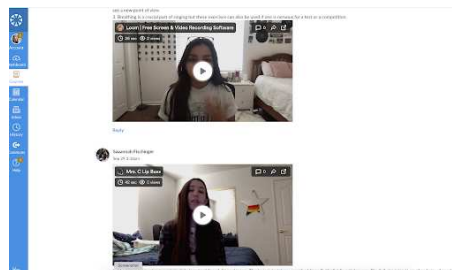
ArtSeen

A dozen kids in grades 3rd-12th positively connected through a range of different artforms during our first ArtSeen club meeting. Students valued the opportunity to have fun together -- listening to their peers' stories and purpose behind the art they shared with the group.



CTE VAPA Courses

Students in the CTE Choir and CTE Acting courses are demonstrating an increased willingness to show up and take healthy learning risks to support their learning, while also supporting their classmates. They show up and interact asynchronously in the lessons using Loom screen-recording technology, and show up live to our weekly lessons to interact in real time to reinforce lesson content and practice specific skills for feedback -- workshop style.



A WEBINAR SERIES
HOSTED BY VAPA LEAD AMY CICERI
WELCOMING ALL ELITE STUDENTS!

The Connection Seen

Connect LIVE with industry experts!
Ask questions, gain valuable knowledge, and spark meaningful connections to increase your creativity and curiosity.

9/23: SPECIAL GUEST MELISSA MARTINELLI IS AN ACTOR, DIRECTOR, PRODUCER, AND SCREENWRITER. SHE IS ALSO AN ELITE COMMUNITY PARTNER CURRENTLY TEACHING ACTING AND SCREENWRITING LESSONS TO ELITE STUDENTS. JOIN US FOR A FUN & INTERACTIVE LEARNING EXPERIENCE!

CONTACT
AMY CICERI
aciceri@eliteacademic.com

Elite Visual and Performing Arts



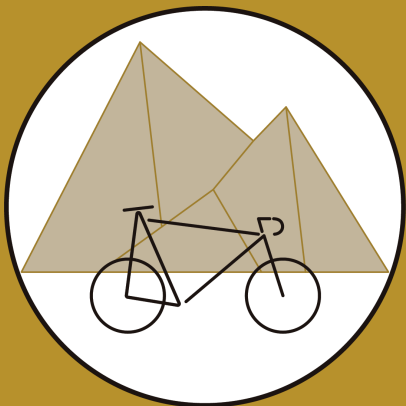
Adventure Academy

September went by quickly and culminated as a successful month for the Adventure Academy. **Student involvement in courses has been consistent, showing that our youth are engaging and are interested in the content.** Course materials have been compiled and are awaiting shipment - time to get hands-on here in the CTE department!

Intro to Surfing and Mechanics of Surfing had their first in-person field trip that expanded on the topics taught within the courses. While the surf was small at the beach, the learning was barreling in at the California Surf Museum!

Four Elite families met Mr. Olson in Oceanside to explore the collection of boards that are on display. This museum has a fantastic exhibit on wave energy, as well as an impressive display of boards that explain the progression of innovations that shaped the sport into modern surfing. **This docent-led tour gave our students an in-depth look at wave forecasting and material sciences, and also explained how California has been the epicenter for improvements to surfboard design.** Many of the boards on display are one-of-a-kind! Students even got to hold a tiger shark jaw; the same kind of shark that attacked Bethany Hamilton in 2003 (remember the film Soul Surfer?). Her half-bitten surfboard and bathing suit are also on display at the museum. Below left: Our group gathers to explore the unique collection of historic surfboards. Below right: Lillian and her father Jason examine a tiger shark's jaw.

Lillian and her father Jason examine a tiger shark's jaw.



Above: Elite families soak up the sun on the wide-open Oceanside Harbor beach. Two Elite youth play ladder ball as they get to know each other.



Quest Crew

September was all about planning for the Quest Crew and we are so excited to share these experiences with our students. **Much of the year's events and activities have been planned and our families have expressed their excitement for future events.** The Quest Crew had three different events planned during the last weekend of the month; two different hikes and a beach day gave an opportunity for families to connect and build a stronger school community. Ideas for future events swirled around as students and staff rejoiced to finally meet in person again.

Oceanside Harbor Beach Day

Over a dozen Elite families and several staff members gathered in Oceanside for an afternoon of sunshine and fun times on September 23rd. Beach volleyball, yard games, and smiles were shared as families got to know one another without the barrier of a screen. Students from all 3 academies were present, from high schoolers to toddlers. Our group convened under a big gazebo, looking over flyers for future events that are happening this fall - there is a ton to get excited about!

Blue Sky Ecological Reserve

Elite families spent a beautiful Saturday morning exploring the trails of Blue Sky Ecological Reserve with Mr. Olson and Mrs. Marcon. A thunderstorm passed through the night before, refreshing the soil and bringing a burst of life to the forest for our hike. Students spotted an Acorn Woodpecker in the live oak, a California Sister butterfly in a bush, and identified over 10 different native plants! **This easy hike was enjoyed by over 15 family members and staff - a great opportunity for everyone to connect and enjoy nature together.**

Mount Woodson - Potato Chip Rock

Elite staff and families made the trek up Mount Woodson to catch the sunset and get a photo from the infamous Potato-chip Rock. The hike began on the east side of the mountain as the group explored different pine trees, mountain mahogany, manzanita, and Mojave yucca. A thick marine layer began moving in as the hikers made their way to the summit, cloaking the foothills in fog. The group kept climbing and was elated to behold a sea of clouds below the summit, creating an illusion as if they had climbed a mighty mountain in the Sierras. **Proof of the adventure was captured as our students and staff got their pictures taken atop Potato-chip Rock during the golden hour - a memorable and beautiful way to say adios to Señor Sol.**



Smiles and sunshine are seen as families enjoy the hike lead by Mr. Olson and Mrs. Marcon.





Athletics

September's return of 500 Elite Student Interest Surveys with over 300+ Student/Athletes has kept Elite Athletics busy. Elite has created our largest Fitbit order to date: 300 units for new Elite Staff members and the 579 Club. Our 1st, two week Staff Only Challenge is scheduled for October 25th.

Welcome Community Partner - SkyHawks Academy/D-Bats Temecula

Former NFL Minnesota Viking Running Back, Bradley Randle and Skyhawks Sports Academy have teamed up to deliver year-round PE, Sports & Fitness programs at D-Bats Temecula. These programs run September through June and have been developed to provide a safe traditional school alternative that emphasizes the development of lifetime skills, sportsmanship and FUN! Each class will be focusing on motor skills, cardio, building teamwork, learning different games and sports. D-Bats Temecula 26201 Ynez Rd #103, Temecula, CA 92591



Sports & Athletic Clubs

EERC

Our Student Interest Survey generated over 125 Elite students and families interested in joining the Elite Equestrian & Riding Club. The club is already receiving tons of support from parents and Elite staff. Our LA county riders are preparing for Elite's 1st appearance in the Interscholastic Equestrian League (IEL). Many will ride for the 1st time in October.

Elite Golf Club

To date we have over 80 students who have expressed an interest or are already playing golf. Next Elite Club members will secure Southern California Golf Association cards and begin scheduling training and practice.



Elite senior Melayna Gregorio, earns 2nd Place in a two day tournament at the difficult Menifee Lakes Country Club. Maleyna states, "By far, one of the hardest courses I have played". Shooting 79 the first day and 83 the second, Maleyna brought home the Silver rocking her Elite Golf Tournament Shirt.

Azusa Pacific 1st year standout Kathrine Nguyen making us proud here at Elite.



Monday - Wednesday - Friday
8am - 2pm

Welcome to the Elite Equestrian & Riding Club
HOST: COACH ANDY

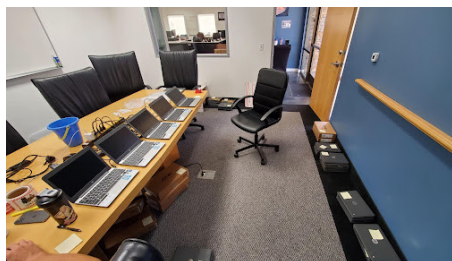


ELITE ATHLETICS



IT Department

We are hitting the ground running as we kick off another school year. 200+ Chromebooks were shipped and received by students and are still counting. **Our IT ticket requests started with almost 400 tickets, including student requests, staff support, student account support, software updates, etc. We are now down to 70 active tickets.**



Engagement & Marketing

We have 53 events for our students, parents and staff on our school calendar for the month of September. Our top events have been "Club Rush" where students attended to learn about all club offerings we have at Elite, as well as our TK-5th Lunch Bunch where our younger students connected with one another and played games hosted by our High School Kindness Ambassadors.



Social Media Reach – August 25th – September 22nd, 2021

- Facebook Page Reach – 37k
- Instagram Page Reach – 11.7k
- 17 New FB Page Likes
- New IG Page Followers - 31
- Facebook Post Engagement – 3.2k
- New FB Page Followers – 20

Top Cities Reached this Month:
San Diego, Indio, Los Angeles



Elite Student Support Services Department

Mrs. Karen Makkai, Ms. Nicole Lively, Ms. Jen Edick, Ms. Antonette Sims, Ms. Kiley Allen

Special Education Department

The Special Education Department is well underway with holding 30-day IEPs for our new students and implementing IEP services for all IEP students. **The IEP teams are ensuring that the students and their families are being supported in their areas of need.** A communication process was implemented between general education and Special Education so that all teachers, service providers, and coordinators are able to collaborate. After all, special education "takes a village"!

Assessment

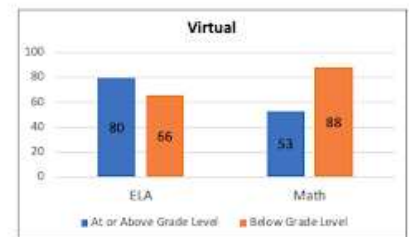
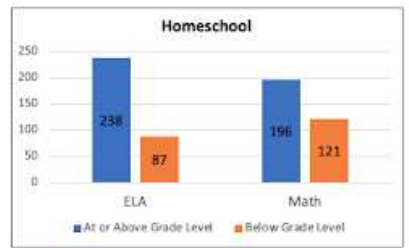
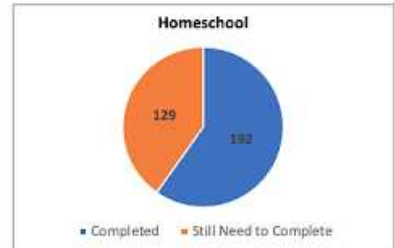
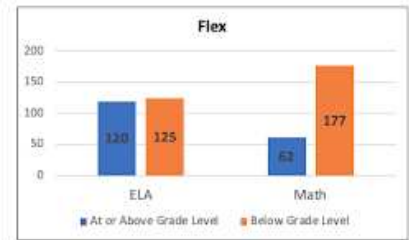
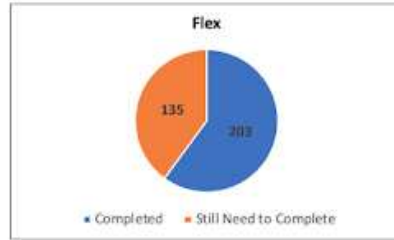
Initial assessments and training are getting completed so that our in-house tutors can provide targeted support to students starting in October. **These small group sessions are focused on closing academic knowledge gaps in both ELA and Math.**

Who we are...

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

What we do...

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



The At Promise Department hosted 13 initial SSTs this month to support students with extra needs. **Based on students' needs we implemented a weekly Study Buddies program for High School students.** A study tip of the week is shared along with a brief discussion about how to implement the study tip. Then a 45 minute study session is implemented and breakout rooms are available for students who want to work together in the same courses.

58 students are actively participating in the Fast ForWord Program to address literacy deficits. We are working to increase the attendance rate from 69% to a 75% attendance rate for the next learning period.





Elite Counseling Department

Ms. Nicole Lively M. Ed., M.A.

and Ms. Melissa Schulze, MSW, PPSC



September is Suicide Prevention Month and the counseling department has been all in to raise awareness, promote safety, and care for our students' mental health through social media awareness, and specialized teacher personal development, and live student information sessions.

We kicked off our first family wellness night with "An Elite Start: Tips for Establishing Healthy School Habits" - recording available on our website. This provided interactive tips for increasing student buy-in with school routines, building organizational skills, and finessing independent study habits for the whole family.

Staff also had the opportunity to join both a Teacher Wellness and Support Group, and personal development on Building a Growth Mindset to kickstart the school year!

#BeElite
ELITE ACADEMIC ACADEMY

HOW TO PAY FOR COLLEGE

Join your School Counselor, Nicole Lively, for an info session about all things financial aid. Learn about different types of aid, how to complete the FAFSA and more!

September 30th
6:00-6:45pm
Zoom ID: 962 4708 4489
Password: 854020

Questions? I'm here to help!
#BeElite@eliteacademic.com

SEPTEMBER IS SUICIDE PREVENTION MONTH

WE ALL HAVE THE POWER TO SAVE A LIFE.

FOR INFORMATION ON THE SIGNS OF SUICIDE AND HOW TO HELP, CHECK OUT WWW.SUICIDEISPREVENTABLE.ORG

FOR MORE RESOURCES, CHECK OUT OUR LINKTREE:
[LINKTR.EE/EAACOUNSELINGSERVICES](https://linktr.ee/EAACOUNSELINGSERVICES)

NATIONAL SUICIDE PREVENTION HOTLINE:
1-800-273-8255
OR TEXT "HELP" TO 741 741

eliteacademic - Following

eliteacademic Elite cares deeply about the safety and well-being of our students. If you or someone you know is struggling, you are not alone and help is available. Please visit our Student Support Services webpage for resources, and stay tuned for information about a suicide prevention information session for students. Be well!
<https://bit.ly/3BSE8gHt>
#BeElite #SuicidePreventionMonth #suicideprevention #mentalhealthmatters #youarenotalone

18 likes
SEPTEMBER 16

Add a comment... Post

Mindful Moments

Join your school counselor, Nicole Lively, for tips and tricks to feel your best, learn about wellness and connect with others!




September 30, 2021
K-7th at 2pm
8th-12th at 2:30pm
Zoom ID: 740-919-3370

#BeElite

- Finalized course recommendations for 344 9-12th grade students.
- Hosted College Financial Literacy workshops for parents and students to increase FAFSA completion numbers.
- Facilitated Mindful Moment live session for students focused on mindfulness and a guided meditation exercise.
- **Led an in-person campus tour of SDSU for students.**
- Supported finalization of WASC self study.
- Placed severely credit deficient seniors on the reduced credit graduation pathway--this empowers students who would otherwise not graduate to earn their diploma.
- Lunch Bunch continues to be a popular event with many students in attendance.



Elite Accomplishment Summary

- 
 With a focus on **Professional Development** we hosted Suicide Prevention training for all staff, students and families
- 
 With a focus on **Responsive Instruction** we are compiling our data and working to implement targeted acceleration plans to support our students.
- 
 With a focus on **Shared Leadership** we finalized and completed our WASC report!



Grade Span	Track B (Projected Enrollment)
Tk-3	239
4-6	170
7-8	109
9-12	171
Total	Total 689

**As of 09/30/21 not including Track A*

Goals For Next Month

- Successfully **start small group supports**
- Implement our **new tutoring systems**.
- Support our teachers with **live and synchronous session** targeted lessons.





Elite Academic Academy - Mountain Empire - August 5, 2021

Elite Academic Academy - Mountain Empire

Time: 10:00 a.m.

1.0 Call To Order

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

Present 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 August 5, 2021.

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

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.

Time Open: 10:01 am
Time Closed: 10:36 am

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)

A) CEO Annual Goals and Objectives

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: 10:37 a.m.

6.0 Pledge Of Allegiance

Led By: Morgen Oelckers

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.

9.0 General Functions

9.1 Informational Items

A. CEO Report

EAA-ME CEO Report June July 21.pdf

9.2 Consent Agenda

It is recommended that the board approve the following consent

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie;
Aye.
Item carries 3-0.

agenda items.

A. Meeting Minutes from the June 17, 2021 Board Meeting

EAA-ME 06.17.21.pdf

B. Warrant Register

WarrantRegisterME_Jul21.pdf

C. Job Descriptions

JD 2021 Community Relations Clerk (pending).pdf

JD 2021 Temporary Part-Time Community Relations Clerk (pending).pdf

JD Homeschool Teacher (pending) .pdf

JD PT CTE Teacher Part Time-Certificated (1).pdf

JD Teacher on Special Assignment (TOSA) (pending).pdf

JD Virtual Science Content Teacher -Certificated (pending).pdf

JD-Elite Virtual Content Teacher Spanish (pending).pdf

Speech and Language Pathologist JD (pending).pdf

D. New Instructional Services Community Partners

Elite Academic Instructional Service Partner_July_2021.pdf

10.0 Personnel Services

10.1 Temporary Certificated Hires

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

21220252

21220266

21220312

10.2 Temporary Classified Hire

It is recommended that the Board ratify the following Temporary Classified Hire for Elite Academic Academy - Mountain Empire.

21220279

21220311

21220313

21220328

21220321

10.3 Certificated Hires

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

21220297

21220315

21220316

21220318

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie;
Aye.
Item carries 3-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie;
Aye.
Item carries 3-0.

21220319

21220322

21220324

21220326

21220327

21220330

10.4 Classified Hire

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

No items open for vote.

Motion: Second:

Vote:

10.5 Employee Release and Resignations

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

21220248

21220258

21220282

21220283

21220292

10.6 Employee Contract Addendums

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

21220290

21220290 1).pdf

21220291 (2).pdf

21220291(1).pdf

21220293.pdf

21220294

10.7 Employee Changes of Relationship

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

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

21220105

21220217

21220218

21220225

10.8 21.22 Contract Templates

It is recommended that the Board ratify the following 21.22 Contract Templates for Elite Academic Academy - Mountain Empire.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

21.22 - 11 Month - Certificated Teacher Contract.pdf

21.22 - 12 Month - Certificated Teacher Contract .pdf

21.22 Directors Contract (Certificated Notice of Employment).pdf

21.22 Full Time Certificated (Director) _At-Will_ Exempt (Salary) Contract .pdf

21.22 Full Time Classified (Director) _At Will_ Exempt (Salary) Contract .pdf

21.22 Full-Time Classified Non-Exempt (Hourly) Contract.pdf

21.22 Full-Time Classified Non-Exempt (Salary) Contract .pdf

21.22 Part-Time Certificated Non-Exempt (Hourly) Contract .pdf

21.22 Part-Time Classified Non-Exempt (Hourly) Contract .pdf

10.9 2021-2022 Staffing Calendar - 224 New Teacher

It is recommended that the board approve the following 2021-2022 Staffing Calendar - 224 New Teacher for Elite Academic Academy - Mountain Empire.

2021-2022 Staffing Calendars -approved - New Teacher 224 (12 month).pdf

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Time: 10:50 a.m. 11.0 Business Services

11.1 CSC Borrowing Agreement

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

Charter School Capital_Funding Proposal_7-30-21-ME.pdf

Elite Academic Academy Term Sheet 7.28.21.pdf

FE-018591-1 EAA Mt Empire 8.23.21.pdf

7.30.21 ME Board Report - Cash Flow.pdf

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.2 20.21 Payroll Allocation

It is recommended that the board approve the following 20.21 Payroll Allocation between Elite Academic Academy - Mountain Empire and Elite Academic Academy - Lucerne.

2020-21 Audit_Payroll Allocation_EAA - Board Presentation.pdf

2020-21 Audit_Payroll Allocation_EAA - Allocation Summary.pdf

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.3 Pitney Bowes Contract

It is recommended that the board ratify the Pitney Bowes Contract for Elite Academic Academy - Mountain Empire.

Pitney Bowes Lease Agreement 21-25 (2).pdf

Pitney Bowes Lease Agreement 21-25 (1).pdf

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.4 Pitney Bowes Resolution

It is recommended that the board approve the Pitney Bowes Resolution for Elite Academic Academy - Mountain Empire.

Pitney Bowes Resolution - Mountain Empire 21.22.pdf

* Opened with Item 11.3 and voted on both items

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.5 Tutor Time Phase 2 Proposal

It is recommended that the board approve the Tutor Time Phase 2 Proposal for Elite Academic Academy - Mountain Empire.

Tutor Time Elite_Phase 2 Work Proposal

Ronnie Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.6 Nextiva Phone System Contract

It is recommended that the board approve the Nextiva Phone System Contract for Elite Academic Academy - Mountain Empire.

Nextiva Sales Quote Proposal 16404922(final).pdf

Nextiva Contract.pdf

Morgen Pat

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

11.7 Community Partner Packets 21-22

Morgen Ronnie

Motion: Second:

It is recommended that the board approve the Community Partner Packets for Elite Academic Academy - Mountain Empire.

2021-22 Community Partners -VCI Packet EAACS_complete.pdf

2021-2022 EMR Community Parter Packet EAACS_complete.pdf

11.8 Special Education Master Vendor Contracts 21.22

It is recommended that the board approve the following Special Education Contracts 21.22 for Elite Academic Academy - Mountain Empire.

McColgan2021-signed2022-Master-Contract_ME.pdf

SLG_signed_2021-2022-Master-Contract_ME.pdf

STS_signed2021-2022-Master-Contract_ME.pdf

TSW_signed_2021-2022-Master-Contract_ME.pdf

11.9 Solution Tree HES Accreditation Purchase Agreement

It is recommended that the board approve the Solution Tree HES Accreditation Purchase Agreement for Elite Academic Academy - Mountain Empire.

Purchase Agreement -HES Accreditation - Elite Academic Academy 6.10.21.pdf

12.0 Educational Services/Policy Development

12.1 Staff Handbook for Suicide Prevention, Intervention, and Postvention

It is recommended that the board approve the following Staff Handbook for Suicide Prevention, Intervention, and Postvention for Elite Academic Academy - Mountain Empire.

Handbook of Suicide Prevention, Intervention, and Postvention - updated July 2021 (1).pdf

12.2 Independent Study Policy

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

ME Independent Study Policy EAA - updated July, 2021.pdf

12.3 Parent/Student Handbook

It is recommended that the board approve the Parent/Student Handbook for Elite Academic Academy - Mountain Empire.

12.4 YouSchool Contract

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

The YouSchool Contract Summer Fall 2021.pdf

12.5 Content Teacher Professional Development Agreement

It is recommended that the board approve the Content Teacher Professional Development Agreement for Elite Academic Academy - Mountain Empire.

Content Teacher Professional Development Agreement

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next scheduled meeting is September 2, 2021 at 10:00 am.

15.0 Board Comments and Future Planning

16.0 Adjournment

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie
Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Oelckers reported that the Board approved the CEO's Goals and Objectives for the 2021-22 School year and the vote carried 3-0.

Morgen Ronnie
Motion: Second:

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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.

Vote: Morgen; Aye, Pat; Aye, Ronnie;
Aye.
Item carries 3-0.

Staff Present

Meghan Freeman
Tracy Hasper
Gena Altamirano
Adam Woodard
Antonette Sims
Catherine Heredia
Karen Makkai
Laura Spencer
Teresa Schaffer
Monique Waithe
Ashlea Kirkland-Haynes



Elite Academic Academy - Mountain Empire - September 2, 2021

Elite Academic Academy - Mountain Empire

Time: 10:01 a.m.

1.0 Call To Order

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

Present 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 2, 2021.

Morgen Pat

Motion: Second:

Vote: **Morgen; Aye, Pat; Aye, Ronnie; Aye.**
Item carries 3-0.

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.

Open (Time):10:02 am

4.0 Adjourn to Closed Session

Close (Time):10:28 am 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)

A) Conference with Legal for CEO Salary Comparative Review

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: 10:30 am

6.0 Pledge Of Allegiance

Led By: Morgen Oelckers

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.

9.0 General Functions

9.1 Informational Items

A. CEO Report

[EAA-ME CEO Report Aug 2021.pdf](#)

9.2 Consent Agenda

Morgen Pat

Motion: Second:

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

Vote: **Morgen; Aye, Pat; Aye, Ronnie; Aye.**
Item carries 3-0.

A. Meeting Minutes from the August 05, 2021 Board Meeting

[EAA-ME 08.05.2021.pdf](#)

B. Warrant Register

[WarrantRegisterME_Aug21.pdf](#)

C. Job Descriptions

[JD Coordinator of Student Systems .pdf](#)

[JD Onboarding Specialist_CTE Pathway Teacher \(pending\).pdf](#)

[JD-Introductory Mathematics Lead Content Teacher \(1\).pdf](#)

[Teacher Buddy Job Description.pdf](#)

D. New Instructional Services Community Partners

[Elite Academic Instructional Service Community Partner_Sept_2021.xlsx - VCI Community Partners.pdf](#)

10.0 Personnel Services

10.1 Certificated Hires

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

[21220334.pdf](#)

[21220338.pdf](#)

[21220342.pdf](#)

[21220266.pdf](#)

[21220270.pdf](#)

[21220335.pdf](#)

Morgen Pat

Motion: Second:

Vote: **Morgen; Aye, Pat; Aye, Ronnie; Aye.**
Item carries 3-0.

10.2 Employee Release and Resignations

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

[21220217.pdf](#)

[21220223.pdf](#)

[21220233.pdf](#)

[21220237.pdf](#)

[21220238.pdf](#)

[21220249.pdf](#)

[21220252.pdf](#)

[21220255.pdf](#)

[21220266.pdf](#)

[21220279.pdf](#)

[21220298.pdf](#)

Morgen Pat

Motion: Second:

Vote: **Morgen; Aye, Pat; Abstain, Ronnie; Aye.**
Item carries 2-1-0.

[21220299.pdf](#)

[21220300.pdf](#)

[21220301.pdf](#)

[21220303.pdf](#)

[21220306.pdf](#)

[21220307.pdf](#)

[21220308.pdf](#)

[21220311.pdf](#)

[21220312.pdf](#)

[21220315.pdf](#)

10.3 Employee Contract Addendums

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

[21220303.pdf](#)

[21220311.pdf](#)

10.4 Employee Changes of Relationship

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

[21220207.pdf](#)

[21220208.pdf](#)

[21220257.pdf](#)

[21220274.pdf](#)

[21220293.pdf](#)

[21220297.pdf](#)

10.5 CEO Contract

It is recommended that the board approve the CEO contract for Ms. Meghan Freeman for Elite Academic Academy-Mountain Empire.

[Meghan Freeman 2021 Employment Agreement.DOCX](#)

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Time: 10:47 am

11.0 Business Services

12.0 Educational Services/Policy Development

12.1 Reimbursement Policies

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

[Reimbursement Policy- Enrichment](#)

[Parent Materials Expense Reimbursement - Updated 21.22.pdf](#)

Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next scheduled meeting is October 7, 2021 at 10:00 am.

15.0 Board Comments and Future Planning

Morgen Oelckers reported that the Board approved entering into an employment contract with Meghan Freeman. Meghan Freeman will receive base compensation of \$140,000 per year with 3% annual increases as well as a \$500 per month expense stipend. Legal counsel was instructed to prepare and finalize the employment contract for Meghan.

Time: 10:52 am

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.

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Morgen Ronnie

Motion: Second:

Vote: Morgen; Aye, Pat; Aye, Ronnie; Aye.
Item carries 3-0.

Staff Present:

Meghan Freeman

Tracy Hasper

Gena Altamirano

Catherine Heredia

Teresa Schaffer

Adam Woodard

Dr. Laura Spencer

Antonette Sims

Karen Makkai

Monique Waithe

Ashlea Kirkland-Haynes

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
8/1/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$132.68
8/10/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$382.77
8/10/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$478.46
8/18/2021	FORM PUBLISHER	Technology Services & Software - Business	Credit Card 0348	\$79.00
8/24/2021	CLEVER INC	Technology Services & Software - Educational	Credit Card 0348	\$1,454.00
8/24/2021	ULINE *SHIP SUPPLIES	Postage & Delivery - Educational	Credit Card 0348	\$710.65
8/24/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$47.63
8/27/2021	APPLE.COM/US	Technology Equipment - Staff	Credit Card 0348	\$12,317.88
8/27/2021	APPLE.COM/US	Technology Equipment - Staff	Credit Card 0348	\$1,490.00
8/27/2021	BOOM LEARNING	Technology Services & Software - Educational	Credit Card 0348	\$900.00
8/31/2021	METALCRAFT INC	Materials & Supplies - Office	Credit Card 0348	\$190.18
8/31/2021	FEDEX OFFICE 00000828	Postage & Delivery - Educational	Credit Card 0348	\$3,035.97
9/1/2021	Pioneer Nashville II, LLC	Rent - Facilities Lease	009Sep21STE130	\$2,001.00
9/1/2021	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	09Sep2021Lease	\$2,574.75
9/3/2021	Teresa Schaffer	Misc. Operating Expense	001-2021.22Reimb	\$186.28
9/3/2021	Teresa Schaffer	Postage & Delivery - Educational	001-2021.22Reimb	\$1,188.00
9/3/2021	Teresa Schaffer	Professional Development	001-2021.22Reimb	\$19.22
9/8/2021	CliftonLarsonAllen LLP	Accounting Fees / Audit	2980933	\$1,575.00
9/8/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31153565	\$330.08
9/8/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31154838	\$221.09
9/8/2021	Brave Writer	Approved Core Curriculum, Teacher Manuals &	525088681	\$11.95
9/8/2021	Brave Writer	Approved Core Curriculum, Teacher Manuals &	525114243	\$36.85
9/8/2021	Brave Writer	Approved Core Curriculum, Teacher Manuals &	525114206	\$129.00
9/8/2021	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	278	\$88.99
9/8/2021	Gravitas Publications, Inc	Approved Core Curriculum, Teacher Manuals &	SPY_1287	\$82.85
9/8/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	807567	\$37.75
9/8/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	816166	\$302.57
9/8/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-129549	\$207.99
9/8/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1759232	\$60.24
9/8/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3355	\$129.00
9/8/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	23211	\$42.99
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3475009	\$210.77
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3475014	\$142.36
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3479384	\$81.26

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9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488505	\$307.03
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488500	\$25.93
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488466	\$25.76
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488467	\$44.03
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488487	\$347.13
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488471	\$44.03
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488490	\$25.76
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488479	\$454.26
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488474	\$78.74
9/8/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3488492	\$25.76
9/8/2021	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	383788	\$341.28
9/8/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	430681	\$36.09
9/8/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	430685	\$44.71
9/8/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	404115	\$64.54
9/8/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	405862	\$32.27
9/8/2021	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	205102	\$198.66
9/8/2021	Morgen Oelkers	Board Stipends - Attendance	09Sep2021ME	\$300.00
9/8/2021	Ronald Lloyd Jackson	Board Stipends - Attendance	09Sep2021ME	\$300.00
9/8/2021	Branche Jones	Business Services	90121	\$1,500.00
9/8/2021	Home Science Tools	Core Teaching/Student Supplies	334322	\$84.48
9/8/2021	Neesha N. Rahim	Educational Services	82621	\$3,925.35
9/8/2021	McColgan & Associates, Inc.	Special Education Services	4292	\$2,353.20
9/8/2021	Southern California Edison	Utilities - Gas/Electric/Water	09SepSCE2021ME	\$167.06
9/14/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908019	\$208.75
9/14/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14QP-317V-F4QF	\$233.01
9/14/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PWK-CLLG-9CH1	\$42.20
9/14/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3431	\$295.00
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3498316	\$50.89
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3498292	\$107.96
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3500774	\$115.80
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502651	\$274.89
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502688	\$190.62
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502675	\$98.69
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3500761	\$59.22
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3475245	\$810.36

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9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502705	\$57.01
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3500812	\$265.36
9/14/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502736	\$346.55
9/14/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	406915	\$97.71
9/14/2021	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	205103	\$198.66
9/14/2021	Zingy Learning	Approved Core Curriculum, Teacher Manuals &	20017	\$750.00
9/14/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RGR-CD4Y-NJDK	\$41.02
9/14/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JWK-HJ7H-3J1P	\$10.01
9/14/2021	Segerstrom Center for the Arts	Educational Services	7668396	\$829.75
9/14/2021	Aflac	Health Insurance	49331	\$67.47
9/14/2021	FlipSwitch Marketing LLC	Marketing	INVFM267	\$53,700.00
9/14/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1KY4-W9QY-XHPG	\$52.17
9/14/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1KG7-JGDL-TVKP	\$469.53
9/21/2021	42 Development LLC	Approved Core Curriculum, Teacher Manuals &	5952	\$232.92
9/21/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908124	\$55.80
9/21/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908121	\$144.90
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LYL-M4GJ-MMC7	\$59.21
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1THP-F6LM-77LM	\$6.03
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17VD-YRTF-9KXG	\$59.25
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16QD-JY7F-NY1F	\$82.13
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1T6C-6VRX-D9M7	\$133.21
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16QX-Y9L4-93VY	\$53.82
9/21/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1GDC-ML1D-6P6M	\$132.08
9/21/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221458	\$355.00
9/21/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221535	\$96.00
9/21/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15383	\$271.50
9/21/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15389	\$170.22
9/21/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15441	\$238.39
9/21/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15437	\$290.48
9/21/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31153448	\$15.12
9/21/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	807589	\$205.57
9/21/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117034249	\$167.77
9/21/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117034241	\$309.67
9/21/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	DD2021082704	\$300.84
9/21/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	AM2021082705	\$300.84

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9/21/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1762558	\$1,799.69
9/21/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1763694	\$48.09
9/21/2021	Mystery Science	Approved Core Curriculum, Teacher Manuals &	151790	\$69.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3492	\$149.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3534	\$149.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3535	\$99.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3536	\$79.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3533	\$149.00
9/21/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3482	\$347.00
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3512925	\$96.91
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3512927	\$145.72
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517663	\$71.49
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518450	\$137.65
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517198	\$25.76
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518507	\$355.58
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517579	\$25.93
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517730	\$234.57
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518459	\$233.03
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517916	\$62.48
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517380	\$415.19
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517520	\$25.76
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517922	\$258.65
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517200	\$101.95
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517524	\$78.82
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517584	\$317.39
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517915	\$77.21
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518241	\$61.32
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517197	\$25.76
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517992	\$381.23
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517724	\$93.23
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517687	\$60.46
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517505	\$59.65
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517574	\$71.16
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502729	\$178.10
9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523223	\$59.59

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9/21/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523264	\$41.87
9/21/2021	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	107790	\$130.35
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	404157	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	404143	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	404156	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	404136	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409597	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409701	\$65.14
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409572	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409577	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409583	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409574	\$64.54
9/21/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409567	\$64.54
9/21/2021	WriteShop, Inc.	Approved Core Curriculum, Teacher Manuals &	21-0894	\$60.97
9/21/2021	WriteShop, Inc.	Approved Core Curriculum, Teacher Manuals &	21-0906	\$54.54
9/21/2021	Prime Educational Solutions	Back Office Fees	1043a	\$34,012.45
9/21/2021	Prime Educational Solutions	Back Office Fees	1043	\$34,012.45
9/21/2021	Pitney Bowes Global Financial Services	Business Services	3104955144	\$10.74
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CLX-DXJK-6R3Q	\$37.86
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	194L-CTY3-6X99	\$26.55
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CLX-DXJK-7YJM	\$61.62
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17W1-YT6W-CRNN	\$50.15
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19KT-3LDK-N4F9	\$24.54
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKR-3CXL-RLVX	\$194.82
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GDC-ML1D-9WHN	\$16.11
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QML-GJHY-D9LN	\$11.00
9/21/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17Q9-1CGN-KPRD	\$63.08
9/21/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1762558	\$1,755.18
9/21/2021	Staples Business Credit	Core Teaching/Student Supplies	7338168280-0-1	\$72.60
9/21/2021	Brandon Armstrong	Educational Services	VAPA#0005	\$125.00
9/21/2021	Prime Educational Solutions	Educational Services	1043b	\$8,500.00
9/21/2021	Mary R. Pierce, Esq.	Legal Fees	202138	\$37.50
9/21/2021	Prime Educational Solutions	Special Education Services	1043b	\$10,748.05
9/21/2021	Sprint	Technology Equipment - Students	203114558-022	\$238.58
9/21/2021	Cidi Labs, LLC	Technology Services & Software - Educational	10642	\$1,081.50

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9/21/2021	OPS	Technology Services & Software - Educational	2210	\$888.44
9/22/2021	Great American Insurance Group	General Liability Insurance	009Sep2021ME	\$1,509.17
9/22/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1597307	\$183.00
9/23/2021	Reserve Account	Postage & Delivery - Educational	003.ME	\$5,000.00
9/24/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908125	\$26.80
9/24/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908123	\$144.90
9/24/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908122	\$224.70
9/24/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908224	\$159.90
9/24/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908280	\$75.75
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	139P-W1QX-D66R	\$52.72
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	139P-W1QX-CDYY	\$9.97
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	139P-W1QX-CVQX	\$37.57
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1QLN-XCXY-WXCG	\$60.93
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1W46-VDD9-1F6J	\$71.89
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16T6-C6GH-PMLC	\$57.63
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PCQ-PNQK-KD9H	\$113.98
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13G1-MMW9-KPHW	\$93.21
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17XM-7L6H-D7Y6	\$90.98
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	177R-7Y39-41J4	\$223.85
9/24/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PL3-Y496-4T1N	\$80.83
9/24/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221645	\$96.00
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15393	\$432.93
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15387	\$290.48
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15439	\$194.86
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15505	\$366.06
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15489	\$243.52
9/24/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15538	\$251.18
9/24/2021	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-3721	\$286.00
9/24/2021	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-3720	\$143.00
9/24/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	822862	\$37.61
9/24/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	807573	\$174.01
9/24/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	822851	\$37.61
9/24/2021	JacKris Publishing, LLC	Approved Core Curriculum, Teacher Manuals &	525023342	\$91.91
9/24/2021	JacKris Publishing, LLC	Approved Core Curriculum, Teacher Manuals &	525023316	\$68.93
9/24/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117034201	\$312.55

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9/24/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117034251	\$309.67
9/24/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131652	\$105.61
9/24/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131784	\$185.83
9/24/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131785	\$35.73
9/24/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131922	\$35.73
9/24/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131991	\$207.99
9/24/2021	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C227759	\$74.92
9/24/2021	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C227768	\$44.06
9/24/2021	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C227770	\$204.83
9/24/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1764622	\$1,747.00
9/24/2021	Mystery Science	Approved Core Curriculum, Teacher Manuals &	152273	\$69.00
9/24/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3562	\$59.00
9/24/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3607	\$99.00
9/24/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3622	\$59.00
9/24/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345694696	\$299.00
9/24/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	23245	\$73.99
9/24/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	23258	\$73.99
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3516419	\$278.07
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3514722	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517727	\$154.00
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517677	\$96.55
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517491	\$25.85
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518222	\$356.72
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518220	\$192.94
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517689	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518446	\$275.71
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517577	\$326.82
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517212	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517710	\$107.96
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517597	\$56.80
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518010	\$366.50
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517480	\$178.10
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517713	\$56.80
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517715	\$69.33
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517679	\$25.76

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9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517488	\$25.31
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517665	\$60.73
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518171	\$265.01
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517585	\$329.01
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518140	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517723	\$25.93
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518132	\$44.03
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517571	\$107.96
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517590	\$56.80
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518165	\$44.03
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517587	\$39.87
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517201	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517644	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518226	\$189.22
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518147	\$276.88
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517684	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517604	\$60.46
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517641	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517622	\$96.55
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517580	\$102.78
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517914	\$232.89
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517626	\$25.76
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3519506	\$78.50
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523212	\$200.12
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523743	\$19.30
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523289	\$107.96
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523217	\$48.01
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523205	\$178.07
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523286	\$131.83
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523724	\$169.44
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3522756	\$169.80
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523584	\$201.30
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523291	\$96.91
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523759	\$343.35
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3525075	\$460.63

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9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523946	\$255.68
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3525082	\$246.43
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523940	\$54.91
9/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523769	\$265.01
9/24/2021	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	384054	\$330.28
9/24/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	435845	\$131.46
9/24/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	436268	\$102.15
9/24/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	436264	\$58.84
9/24/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409206	\$64.54
9/24/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409224	\$64.54
9/24/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409170	\$65.14
9/24/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409168	\$65.14
9/24/2021	TalkBox.Mom	Approved Core Curriculum, Teacher Manuals &	553922	\$354.50
9/24/2021	TalkBox.Mom	Approved Core Curriculum, Teacher Manuals &	553926	\$354.50
9/24/2021	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	39449	\$43.08
9/24/2021	Usborne & Kane Miller Books	Approved Core Curriculum, Teacher Manuals &	DIR9867568	\$23.10
9/24/2021	WriteShop, Inc.	Approved Core Curriculum, Teacher Manuals &	21-0901	\$54.54
9/24/2021	Damian Potrero Rosas	Business Services	EAA11	\$200.00
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L73-3YRL-G6CM	\$118.29
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PCQ-PNQK-QQH7	\$138.38
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PCQ-PNQK-CPJ4	\$62.89
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KJR-LG1K-P3YJ	\$124.84
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PY4-XRRM-PGF6	\$12.34
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YHQ-JRTY-73LR	\$189.75
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XML-39TJ-YLCY	\$20.35
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13G1-MMW9-YHRK	\$181.93
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P74-W1XR-3RKN	\$36.20
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P74-W1XR-4R4H	\$9.85
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FDH-PCG6-7PK6	\$70.64
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FDH-PCG6-913P	\$17.19
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YNG-WT6T-6PDC	\$196.19
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11YD-99R1-KMFD	\$51.09
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWM-ND74-9FHJ	\$191.25
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TXL-1R9F-C39F	\$46.91
9/24/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WQY-31NY-DQRL	\$21.37

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9/24/2021	Blick Art Materials	Core Teaching/Student Supplies	6965323	\$15.00
9/24/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	5.3825E+11	\$59.97
9/24/2021	Certifix Live Scan	Fingerprinting	56458	\$261.46
9/24/2021	Department of Justice	Fingerprinting	533955	\$80.00
9/24/2021	Kaiser Foundation Health Plan	Health Insurance	010Oct2021ME	\$2,995.16
9/24/2021	Staples Technology Solutions	Technology Equipment - Students	LRT348	\$9,986.96
9/24/2021	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV2439	\$4,899.06
9/24/2021	Staples Technology Solutions	Technology Services & Software - Educational	LSB593	\$1,649.50
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13NY-TFM3-1GRM	\$18.64
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13NY-TFM3-6M6H	\$129.68
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17PK-F3JR-NN1P	\$5.37
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1633-Q4DR-LWX1	\$120.97
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XRM-RRLM-NMDK	\$8.93
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DQQ-76PR-L1XY	\$88.19
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HJ7-F1KQ-971K	\$103.51
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XKY-NR3V-G7XF	\$15.06
9/27/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1F4R-NYG1-FMTW	\$49.55
9/27/2021	Build Your Library	Approved Core Curriculum, Teacher Manuals &	CSO-118	\$49.95
9/27/2021	Learning A-Z, LLC	Approved Core Curriculum, Teacher Manuals &	4245665	\$118.00
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523786	\$69.05
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3523788	\$57.01
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3530362	\$55.19
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3529132	\$57.25
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3530659	\$55.72
9/27/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3530381	\$53.45
9/27/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	436659	\$225.10
9/27/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	438341	\$118.53
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409142	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409145	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409604	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409727	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409761	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409763	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409563	\$64.54
9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	411212	\$32.27

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9/27/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	412447	\$64.54
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LYG-WJKX-36C9	\$7.06
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYD-J94L-FVJJP	\$12.62
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DQQ-76PR-9NH4	\$11.53
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	174Q-R9YK-JRHC	\$10.76
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C9Q-4H46-L4C3	\$15.20
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	174Q-R9YK-RMYP	\$51.61
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRX-4VFR-JGVJ	\$65.90
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167J-DGM6-HNKD	\$156.22
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C7L-X733-GXJ6	\$2.14
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FYC-3FV9-CHQR	\$75.20
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GF6-DCMW-666D	\$32.30
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRX-4VFR-KGQM	\$14.00
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LR1-JDGY-C7XJ	\$24.69
9/27/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16L4-JJHT-KDN3	\$23.13
9/27/2021	Blick Art Materials	Core Teaching/Student Supplies	7040187	\$182.83
9/28/2021	Neesha N. Rahim	Educational Services	91721	\$3,921.38
9/28/2021	Frontier	Phone / Internet / Website Fees	010Oct21-43385	\$153.51
9/28/2021	Hyperion Partners	Technology Equipment - Students	22179	\$11,854.52
9/30/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	908552	\$73.90
9/30/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221816	\$135.77
9/30/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221814	\$96.00
9/30/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	221890	\$425.00
9/30/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15565	\$173.84
9/30/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15577	\$170.22
9/30/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15581	\$285.79
9/30/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15580	\$251.18
9/30/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	15583	\$79.75
9/30/2021	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-3792	\$126.48
9/30/2021	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals &	3539	\$215.70
9/30/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117039794	\$309.67
9/30/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117039929	\$167.77
9/30/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	117039796	\$309.67
9/30/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-131990	\$105.66
9/30/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	WH2021090803	\$300.84

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9/30/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1766114	\$601.15
9/30/2021	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	259766	\$851.70
9/30/2021	MoxieBox Art Inc.	Approved Core Curriculum, Teacher Manuals &	7969	\$165.97
9/30/2021	Mystery Science	Approved Core Curriculum, Teacher Manuals &	154347	\$69.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3563	\$79.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3605	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3621	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3618	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3620	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3619	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3664	\$79.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3660	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3663	\$59.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3662	\$99.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3659	\$99.00
9/30/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3661	\$79.00
9/30/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345694911	\$175.00
9/30/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	23269	\$180.96
9/30/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	23274	\$209.44
9/30/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	27503	\$163.47
9/30/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	27550	\$84.97
9/30/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	27549	\$53.98
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3530369	\$42.95
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534903	\$53.76
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3512990	\$283.71
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534825	\$221.37
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534916	\$320.34
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3519505	\$162.00
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534872	\$94.45
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534924	\$65.37
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517583	\$275.01
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534909	\$58.81
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534870	\$209.89
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3502643	\$161.32
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534911	\$131.83

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9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534830	\$96.55
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3534904	\$70.07
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518534	\$1,049.39
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541140	\$60.24
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541111	\$306.62
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3525088	\$315.69
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541166	\$88.72
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541100	\$107.96
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541103	\$57.01
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3517384	\$266.46
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518481	\$297.89
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3541167	\$33.43
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3543316	\$286.94
9/30/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3518157	\$193.35
9/30/2021	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	384180	\$330.28
9/30/2021	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	108090	\$269.50
9/30/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	439897	\$83.36
9/30/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	439801	\$169.16
9/30/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409734	\$64.84
9/30/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	409676	\$14.95
9/30/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	164170315	\$31.49
9/30/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	164373733	\$25.00
9/30/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	165053273	\$8.99
9/30/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	165055246	\$12.00
9/30/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	165037509	\$18.00
9/30/2021	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	94115	\$798.00
9/30/2021	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	205239	\$215.36
9/30/2021	WriteShop, Inc.	Approved Core Curriculum, Teacher Manuals &	21-0936	\$143.61
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RWR-DHQN-9KF3	\$94.11
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVN-C4R3-3WPR	\$52.91
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V3T-V3WR-66LK	\$130.89
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	133P-DWRY-H4DR	\$36.71
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HVN-C4R3-9PRJ	\$150.00
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NMG-4Q6K-3TPX	\$4.08
9/30/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LHL-9V7R-4XKN	\$23.19

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9/30/2021	Blick Art Materials	Core Teaching/Student Supplies	7014554	\$14.88
9/30/2021	Code Ninjas North Carlsbad	Educational Services	524435639	\$247.00
9/30/2021	Blank Rome LLP	Legal Fees	1991776	\$2,702.50
9/30/2021	Blank Rome LLP	Legal Fees	1991779	\$316.25
9/30/2021	Pioneer Nashville II, LLC	Rent - Facilities Lease	010Oct21STE130	\$2,001.00
9/30/2021	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	10Oct2021Lease	\$2,574.75
9/30/2021	PresenceLearning, Inc.	Special Education Services	INV46222	\$1,600.00
9/30/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1631559	\$134.50

Elite Academic Academy - Educational Material Partners (October 2021)

<u>Partner Name</u>	<u>Product Description</u>	<u>Link to EAA EMR 2021-2022 Applications</u>
The Letter K Corp (Tinker the Robot)	Science and Engineering Kits and Workshops	The Letter K Corp_EAA EMR 21-22 Application
Hands 4 Building LLC	Engineering, Architecture and Design Project Packs	Hands 4 Building LLC_EAA EMR 21-22 Application
KiwiCo, Inc.	Monthly Subscription for Science/STEM Supplies	KiwiCo, Inc._EAA EMR 21-22 Application
2 Crafty Mamas	Craftkits, Project Boxes, Zoom Classes	2 Crafty Mamas_EAA EMR 21-22 Application
Waldorfish, Inc.	Pre-recorded, online courses (Waldorf-inspired)	Waldorfish, Inc._EAA EMR 21-22 Application
Timberdoodle Co.	Curriculum for Homeschooling	Timberdoodle Co._EAA EMR 21-22 Application

Elite Academic Academy - Instructional Service Community Partner (October 2021)

<u>Partner Name</u>	<u>Description of Services</u>	<u>Link to EAA VCI 2021-2022 Applications</u>
Academy of Music Performance and Education	Music Lessons	AMPED_EAA VCI 21-22 Application
And All That Jazz! Performing Arts Center	Singing, dancing, and acting classes. Private lessons. Performances.	And All That Jazz_EAA VCI 21-22 Application
C Warner's Piano & Music	Piano and Music Lessons	C Warner's Piano & Music_EAA VCI 21-22 Application
California Athletics	PE, woodworking, and aviation classes	California Athletics_EAA VCI 21-22 Application
Code Ninjas Poway	Computer programming for kids aged 7-14 years old	Code Ninjas Poway_EAA VCI 21-22 Application
Creative Freedom Enrichment	Enrichment classes, daytime homeschool, after school and private lessons	Creative Freedom Enrichment_EAA VCI 21-22 Application
Desert Hope Dyslexia Services	Tutoring services for students who struggle in reading, spelling, and writing	Desert Hope Dyslexia Services_EAA VCI 21-22 Application
Family Spanish Experience	Custom Spanish Lessons	Family Spanish Experience_EAA VCI 21-22 Application
Fun with Spanish	Spanish Language Instruction	Fun with Spanish_EAA VCI 21-22 Application
Jensen Piano Services	Private piano lessons	Jensen Piano Services_EAA VCI 21-22 Application
Jessica Moller	Marine Science Instruction	Jessica Moller_EAA VCI 21-22 Application
Let's Play Music	Piano, music theory, ear training, reading music, and musical composition	Let's Play Music_EAA VCI 21-22 Application
Loren's Music Studio	Piano and voice lessons	Loren's Music Studio_EAA VCI 21-22 Application
Mikala Janse van Resenburg	Public speaking and entrepreneurship semester classes	Mikala Janse van Resenburg_EAA VCI 21-22 Application
ML Tutoring	Tutoring for all subjects and all grade levels	ML Tutoring_EAA VCI 21-22 Application
Ms. Ree Math	K-12th grade reading and math tutoring	Ms. Ree Math_EAA VCI 21-22 Application
Noonan Family Swim School, Inc.	Swimming Lessons	NFSS_Carlsbad_EAA VCI 21-22 Application
		NFSS_Del Mar_EAA VCI 21-22 Application
		NFSS_4SRanch_EAA VCI 21-22 Application

Elite Academic Academy - Instructional Service Community Partner (October 2021)

<u>Partner Name</u>	<u>Description of Services</u>	<u>Link to EAA VCI 2021-2022 Applications</u>
		NFSS_Linda Vista_EAA VCI 21-22 Application
P.U.M.A Karate	Teaching of karate and self defense	P.U.M.A Karate_EAA VCI 21-22 Application
Robin Dapper	Writing, Literature, and Science	Robin Dapper_EAA VCI 21-22 Application
Sarina Chiddick	Tutoring in all subjects for K-12th grade students	Sarina Chiddick_EAA VCI 21-22 Application
Skyhawks and Supertots Sports Academy	Physical Education	Skyhawks and Supertots Sports Academy_EAA VCI 21-22 Application
SoCal Singer Studio	Private lessons - voice, acting, and instruments (piano, guitar, ukelele)	SoCal Singer Studio_EAA VCI 21-22 Application
STEM Center USA	K-12 Robotics and coding classes	STEM Center USA_EAA VCI 21-22 Application
Temecula Tutor, LLC	Academic Tutoring	Temecula Tutor, LLC_EAA VCI 21-22 Application
Temecula Valley Piano	Piano Lessons	Temecula Valley Piano_EAA VCI 21-22 Application
The Sharp School of Music	Music Lessons	The Sharp School of Music_EAA VCI 21-22 Application
Tutoring by Patty Orlaski LLC	K-6th grade tutoring in all school subjects	Tutoring by Patty Orlaski LLC_EAA VCI 21-22 Application
Vibe Performing Arts	Performing Arts and Music Instruction	Vibe Performing Arts_EAA VCI 21-22 Application



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

Date: August 27, 2021

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

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

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

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

DocuSigned by:
Meghan Freeman
A4137E408BE5494

Meghan Freeman
CEO

DocuSigned by:
[REDACTED]

Assistant Director of Virtual



AT-WILL EMPLOYMENT AGREEMENT

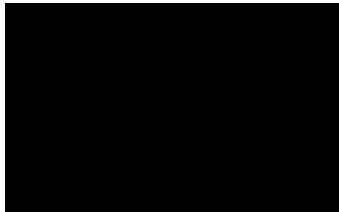
Between Elite Academic Academy Charter-MOUNTAIN EMPIRE

Name: [REDACTED]

in the position of

Title: INTERIM ASSISTANT DIRECTOR OF VIRTUAL

August 27, 2021



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

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

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

- c. Attending any scheduled School events or training or planning sessions before or during the school year; and
 - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that you will not render services in person or by electronic means, paid or otherwise, for any other entity during your work hours for the School.
 4. Due to funding uncertainties generally, and more specifically associated with the School's required participation in the SB 740 funding process for non-seat-time charter schools, as well as the unpredictability of legislation affecting charter schools, the total amount of School funds available for employee compensation is often unknown to the School at the outset of any academic year. Accordingly, you will be paid a minimum annual salary of \$95,000 (monthly salary of \$7,916.67) less applicable withholdings for 232 days of work (see calendar attached which you previously signed and is attached with your change of relationship), which amount may be adjusted upward, during or at the conclusion of the academic year, by the School's governing board in its sole discretion. You will also receive a stipend of \$250 a month for travel and mileage (in lieu of mileage reimbursement). You will be paid once a month on or before the 26th of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.

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

5. You are compensated for the general value of services you perform and not for the amount of time you spend on the job. Thus, you will generally be paid your set salary notwithstanding the number of hours you work. However, to ensure that you can be reached by your supervisor and communicate with those individuals who will assist you in performing your job duties, you are generally expected to work Monday to Friday during normal business hours.
6. You will be eligible for all benefits as generally offered to similarly situated employees of the School, including accrual of vacation and sick pay, and California State Teachers Retirement System, (as outlined in the School's Employee Handbook).
7. The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the

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

8. Your employment at the School is "at will," which means that it is of no definite duration and will continue only as long as both you and the School consider it of mutual benefit. Either you or the School is free to terminate the employment relationship at any time, with or without cause, and with or without notice. Although your job duties, title, compensation and benefits, as well as our personnel policies and procedures, may change from time-to-time, the "at will" nature of your employment may only be changed in a document signed by you and the Chief Executive Officer of the School.
9. It is a condition of your employment that you sign the School's Arbitration Agreement (which you previously signed) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified .
10. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement (which you previously signed) which contains additional requirements for the protection of the School's trade secret, confidential and proprietary information as well as an assignment to the School of the ideas, concepts and other intellectual property that you create while you are employed by the School.
11. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.

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

If these terms are acceptable to you, please sign one copy of this offer letter and return it at your earliest convenience. This offer will remain open for 7 days.

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

Sincerely,

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

Meghan Freeman
CEO/Designee Signature:

Date: [REDACTED]

AGREED TO AND ACCEPTED BY:

[REDACTED]



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

Date: August 5, 2021

Re: [REDACTED] - 21.22 Change in Relationship

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

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

Please refer to the attached 21/22 payroll calendar.

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

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

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

8/5/2021

Meghan Freeman
CEO

[REDACTED]
8/5/2021



July 16, 2021

Re: 21/22 Contract Addendum - COLA

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

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

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

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

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

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

Meghan Freeman
Chief Executive Officer

7/16/2021

Date

[Redacted Signature]

7/16/2021

Date

Employee Title



AT-WILL EMPLOYMENT AGREEMENT

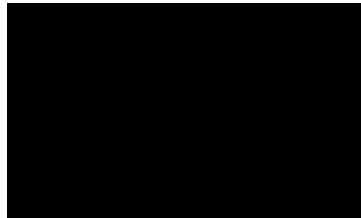
Between Elite Academic Academy Charter - Lucerne

Name: [REDACTED]

in the position of

Title: Lead Virtual Teacher

June 1, 2021



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

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

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

You will be paid an annual salary of \$80,000 less applicable withholdings for 224 days of work (see calendar attached) + 3 days of Professional Development (see above). You will also receive a stipend of \$150.00 a month for mileage (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26th of each month.

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

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

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

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

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

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

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

protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

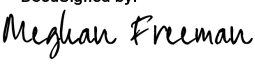
You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.

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

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

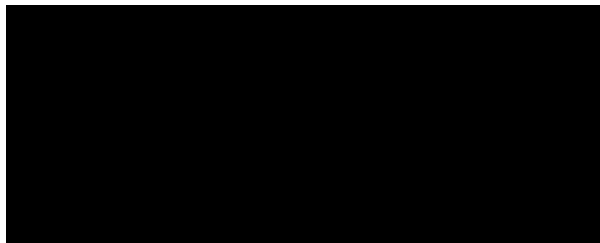
If these terms are acceptable to you, please sign one copy of this offer letter and return it at your earliest convenience. This offer will remain open for 5 working days.

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

Sincerely,
DocuSigned by:

Meghan Freeman
CEO

Date: 6/1/2021 _____

AGREED TO AND ACCEPTED BY:



te: 6/1/2021 _____



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

Date: September 2, 2021

Re: [REDACTED]

Effective September 1, 2021, your full--time (80%) exempt position, as Homeschool Teacher, with Elite Academic Academy - Mountain Empire, will be changed from **salary exempt** to **hourly non-exempt**.

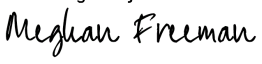
Your hourly rate will be \$44.22/hour, for a maximum of 32 hours per week, less applicable withholdings. [Note: You will also continue to be paid, at your hourly rate, for an additional 20% of required staff meetings and professional development.]

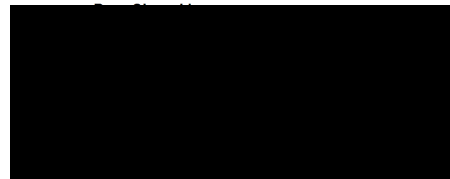
[Additional Note: Your previous salary of \$52,920 (for 80%) is equivalent to \$282.99 per day (\$52,920 divided by 187 calendar days, per your staffing calendar, is \$282.99); and 80% of a 40 hour work week is 32 hours per week, or 6.4 hours per day. Therefore, \$282.99 divided by 6.4 is your hourly rate of \$44.22. You are not required to work 6.4 hours per day, but have a maximum of 32 hours per week, to be scheduled as you and your supervisor see fit.]

You will now be paid twice a month on, or around, the 10th and 26th of each month. You will be required to record your time in Paycom. [Note: Specific direction, regarding time-keeping, will be provided. You are able to "bulk" add your hours for the day, and/or week, for your convenience.]

You will continue to receive your mileage and travel stipend of \$50.00. Your staffing calendar remains the same. Please see the attached updated contract.

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

DocuSigned by:

A4137E406BF6404...
Meghan Freeman
CEO





AT-WILL EMPLOYMENT AGREEMENT

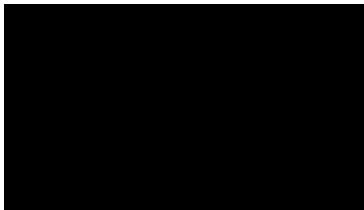
Between Elite Academic Academy Charter - Mountain Empire

Name: [REDACTED]

in the position of

Title: Homeschool Teacher (80%)

September 2, 2021



We are pleased to offer you the position of **Full-Time (NON-Exempt) Homeschool Teacher (80%)** with Elite Academic Academy – Mountain Empire (the “School”), which commenced **August 18, 2021**. We are delighted you chose to continue with the Elite Academic Academy team. The terms of your employment offer are set forth in this At-Will Employment Agreement (the “Agreement”), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks (which have already been cleared). They are as follows:

1. Your job duties are detailed in the attached job description (“Exhibit A”) and you will report to the Director of Homeschool, or designee. A copy of your job description, attached hereto as Exhibit A, is incorporated by reference herein. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability perform all of the duties that may be required of you which shall include:
 - a. Fulfilling the functions enumerated in the job description, attached hereto 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. You understand that the School may at times make assignments that are in addition to those expressly described in this Agreement.
 - c. Attending any scheduled School events or training or planning sessions before or

during the school year 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.
3. 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.
4. Due to funding uncertainties generally, and more specifically associated with the School's required participation in the SB 740 funding process for non-seat-time charter schools, as well as the unpredictability of legislation affecting charter schools, the total amount of School funds available for employee compensation is often unknown to the School at the outset of any academic year. Accordingly, you will be paid a minimum rate of \$44.22 an hour for all regular hours worked, for a maximum of 32 hours per week, less applicable withholdings, for 187 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. [Note: *You will also be paid, at your hourly rate, for an additional 20% of all required staff meetings and professional development.*]

We anticipate that there will be occasions when we will ask you to work over 32 hours per week, and/or occasions when you may be asked to work overtime (not including the required meetings/professional development referenced above). All overtime hours must be approved in advance by your supervisor. 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 \$50.00 a month for mileage (in lieu of mileage reimbursement. You will be paid twice a month on, or around, the 10th and 26th of each month (you are paid for the dates of the 1st thru the 15th of the month on, the 26th; and the dates of the 16th thru the end of the month, on the 10th of the following month).. Human Resources will confirm your exact pay dates.

5. You shall be provided with 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.
6. You are required to record your time via our timekeeping system, 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.
7. You will be eligible for all benefits as generally offered to similarly situated employees of the School, including accrual of sick pay, and contributions to California State Teachers Retirement System, as further described in the Employee Handbook.
8. The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through

the Charter providers. You may “opt out” of medical insurance provided by the charter, and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.

9. 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.
10. It is a condition of your employment that you sign the School’s Arbitration Agreement (which you previously signed) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified.
11. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement (which you previously signed), which contains additional requirements for the protection of the school’s trade secret, confidential and proprietary information as well as an assignment to Elite Academic Academy of the ideas, concepts and other intellectual property that you create while you are employed by the school.
12. The School is an equal opportunity employer. Company policy prohibits discrimination, retaliation, or harassment based on practices, national origin, including language use and possession of a driver’s license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
13. 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. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.

If these terms are acceptable to you, please sign one copy of this offer letter and return it at your earliest convenience. This offer will remain open for 7 days.

Once again, we are looking forward to you joining the Elite Academic Team, contributing to the

Certificated Teaching Department, and personally growing with the School.

Sincerely,

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

Meghan Freeman, CEO

CEO/Designee Signature:

Date: 9/2/2021

AGREED TO AND ACCEPTED BY:



Date: 9/5/2021



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

Date: August 24, 2021


Re: [REDACTED]

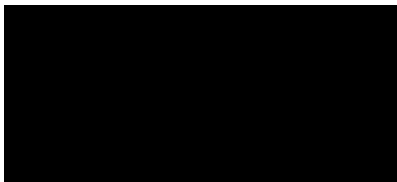
Effective August 18, 2021, your part-time (55%) position, as Homeschool Teacher, with Elite Academic Academy - Mountain Empire (as detailed in your attached contract and addendum) will be changed to part-time (60%) due to increased student caseload.

As a 60% employee you will now be paid \$45.31 per hour for 24 hours per week; and, you will also be paid, at your hourly rate, for an additional 40% of required staff meetings and professional development. You will also receive a stipend of \$30.00 a month 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 21.22 contract (attached), including your job description, 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:

A4137E408BF5494...
Meghan Freeman





July 16, 2021

Re: 21/22 Contract Addendum - COLA

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

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

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

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

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

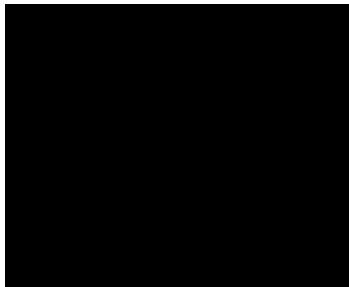
DocuSigned by:

A4137E406BF5494...

Meghan Freeman
Chief Executive Officer

7/16/2021

Date



7/19/2021

Date



AT-WILL EMPLOYMENT AGREEMENT

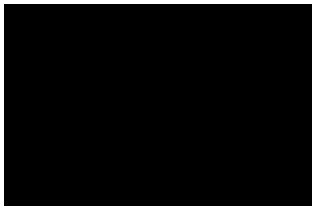
Between Elite Academic Academy Charter - Mountain Empire

Name: [REDACTED]

in the position of

Title: Part-Time Hourly (Non-Exempt) Homeschool Teacher (55%)

June 1, 2021



We are pleased to offer you the position of **Part-Time (Non-Exempt) Homeschool Teacher (55%)** with Elite Academic Academy – Mountain Empire (the “School”) commencing **July 1, 2021** (please see below regarding employment start date), including 3 Professional Development days (August 18, 19, and 20, 2021). We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the “Agreement”) and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

1. Your job duties are detailed in the attached job description (“Exhibit A”) and you will report to the Director of Homeschool, or designee. A copy of your job description, attached hereto as Exhibit A, is incorporated by reference herein. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability perform all of the duties that may be required of you which shall include:
 - a. Fulfilling the functions enumerated in the job description, attached hereto 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. You understand that the School may at times make assignments that are in addition to those expressly described in this Agreement.

- c. Attending any scheduled School events or training or planning sessions before or during the school year 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.
3. 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.
 4. You will be paid \$43.14 an hour, for all regular hours worked, for a maximum of 22 hours per week, less applicable withholdings, for 187 days of work (see attached calendar). You will also be paid, at your hourly rate, for an additional 45% 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.]

We anticipate that there will be occasions when we will ask you to work over 22 hours per week, and/or occasions when you may be asked to work overtime. All hours worked above 22 in a week, and all overtime hours, must be approved in advance by your supervisor. You will also receive a stipend of \$27.50 a month for mileage (in lieu of mileage reimbursement). 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.

5. As a part-time employee you will not generally be eligible for benefits, except for those required by law such as paid sick time, and California State Teachers Retirement System.
6. You shall be provided with 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.
7. You are required to record your time via our timekeeping system, Paycom. You have been 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.
8. 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.

9. It is a condition of your employment that you sign the School’s Arbitration Agreement (which you previously signed) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified.
10. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement (which you previously signed), which contains additional requirements for the protection of the school’s trade secret, confidential and proprietary information as well as an assignment to Elite Academic Academy of the ideas, concepts and other intellectual property that you create while you are employed by the school.
11. The School is an equal opportunity employer. Company policy prohibits discrimination, retaliation, or harassment based on practices, national origin, including language use and possession of a driver’s license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.
14. On your first day of work you will be required to complete the INS form I-9. Please bring appropriate identification that shows your eligibility to work in the United States.

If these terms are acceptable to you, please sign one copy of this offer letter and return it at your earliest convenience. This offer will remain open for 7 days.

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

Sincerely,

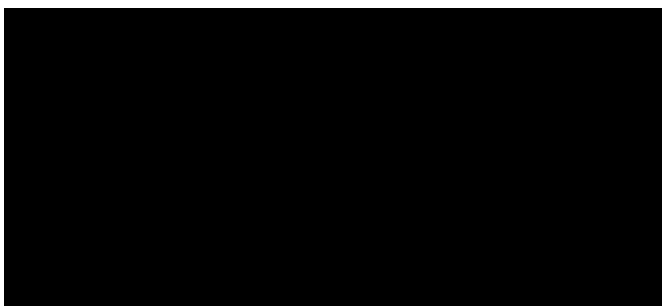
DocuSigned by:

A4137E406BF5494...
Meghan Freeman, CEO

CEO/Designee Signature:

Date: 6/1/2021

AGREED TO AND ACCEPTED BY:



Date: 6/7/2021



Contract Addendum

September 22, 2021

Re: [REDACTED]

Per email correspondence of today's date, your contract and previous contract addendum (attached) will be amended (by virtue of this contract addendum) to instead include a start date of September 23, 2021.

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

DocuSigned by:
Meghan Freeman 9/22/2021
A4137E406BF5494...

Meghan Freeman
CEO

[REDACTED]

/2021



Contract Addendum

August 26, 2021

Re: [REDACTED]

Per your email correspondence of today's date, your contract (attached) will be amended (by virtue of this contract addendum) to instead include a start date of September 13, 2021.

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

DocuSigned by:
Meghan Freeman 8/27/2021
A4137E406DF5404...

Meghan Freeman

[REDACTED]

/2021



AT-WILL EMPLOYMENT AGREEMENT

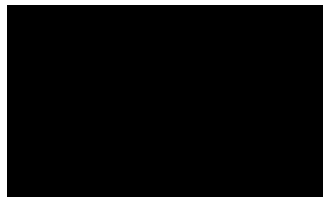
Between Elite Academic Academy Charter - Mountain Empire

and **Name:** 

in the position of

Title: Special Education - Education Specialist

August 23, 2021



We are pleased to offer you a full-time exempt position, with Elite Academic Academy - Mountain Empire (the "School"), as a Special Education - Education Specialist, commencing September 1, 2021. We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the "Agreement"), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

Your job duties are detailed in the job descriptions (attached) and you will report to the Special Education Coordinator, Special Education Consultant, or designee.

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

Due to funding uncertainties generally, and more specifically associated with the School's required participation in the SB 740 funding process for non-seat-time charter schools, as well

as the unpredictability of legislation affecting charter schools, the total amount of School funds available for employee compensation is often unknown to the School at the outset of any academic year. Accordingly, you will be paid a minimum *annual* salary of \$96,000 (or \$8,000.00 *per month*) less applicable withholdings for 224 days of work (see calendar attached), which amount may be adjusted upward, during or at the conclusion of the academic year, by the School's governing board in its sole discretion.

You will also receive a stipend of \$50.00 a month for mileage/supplies (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26th of each month.

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

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

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

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

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

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

The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related

medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

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

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

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

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

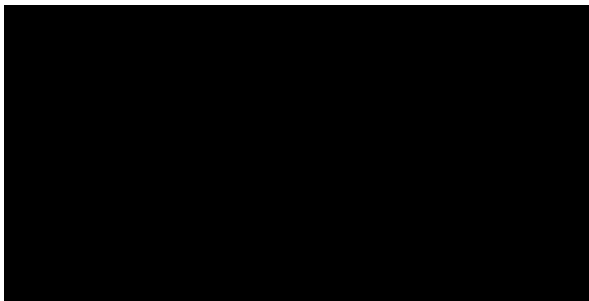
Once again, we are looking forward to you joining the Elite Academic Academy - Mountain Empire team, contributing to the Special Education Department, and personally growing with the School.

Sincerely,

DocuSigned by:
Meghan Freeman
Meghan Freeman
CEO

Date: 8/23/2021

AGREED TO AND ACCEPTED BY:



Date: 8/25/2021



Contract Addendum

August 26, 2021

Re: [REDACTED]

Per your email correspondence of today's date, your contract (attached) will be amended (by virtue of this contract addendum) to instead include a start date of September 13, 2021.

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

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

Meghan Freeman

8/27/2021

[REDACTED]

2021



AT-WILL EMPLOYMENT AGREEMENT

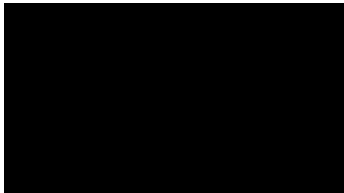
Between Elite Academic Academy Charter - Mountain Empire

and Name: [REDACTED]

in the position of

Title: Special Education - Education Specialist

August 23, 2021



We are pleased to offer you a full-time exempt position, with Elite Academic Academy - Mountain Empire (the "School"), as a Special Education - Education Specialist, commencing September 1, 2021. We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the "Agreement"), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

Your job duties are detailed in the job descriptions (attached) and you will report to the Special Education Coordinator, Special Education Consultant, or designee.

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

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

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You will also receive a stipend of \$50.00 a month for mileage/supplies (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26th of each month.

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

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

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

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

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

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

The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related

medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

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

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

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

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

Once again, we are looking forward to you joining the Elite Academic Academy - Mountain Empire team, contributing to the Special Education Department, and personally growing with the School.

Sincerely,

DocuSigned by:
Meghan Freeman
Meghan Freeman
CEO

Date: 8/23/2021

AGREED TO AND ACCEPTED BY:

[Redacted Signature]
[Redacted Signature] Date: 8/25/2021



August 27, 2021

[Redacted]

Re: 21/22 Contract Addendum for Teacher Buddy Stipend

Effective September 1, 2021, your 21/22 contract (attached) will be amended to also include a Teacher Buddy Stipend (please refer to the attached job description) of \$4000. This stipend will be paid as follows: \$400 a month from September 2021 through June 2022.

You will continue to be paid on, or around, the 26th of each month.

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

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

DocuSigned by:
Meghan Freeman
A4137E406BF5494...

8/30/2021

Meghan Freeman
Chief Executive Officer

[Redacted]

8/30/2021



July 16, 2021

Re: 21/22 Contract Addendum - COLA

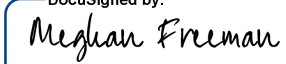
Effective July 1, 2021, your 21/22 contract (attached) will be amended to include a COLA increase of 5%, as approved by Resolution, by the Board of Directors, on June 17, 2021.

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

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

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

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

DocuSigned by:

A4137E406BF5494...

Meghan Freeman
Chief Executive Officer

7/16/2021

Date



Employee Title

7/18/2021

Date



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Mountain Empire

Name: [REDACTED]

in the position of

Title: Flex Elite Educator

June 1, 2021



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

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

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

You will be paid an annual salary of \$74,000 less applicable withholdings for 224 days of work (see calendar attached) + 3 days of Professional Development (see above). You will also receive a stipend of \$50.00 a month for mileage (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26th of each month.

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

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

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

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

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

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

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

protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

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

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

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

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

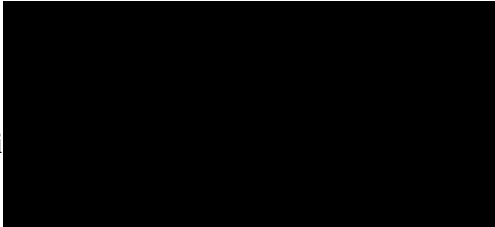
Once again, we are looking forward to you joining the Elite Academic Academy - Mountain Empire team, contributing to the Certificated Teaching Department, and personally growing with the School.

Sincerely,

DocuSigned by:
Meghan Freeman
Meghan Freeman
CEO

Date: 6/1/2021

AGREED TO AND ACCEPTED BY:

E
Si  Date: 6/1/2021



September 30, 2021

Re: [REDACTED] Employment Status

[REDACTED]

Per your communication with Human Resources on September 21, 2021, you have resigned from your employment as Part-Time Virtual Teacher with Elite Academic Academy - Mountain Empire, effective September 30, 2021.


Please return all company-owned property on, or before, October 5, 2021. You can hand-deliver these items to our Temecula business office: 43414 Business Park Drive, Temecula, CA 92590. Please advise if you would prefer we send you a Fed Ex label which you can use to mail in your equipment.

Attached to this letter, please find the following:

1. Notice to Employee as to Change in Relationship
2. Final Paycheck Acknowledgment (and paystub)
3. Company Property Return Form

Thank you for your service. We wish you nothing but the best in your future endeavors.

Sincerely,

DocuSigned by:

E52A6A160B834C3

Tracy J. Hasper, Esq. - Chief Personnel Officer



September 28, 2021

Re: [REDACTED] Employment Status

[REDACTED]

Per your temporary contract addendum signed August 30, 2021, your employment with Elite Academic Academy – Mountain Empire is complete as of September 30, 2021.

You have already received your final paycheck (which includes any/all hours worked in the month of August; as you did not work any hours in September 2021).

Should you be in possession of any company-owned property, please return it within 5 business days. We will provide you with a FedEx label in which to mail any items to our Temecula business office: 43414 Business Park Drive, Temecula, CA 92590.

Attached to this letter, please find the following:

1. Notice to Employee as to Change in Relationship
2. Final Paycheck Acknowledgment
3. Company Property Form

Thank you so very much for your service.

Sincerely,

DocuSigned by:

F52A6A160B834C3...

Tracy J. Hasper, Esq. - Chief Personnel Officer



September 30, 2021

Re: [REDACTED] Employment Status

Per your temporary contract addendum signed July 12, 2021, your employment with Elite Academic Academy – Mountain Empire is complete as of September 30, 2021.

You will receive your final paycheck (which will include any/all hours worked between September 16, 2021, and September 30, 2021) within 2 to 3 business days.

Should you still be in possession of any company-owned property, please return it within 3 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:

E52A6A160B834C3

Tracy J. Hasper, Esq. - Chief Personnel Officer



September 20, 2021

Re: [REDACTED] Employment Status

[REDACTED]

Per your communication with Monique Waithe today, September 20, 2021, your employment as a Flex Elite Educator, with Elite Academic Academy - Mountain Empire, has been terminated, effective as of today (September 20, 2021).

Please return all company-owned property within 5 business days. You can hand-deliver these items to our Temecula business office: 43414 Business Park Drive, Temecula, CA 92590. Please advise if you would like a Fed Ex label to use in order to mail any equipment.

Attached to this letter, please find the following:

1. Notice to Employee as to Change in Relationship
2. Final Paycheck Acknowledgment (and paystub)
3. Company Property Return Form
4. For Your Benefit (Form 2320)
5. Notice to Terminating Employees- Health Insurance Premium Notice

Thank you for your service. We wish you nothing but the best in your future endeavors, and want to remind you that interfering in Elite's business (including contacting former students, etc.) is actionable, and in violation of your signed Confidentiality Agreement.

Sincerely,

DocuSigned by:

Tracy Hasper

F52A6A160B834C3...

Tracy J. Hasper, Esq. - Chief Personnel Officer



Transitional Kindergarten Policy

Kindergarten: Districts may admit children at the beginning of the school year (or whenever they move into a district) if they will be five years of age on or before September 1 (EC Section 48000[a]). Children who are age-eligible for kindergarten may attend any pre-kindergarten summer program maintained by the school district.

Transitional kindergarten (TK): is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Senate Bill (SB) 858 establishes the intent that TK curriculum be aligned to the California Preschool Learning Foundations and California Preschool Curriculum Frameworks developed by the CDE. Each elementary or unified school district must offer TK classes for all children eligible to attend. A child who completes one year in a TK program, may continue in a kindergarten program for one additional year. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK.

From the 2014–15 school year to the 2021–22 school year, inclusive, a child who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the charter school.

In the 2022–23 school year, a child who will have their fifth birthday between September 2 and February 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2023–24 school year, a child who will have their fifth birthday between September 2 and April 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2024–25 school year, a child who will have their fifth birthday between September 2 and June 2 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

In the 2025–26 school year, and in each school year thereafter, a child who will have their fourth birthday by September 1 shall be admitted to a transitional kindergarten program maintained by the school district or charter school.

A child who is Kindergarten age-eligible may enroll in TK. The parent/guardian must sign the Kindergarten Continuance Form to have the child continue in Kindergarten for one additional year at the time of enrollment in TK.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten.



Elite Academic Academy – Mountain Empire
Independent Study Policy

Elite Academic Academy shall offer independent study to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education program designed to teach the knowledge and skills of the California core curriculum system. Elite Academic Academy shall provide appropriate services and resources to enable pupils to complete their independent study successfully.

The following written policies have been adopted by the Board for implementation at the Charter School:

1. A school district or county office of education (or charter school) may not be eligible to receive apportionments for independent study by pupils unless it has adopted policies that include the following:
 - a. For pupils in all grade-levels offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 35 school days.
 - b. The level of satisfactory educational progress and/or the number of missed assignments that will result in an evaluation being conducted to determine whether it is in the best interest of the student to remain in Independent Study shall be three assignments failing to meet the defined satisfactory educational progress, as detailed below, and/or three missed assignments respectively. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation, and if the pupil transfers to another California public school, the record shall be forwarded to that school.

2. A level of *satisfactory educational progress* that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

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

3. The Charter School will provide content to students aligned to grade-level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school students, this includes access to all courses offered by the Charter School for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria.

4. Procedures for tiered reengagement strategies for all pupils who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of the required minimum instructional time over four continuous weeks of the Charter school's approved instructional calendar. All pupils who are not participatory pursuant to Educational Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span are subject to the procedures below. These procedures shall include, but are not necessarily limited to, all of the following:

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

5. Based on each student's grade-level, their assigned teacher of record will offer opportunities for synchronous instruction and/or daily live interaction at least as frequently as set forth below:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the school will offer students opportunities for daily synchronous instruction for all pupils throughout the school year.
- b. For pupils in grades 4 through 8, inclusive, the school will provide opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year.
- c. For pupils in grades 9 through 12, inclusive, the school will provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year.

“Live interaction” means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

The Charter School will document each student's participation in live interaction and synchronous instruction on each school day, as applicable, in whole or in part. A student who does not participate in independent study on a school day will be documented as non-participatory for that school day.

6. In the event a family decides to return to in-person instruction, within 5 instructional days, the school will provide the family with a transitional plan including, but not limited to, resources such as contact information for their school of residence, other classroom-based educational opportunities, and wellness support.

7. A requirement that a current written agreement for each independent study pupil shall be maintained on file including all legal requirements (see Master Agreement below).

Master Agreement Policy

A requirement that a current written agreement for each independent study pupil shall be maintained on file including, but not limited to, all of the following:

1. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
2. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
3. The specific resources, including materials and personnel, that are made available to the pupil. These resources shall include: confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and end dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade-level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program (IEP) or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
8. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

9.

- a. Each independent study agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- b. Each signature required for an independent study agreement shall be dated as required by Title 5 California Code of Regulations Section 11702. An agreement is not in effect until it is complete as to all terms, signed and dated.

Before signing an independent study agreement, and upon the request of the parent or guardian of a student, the Charter School shall conduct a phone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent or guardian may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment.

Elite Academic Academy shall comply with the Education Code Sections 47612.5 and 51745 through 51749.3, Title 5 California Code of Regulations Sections 11700(b) through 11704, 16023 through 16026, and 11960(a) through 11963.7, and the provisions of the Charter School's Act and the State Board of Education regulations adopted thereunder.

The Chief Executive Officer shall establish regulations to implement these policies in accordance with the law.

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

Elite Academic Academy (EAA), 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. EAA 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, EAA 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, choir, 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 National Museum of Computing, Ambassadors of Compassion Curriculum, CA State Parks, Holocaust Museum, YouSchool, 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 parent/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 students 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.

EA 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

policy, 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 (Insert Date). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 1/1/2022

Megan Freeman

Name and Title of Authorized Official
CEO

Signature of Authorized Official

Date

California Department of Education
September 2021



ELITE™
— A C A D E M I C —
A C A D E M Y

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Mountain Empire	Meghan Freeman Chief Executive Officer	866-354-8302 ex 703

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://www.eliteacademic.com/wp-content/uploads/2021/06/2021_LCFF_Budget_Overview_for_Parents_Elite_Academic_Academy_-_Mountain_Empire_20210618.pdf
Expanded Learning Opportunities Grant	https://www.eliteacademic.com/wp-content/uploads/2021/05/2021_Expanded_Learning_Opportunities_Grant_Plan_Elite_Academic_Academy_-_Mountain_Empire.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

249,233

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	249,233
Use of Any Remaining Funds	

Total ESSER III funds included in this plan

249,233

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

In partnership with our LCAP and ELO plans, we also took the time to ensure meaningful participation. We sent the draft plan to all stakeholders via Parent Square to allow for input through a Google survey. Esser plan feedback was also posted on social media platforms to invite local business owners/managers to have an opportunity to have input. The public was welcome to comment on the draft plan at a board meeting on October 2, 2021.

A description of how the development of the plan was influenced by community input.

Community input provided focused on the need for mental and academic support. Comments included statements like, "intensive small group or 1:1 support is where the funding should be allocated, especially for IEP students and others with learning issues;" "Tutoring sessions are an effective way to reach students and close achievement gaps;" and "the mental health of our students is paramount and should be focused on as strongly as their academics."

Based on the input received and an analysis of our Spring surveys and benchmark assessment data, these were the aspects that were updated:

- Social Worker was hired to support wrap-around mental health services as a result of our parent survey
- A Tutoring/Coaching platform was created as a result of data reviewed by educators to support in an intensive small group or 1/1 support to close the achievement gap as a result of COVID 19 learning loss.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

249,223

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO, Action Related to Learning Loss	Core Subject Tutoring provided by in-house and contracted tutors to assist struggling learners	Provided by in-house and contracted tutors to assist struggling learners	65,000
LCAP, Goal #1, Action #7	Expanded Student Support Team Services	Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students). Academic Coaches, Content Teachers, TOSAs, and Instructional Aides to provide targeted intervention Develop a tutoring hub to provide 1:1 academic support that targets Math and ELA content standards Increase Chromebook deployment to provide access to digital intervention tools Increase SEL courses and programs to support student success Implement MTSS school-wide	100,000
LCAP, Goal #4, Action #4	9-12 Year Round Track	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.	50,000
	K-8 Soar Acceleration Program	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	34,233

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		focus on accelerating targeting standards and working to close achievement gaps.	

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

--

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Core Subject Tutoring provided by in-house and contracted tutors	Robust Tutoring Platform developed in collaboration with Tutor Time. Teacher of Record, student, and parent feedback is assessed and updated weekly. Students who are designated as needing support based on local and state assessments are provided an acceleration plan. i-Ready pre and post-tests are administered to ensure progress is being made.	Beginning, middle, and end of the year testing is completed for our underperforming students on the verified i-Ready platform. Our tutoring platform is constantly monitoring student success in small group acceleration groups. All data for each student is available for staff in the SIS as well as a comprehensive Monday.com board.
Expanded Student Support Team Services	A comprehensive Monday.com data board will provide live updates and supports in place for ALL students. This board will have detailed information on how EAA is supporting the individual growth of each child, monitoring formal and informal data as we work to close achievement gaps.	The Monday.com board provides a live ongoing overview of the work of the Student Support Team. At the end of the year, CAASPP scores are reviewed and reports are given to the staff, board and available for public view. Student/Parent surveys are completed many times a year, to gauge need and levels of support. Participation in parent workshops from this department is evaluated annually by the CEO to ensure parents are a large part of the development and creation of this new department.
Provide a 9-12 Year-round track.	In alignment, with our LCAP goal, we will monitor our graduation rate. Our goal is to ensure that despite Covid 19 our students have an opportunity to recover credits, catch up and, for some, even graduate early.	Our counselor monitors student progress towards graduation two times throughout the year. The 4 year plans are adjusted and modified based on students academic performance in classes. Supports are put into place and Year Round track is offered each year for students who need a longer school year in hopes to support them graduating.
K-8 Soar Acceleration Program	Student i-Ready Scores, Fast ForWord, Alex and Freckle Math will ensure that progress is made in this K-8 summer bridge program.	Formal beginning, middle, and end of the year testing is completed for our underperforming students on the verified i-Ready/CAASPP Assessments. Local data from Fast

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
		ForWord, i-Ready, and Freckle Math will be housed on our Monday.com board for Learning Period meetings and communication with parents on student progress.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

504 Meeting Invitation and Notice

Dear Parent/Guardian:

A meeting under Section 504 of the Rehabilitation Act of 1973 will take place for your child. The purpose of the meeting is to discuss:

- Your child's possible referral for Section 504 Evaluation
- Your child's educational progress/performance for evaluation or reevaluation
- Section 504 Evaluation results and possible eligibility
- Annual progress
- An Addendum
- Change Of Placement
- Other

This meeting will be held on: Time:

Location:

The following persons have been invited to attend the meeting:

- | | | | |
|-------|----------------------|---------------------|----------------------|
| Name: | <input type="text"/> | Title/Relationship: | <input type="text"/> |
| Name: | <input type="text"/> | Title/Relationship: | <input type="text"/> |
| Name: | <input type="text"/> | Title/Relationship: | <input type="text"/> |
| Name: | <input type="text"/> | Title/Relationship: | <input type="text"/> |
| Name: | <input type="text"/> | Title/Relationship: | <input type="text"/> |

If you require more information about the purpose of the meeting or information about your Procedural Safeguards, please contact me at the number below:

Name: Phone: Title:

Please check one or more of the following statements below and return as soon as possible.

- I will attend the Section 504 meeting.
- I will need an interpreter during the meeting.
- I will need a copy of the meeting documents to be translated for me.
- I will not attend the Section 504 meeting and acknowledge that I will receive a copy of the appropriate records after the meeting.
- I have a special circumstance as specified below for the team to consider.

Please initial if you have received a copy of your Section 504 Parent and Student Rights:

I acknowledge receipt of the Section 504 Parent/Guardian/Student Rights.

Parent/Guardian Signature: Date:

- Parent
- Legal Guardian
- Authorized Adult
- Adult Student

Additional Comments:

504 Parent Permission

Evaluation Type:

- Initial
- Reevaluation
- Other

This letter is to inform you that a Section 504 Evaluation under Section 504 of the Rehabilitation Act of 1973 has been requested. The purpose of the evaluation is to determine whether your child has a physical or mental impairment that is substantially limiting a major life function. Evaluation results will be considered by the Section 504 Team (which might include parents, teachers, counselors, psychologists, administrator, and/or other support personnel) to determine whether a special accommodation plan for your child is needed. You will receive separate notice for this meeting and an invitation to attend. **We also encourage you to bring your student to the meeting if he or she is at the middle or high school level.**

Examples of Physical or Mental Impairments*	Examples of Major Life Activities*
<ul style="list-style-type: none"> • Any physiological disorder or condition • Cosmetic disfigurement • Anatomical loss affecting or more of the following body systems: <ul style="list-style-type: none"> ◦ Neurological ◦ Muscoskeletal ◦ Special Sense Organs ◦ Respiratory, including speech organs ◦ Cardiovascular ◦ Reproductive ◦ Digestive ◦ Genito-Urinary ◦ Hemic and Lymphatic ◦ Skin ◦ Endocrine • Any Mental or Psychological disorder such as: <ul style="list-style-type: none"> ◦ Mental Retardation ◦ Organic Brain Syndrome ◦ Emotional or Mental Illness ◦ Specific Learning Disabilities 	<ul style="list-style-type: none"> • Caring for one's self • Performing manual tasks • Walking • Seeing • Hearing • Speaking • Breathing • Learning • Working • Eating • Sleeping • Standing • Lifting • Bending • Reading • Concentrating • Thinking • Communicating • Function of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions

* These lists are not exhaustive

Several sources and factors may be considered for evaluation. These sources and factors may include observations, interviews, and the collection of other data such as aptitude and achievement tests, teacher recommendations, physical condition (medical/diagnostic information), social and cultural background, behavior checklists/rating scales and/or other pertinent information.

If you have questions, want more information about specific tests or observations to be conducted, or have information/reports from an outside professional (e.g., medical doctor, mental health practitioner, etc.), please provide copies of the documents to:

Name: Phone: Title:

- Yes, I give my permission to conduct the evaluation as described. My parent rights were included with this notification.
- No, permission for the evaluation is denied. My parent rights were included with this notification.

Parent/Guardian Signature: Date: Phone:

Parent Legal Guardian Authorized Adult Adult Student

Please sign and return to:

Name: Phone: Title:

Date Received:

Additional Comments:

504 Eligibility Documentation

Purpose of Meeting:

- Initial
- Review
- Eligibility reconsideration/transition
- Other

Meeting Date:

Date of Next Review:

Date of Last Review:

Triennial Review Date:

Background Information/Referral Concern (for initials only, check all that apply):

- Academic
 - Early literacy (phonemic awareness)
 - Early literacy (phonics)
 - Reading fluency
 - Vocabulary
 - Reading Comprehension
 - Math Reasoning
 - Math Computation
 - Oral Language
 - Written Expression
 - Subject Matter Competency (describe)
 - Other

- Behavior
 - Off Task
 - Disruptive/Defiant
 - Adaptive Skills
 - Other

Health/Medical (Describe condition below)

Other

Other

- Referral Source
 - Parent/Guardian
 - Teacher(s)
 - Administrator
 - Student Success Team/Pre-Referral Intervention Team

Other

Previous Interventions

SST

IEP

Other

Primary Language:

English Learner:

Yes No

Level of English Proficiency:

Hearing Screening

Pass

Date:

Fail

Date:

Results:

Check if student wears hearing aid(s)

Vision Screening

Pass

Date:

Fail

Date:

Results:

Check if student wears corrective lenses

Evaluation Information

Data used to inform eligibility decision-making came from the following sources. (Please provide name of test or individual providing information for any checked item) :

Record Review

Past Interventions

SST Documentation

Special Education Assessment

Attendance

Office Referral Data

Other

Interview

Parent/Guardian

Teacher

Other

Observations

Classroom

Playground/Social Setting

Other

State Tests

District Tests

Classroom Assessments

Individually Administered Tests (Academic skills, Achievement, Cognitive Skills, etc.)

Adaptive Behavior Rating Scales

Social-Emotional and Behavior Rating Scales

Please provide information and **data** used to answer each "yes/no" question in each of the three areas listed below. In order to qualify for special services, ALL THREE AREAS must include data that justifies an answer of, "YES".

1. Does the student have a mental or physical impairment?

No

Yes (Please select all that apply below)

**Please note this list is not exhaustive*

A physiological disorder or condition

Cosmetic disfigurement or anatomical loss affecting one or more of the following body systems:

Neurological

Digestive

Musculoskeletal

Genito-Urinary

Special sense organs

Hemic and lymphatic

Respiratory, including speech organs

Skin

Cardiovascular

Endocrine

Reproductive

Any mental or psychological disorder such as:

Mental retardation

Emotional or mental illness

Organic brain syndrome

Specific learning disabilities

Other (specify below)

Please describe the specifics of the impairment (if applicable) and the data used to answer question #1 below:

2. Does the mental or physical impairment limit a major life activity?

No

Yes (Please select all that apply below)

**Please note this list is not exhaustive*

Caring for ones self

Sleeping

Performing manual tasks

Standing

Walking

Lifting

Seeing

Bending

Hearing

Reading

Speaking

Concentrating

Breathing

Thinking

Learning

Communicating

Function of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions

Working

Eating

Other (specify below)

Please describe the data used to answer question #2 below:

3. Is/are the major life activity/activities limited to a substantial degree, or is the student unable to perform the major life activity/activities comparably to age/grade/level peers unless he/she uses mitigation measures (e.g. medications, adaptive devices, or learning behavioral adaptations)?

- No
- Yes, describe the nature/degree of each impairment and provide examples below:

Please describe the data used to answer question #3 below:

The team has determined the student:

- Meets eligibility under Section 504 (all three above areas had an answer of "YES")
- Does not meet eligibility under Section 504 (one or more areas had an answer of "NO")
- "I (The Parent) disagree with the above findings."

Team Member Signatures

Date:

Name: Title/Relationship:

Name: Title/Relationship:

Name: Title/Relationship:

Name: Title/Relationship:

Name: Title/Relationship:

Additional Comments:

504 Accommodation Plan

Purpose of Meeting

- Initial
- Review
- Eligibility reconsideration/transition
- Other

Meeting Date:

Date of Next Review:

Date of Last Review:

Triennial Review Date:

Identified Disorder or Medical Condition

Services

Services & Placement

Frequency x Duration (Minutes)

Person(s) Responsible Title

Curricular Designation

- District Core Curriculum
- Modified District Core Curriculum (Describe:)

Behavior

- Behavior Intervention Plan

Health/Medical

- Specialized Health Care Plan

Subject Area

Materials/Books/Equipment: N/A

- Calculator
- Large Print Text
- Other
- Computer Access
- Assistive Seating
- Recorder
- Spell Check

Grading: N/A

- No Spelling or Handwriting Penalty
- Based on Modified Assignments/Tests (Describe below)
- Other

Environment: N/A

- Preferential Seating Minimized Distractions Extra Space
- Short Breaks Between Assignments Access to Separate Study Area
- Other

Instructional Strategies: N/A

- Visual Reminders Provide Lecture Oral Reminders
- Extended Time to Complete Assignments Notes/Outline
- Other

Test/Quizzes: N/A

- Read Aloud Multiple Choice Study Guide
- Rephrase/Direction Alternative Seating Extra Time
- Oral Testing Modified Format
- Other

State Testing:

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

Math (Grades 3-8, & 11)

Science (Grades 5, 8 & 10)

If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

The student will not participate in the SBAC because

Participation in an Alternate Assessment is appropriate

Physical Fitness Test (Grades 5, 7 & 9)

- Out of testing range
- Without Accommodations
- With Modifications (check with PFT Office prior to use)

With Accommodations

Other State-Wide/District-Wide Assessment(s) Alternative Assessment(s)

Desired Results Developmental Profile (DRDP) - (Preschoolers Ages 3, 4, and 5 years)

- Not Applicable Assistive equipment or device
- Alternative response mode Visual support
- Sensory support Alternative mode for written language
- Functional positioning Augmentative or alternative communication system

ELPAC (English Learners Only)

- Listening without Designated Supports or Accommodations
- Listening with Designated Supports Non-embedded
- Listening with Accommodations Non-embedded
- Listening with Unlisted Resources (requires CDE Approval)
- Speaking without Designated Supports or Accommodations
- Speaking with Designated Supports Non-embedded
- Speaking with Accommodations Non-embedded
- Speaking with Unlisted Resources (requires CDE Approval)
- Reading without Designated Supports or Accommodations
- Reading with Designated Supports Non-embedded
- Reading with Accommodations Non-embedded
- Reading with Unlisted Resources (requires CDE approval)
- Writing without Designated Supports or Accommodations
- Writing with Designated Supports Non-embedded
- Writing with Accommodations Non-embedded
- Writing with Unlisted Resources (requires CDE approval)

Alternate Assessment to ELPAC

If yes, areas of alternate assessment: Listening Speaking Reading Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

Standards based Tests in Spanish STS

- Math without Designated Supports or Accommodations
- Math with Accommodations
- Math with Designated Supports
- Reading, Language, Spelling without Designated Supports or Accommodations

Reading, Language, Spelling with Accommodations

Reading, Language, Spelling with Designated Supports

Team Member Signatures:

Date

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Additional Comments:

504 Manifestation Determination

Date Of Current 504 Accomodation Plan:

Current educational setting(s):

Date of last evaluation:

Description of disability or impairment:

Number of days suspended during current school year:

Description of behavior/actions of student resulting in this analysis:

Disciplinary action taken/proposed:

Date of decision of disciplinary action:

In determining whether the student's behavior was a manifestation of his/her disability, the manifestation determination team considered the following in relation to the behavior subject to discipline (check applicable items):

Teacher observations of the student (list below)

The Student's 504 Accommodation Plan (describe below)

Other relevant information *supplied by the parents of the student* (list below)

Additional evaluation as needed (describe below)

Other (list below)

The Manifestation Determination team determined that, in relation to the behavior subject to the disciplinary action:

The conduct in question was caused by or had a direct and substantial relationship to the disability

Yes

No

Comments:

Or

The conduct in question was a direct result of a failure to implement the Section 504 Accommodation Plan.

Yes

No

Comments:

The Manifestation Determination team decided that the student’s behavior:

Was a manifestation of his/her disability (requires a “yes” on any 1 of the above 2 items) *Discipline proceeding(s) may not occur at this time.*

Functional behavior assessment to be conducted (unless already conducted) and behavior plan to be implemented.

Or

If a behavioral intervention plan has been developed, plan will be reviewed and modified as necessary.

Was not a manifestation of his/her disability (requires a “no” on both of above 2 items. *Proceed with disciplinary pro-ceedings, all conditions have been met. (Behavior was not a manifestation of student’s disability, student understood impact and consequences of behavior, student could control behavior, and services and supports were correct at time of incident.)*)

Comments:

Parent **Agrees** **Disagrees** with the determination of the Manifestation Determination team.

Parent received copy of Parent Rights:

Yes

No

Team Member Signatures:

Date: _____

Name: _____

Title/Relationship: _____

Name: _____

Title/Relationship: _____

Name: _____

Title/Relationship: _____

Name: _____

Title/Relationship: _____

Name: _____

Title/Relationship: _____

Additional Comments:

504 Behavior Intervention

This is an initial BIP. Date:

This is an interim BIP pending additional data collection

This BIP is a revision of the BIP dated

1. Targeted Behavior(s):

2. Frequency and/or Intensity and/or Duration of Target behavior:

3. Antecedents & Prevention:

4. Function of Behavior:

5. Replacement Behaviors (Positive):

Triggers within curriculum, instruction, environment and/or intra/interpersonal situations in which behaviors are likely to occur :

Changes or strategies needed by staff to remove likelihood of behavior occurring:

6. Instructional Strategies to teach the Replacement Behaviors/Skills to the student: (successive teaching steps listed below)

Person(s) Responsible:

7. Reinforcement Procedures:

a. Establishing replacement behaviors:

b. Maintaining replacement behaviors:

c. Maintaining replacement behaviors:

Person(s) Responsible:

8. Reactive Strategies to use when the target behavior (problem behavior) occurs:

Person(s) Responsible:

9. Communication of Progress Data:

10. Data Collection Methods:

Method/Manner: (Type: notes, written logs, data sheets, summaries, verbal-phone calls, conferences)

Between: (list: staff/agency names—must include parent/guardian)

Frequency & Conditions: (how often, continuous or contingent, such as whenever behavior is exhibited etc.)

Content: (describe what will be included, e.g. work completion rate, antecedents, and incident reports?)

11. Criteria for Success:

12. Interagency Coordination:

Yes

No

List Agency:

Person responsible for contact:

13. Participants in the Plan Development:

Student:

Parent/Guardian:

General Ed. Teacher:

Special Educator:

DIS Staff:

School Psychologist:

Administrator:

Other:

Additional Comments:

504 Notice of Parent Rights

Notice of Parent and Student Rights Under Section 504

The Rehabilitation Act of 1973

The Rehabilitation Act of 1973, which includes "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity such as learning.

Dual Eligibility: Some students may be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act ("IDEA").

The enabling regulations for Section 504, as set out in 34 CFR, Part 104, provide parents and/or students with the following rights:

1. Parents' Rights. You have a right to be informed by the District of your rights under Section 504.
2. **(The purpose of this Notice form is to advise you of those rights.) 34 CFR 104.32.**
3. FAPE. Your child, if he/she has disability, has the right to a free appropriate public education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students are met. **34 CFR 104.33.**
4. Free Education. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved of an otherwise valid obligation to provide or pay for services provided to a disabled student. **34 CFR 104.33.**
5. Least Restrictive Environment. Your child has the right to be educated with non-disabled students to the maximum extent appropriate to his/her needs. **34 CFR 104.34.**
6. Comparable Facilities. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. **34 CFR 104.34.**
7. Evaluations. If there is a reason to believe that your child has a disability and needs special education or related services, he/she has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. **34 CFR 104.35.**

8. **Testing.** Testing and other evaluation procedures must conform to the requirements of **34 CFR 104.35** as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. **34 CFR 104.35.**
9. **Section 504 Student Success Team.** Placement decisions must be made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. **34 CFR 104.35.**
10. **Re-Evaluations.** If eligible under Section 504, your child has a right to re-evaluations periodically and prior to any significant change in placement. **34 CFR 104.35.**
11. **Prior Notice.** You have the right to notice prior to any action by the District in regard to the identification, evaluation, or placement of your child. **34 CFR 104.36.**
12. **Records.** You have the right to examine relevant records of your student. **34 CFR 104.36.**
13. **Due Process Procedures.** You have the right to an impartial hearing with respect to the District's action regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney.

If you disagree with the identification, evaluation, or placement of a student with disabilities under Section 504, you may initiate the following procedures. We encourage parents to use Levels One and Two in an effort to resolve issues informally, but you may go directly to Level Three.

LEVEL ONE: In writing, request a meeting with your child's Section 504 Student Study Team in an attempt to resolve the disagreement. This meeting shall be held within a reasonable period of time after receiving the parents' request.

LEVEL TWO: If disagreement continues, request in writing a meeting with the District Section 504

Coordinator: , Address , Phone
Name

LEVEL THREE: If disagreement continues, or upon initial request, a parent/guardian may request in writing an impartial hearing. The steps involved in initiating and implementing a Section 504 impartial hearing follow:

- a. A request in writing for a Section 504 impartial hearing must be filed in the office of the District Section 504 Coordinator. The District must generally receive this request within thirty (30) calendar days from the parents' or guardians' receipt of written notice of the decision leading to the request for the impartial hearing. This time frame may be extended for good cause or by mutual agreement. This time frame will also be renewed upon the parents' request for and participation in a scheduled Section 504 Student Study Team meeting.
- b. The written request shall contain the following:
 - i. The specific nature of the decisions(s) made by the District with which the person disagrees.
 - ii. The specific relief the person seeks.

- iii. Any other information the person believes will assist in understanding the request.

 - c. Within a reasonable period of time following receipt of a written request for hearing, the District Section 504 Coordinator will select an impartial hearing officer.

 - d. A hearing officer selected by the District must satisfy the following requirements:
 - i. Be qualified to review District decisions relating to Section 504.
 - ii. Not be an employee, or, under contract with, the District or the SELPA of which the District is a member in any capacity other than that of a hearing officer.
 - iii. Not have any professional or personal involvement that would affect his or her impartiality or objectivity in the matter.

 - e. Within sixty (60) days after receipt of parent's request, the hearing shall be conducted, and a written decision mailed to all parties.

 - f. Any party to the hearing shall be afforded the following rights:
 - i. The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of students who are qualified disabled individuals within the meaning of Section 504.
 - ii. The right to present evidence, written and oral.
 - iii. The right to written findings of fact, conclusions of law, and a decision prepared by the hearing officer.
 - iv. The right to a written or electronic verbatim record of the hearing prepared at the expense of the individual requesting such record.
 - v. The right to prohibit the introduction of evidence at the hearing that has not been disclosed to the other party or parties at least five (5) calendar days prior to the hearing, except for good cause shown.
 - vi. Receipt of notice from the other party or parties at least ten (10) calendar days prior to the hearing that they will use the services of an attorney, except for good cause shown.

 - g. The hearing officer shall render a decision pursuant to the legal standards set forth in 34 C.F.R., Part 104.

 - h. Either party may seek review of the hearing officer's decision by timely filing with a court of competent jurisdiction.

 - i. Reimbursement of attorneys' fees, expert witnesses' fees, and other costs is available only as authorized by law.
14. District Level Complaints. On Section 504 matters other than your child's identification, evaluation, and placement, you may file a complaint with the District's Section 504 Coordinator who will investigate the allegations in an effort to reach a prompt and equitable resolution.
15. OCR Complaints. You also have a right to file a complaint with the Office for Civil Rights. The address of the Regional Office that covers California is:

Office of Civil Rights, U.S. Department of Education

**50 United Nations Plaza
San Francisco, California 94102
(415) 486-5555**

16. Suspension/Expulsion Discipline Issues.

- a. No Section 504 student may be expelled for misconduct which is caused by reason of his/her disability, or was a result of inappropriate accommodations and/or modifications.
- b. When suspension results in a period of more than 10 consecutive school days, or a series of suspensions that creates a pattern each of which is 10 or fewer days in duration, totaling more than 10 school days, the Section 504 Student Success Team will convene to determine whether the misconduct was caused by the student's disability.
- c. When expulsion is being considered, the Section 504 Student Success Team will convene. The parent/guardian will be given at least 48 hours notice of the meeting. The Section 504 Student Success Team will determine whether the misconduct was caused by the student's disability.
- d. If the parent/guardian disagrees with the Team's determination, he/she may appeal that determination under the procedures outlined in Step 12, above.
- e. A parent or guardian's disagreement with the Team's determination or their request for an impartial hearing shall not preclude the District from proceeding with an expulsion or suspension of more than 10 days, if the Team has determined that the student's misconduct was not caused by the student's disability or by inappropriate accommodations and/or modifications.

REMINDER: The procedural safeguards outlined in this Notice apply only to students or their parents/guardians making claims under Section 504. Students or their parents/guardians making claims under the IDEA must follow IDEA procedures.

Parent/Guardian rights have been explained and a copy received.

Parent/Guardian Signature:

Date:

504 Checklist

Step	Person Responsible/ Referring Staff	Action Initiated	Action Completed/ Document Received	Notes
Referral for Section 504 Evaluation				
Parent permission for section 504 evaluation sent home (if applicable)				
Interpreter for meeting identified and scheduled				
Staff completing evaluation given copy of signed parent permission				
Meeting notice sent home				
Participating staff informed of meeting time/place				
Meeting held				
Parent signatures obtained				
Translation of 504 meeting				
Forms completed				
504 Accommodation Plan translated				
Notify all team members of responsibilities (use email/notify feature)				

504 Notes

Notes

Date:

Notes:

Additional Comments:

504 Signature

Team Member Signatures:

Date

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Name:

Title/Relationship:

Additional Comments:

Pre-SST Intervention (Tier 2)

Teacher Intervention Checklist

(Strategies/Activities that have already been attempted prior to scheduling the SST#1 meeting)

Date classroom interventions/strategies started

General:

- Parent conference
- Counseling referral
- Behavior contract/interview
- Discipline/office referrals
- Change of schedule
- Health referral: medical/vision/hearing
- District school attendance review board referral
- Student conference
- Detention referral/suspensions
- Daily/weekly assignment agenda/sheets
- Change of class(es)
- Peer tutors
- Referral to attendance office
- Grade level/triad/roundtable intervention committee

Other 1

Other 2

Other 3

General education classroom/teacher provides additional intervention

General education intervention program during school day

General education intervention program outside of school day (before/after school)

Specific:

Environmental Accommodations

- Seating near teacher
- Success carrel for independent work
- Minimized visual distractions
- More physical space
- Other
- Alternative seating
- Minimized auditory distractions
- Low-lighted area
- Headphones

Curricular Accommodations

- Reading materials at grade level
- Peer assistance with reading
- Tape recordings of required reading
- Color-coded materials
- Large print
- Other
- Adult assistance with reading
- Highlighted materials for reading
- ESL material

Modified Assignments

- Reduced assignments
- Extra time for assignments
- Taped assignments
- Opportunity to respond orally

- | | |
|---|---|
| <input type="checkbox"/> Individual contracts | <input type="checkbox"/> Emphasis on major points |
| <input type="checkbox"/> Task analysis of assignments | |
| <input type="checkbox"/> Other <input type="text"/> | |

Alteration to Instruction

- | | |
|--|---|
| <input type="checkbox"/> Shortened instructions (1 or 2 steps) | <input type="checkbox"/> Opportunity to have instructions written |
| <input type="checkbox"/> Visual aids (pictures, flash cards, etc.) | <input type="checkbox"/> Auditory aids (cues, tapes, music, etc.) |
| <input type="checkbox"/> Multi-modal/multi-sensory presentation | <input type="checkbox"/> Use of varying voice volume & tonality |
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Frequent feedback |
| <input type="checkbox"/> Immediate feedback | <input type="checkbox"/> Positive reinforcement for academic work |
| <input type="checkbox"/> Positive reinforcement for communication skills | <input type="checkbox"/> Checking for understanding |
| <input type="checkbox"/> Other <input type="text"/> | |

Changes for Instructional Output

- | | |
|--|---|
| <input type="checkbox"/> Extra time for oral response | <input type="checkbox"/> Extra time for written response |
| <input type="checkbox"/> Oral instead of written response | <input type="checkbox"/> Illustration and labeling instead of writing |
| <input type="checkbox"/> Opportunity for taped responses | <input type="checkbox"/> Opportunity to create a model instead of writing |
| <input type="checkbox"/> Opportunity to dramatize instead of writing | |
| <input type="checkbox"/> Other <input type="text"/> | |

Homework Intervention

- | | |
|--|---|
| <input type="checkbox"/> Reduced homework load | <input type="checkbox"/> Opportunity for students to dictate to parents |
| <input type="checkbox"/> Opportunity to use the computer | |
| <input type="checkbox"/> Other <input type="text"/> | |

Behavioral Intervention

- | | |
|---|--|
| <input type="checkbox"/> Clearly define limits | <input type="checkbox"/> Implementation of a behavior contract |
| <input type="checkbox"/> Frequent reminder of rules | <input type="checkbox"/> Positive reinforcement |
| <input type="checkbox"/> Frequent eye contact | <input type="checkbox"/> Supervision during transitions |
| <input type="checkbox"/> Frequent breaks | <input type="checkbox"/> Small group instruction/intervention |
| <input type="checkbox"/> Private discussions regarding behavior | <input type="checkbox"/> 1:1 monitoring |
| <input type="checkbox"/> Other <input type="text"/> | |

Interventions tried at home:

- | | |
|--|--|
| <input type="checkbox"/> Enforcement of student attendance/punctuality to school | |
| <input type="checkbox"/> Verification student has read every night for <input type="text"/> min. | |
| <input type="checkbox"/> Encouraged listening of student read for <input type="text"/> min. | |
| <input type="checkbox"/> Verification of homework assignments/check for accuracy | |
| <input type="checkbox"/> Designated study/homework area at home | |
| <input type="checkbox"/> Nightly check for next day school materials (homework) | |
| <input type="checkbox"/> Attended conference/maintained regular communications with staff | |

- Reviewed students daily/weekly schedule for balance of activities and routine (e.g. monitored time spend on sports/television/video gaming)
- Reviewed home discipline plan for positive rewards/consequences for behavior
- Monitored sleep/nutrition habits of student and support wellness goals
- Other

Additional Information/Comments

Date interventions/strategies reviewed:

Outcome of interventions/strategies:

Outcome of interventions/strategies comments:

Parent Current Concerns (if known)

Teacher(s) Comment/Input:

Math Similar concerns noted: Yes No
 Comments

Language Arts Similar concerns noted: Yes No
 Comments

Science Similar concerns noted: Yes No
 Comments

Social Studies Similar concerns noted: Yes No
 Comments

PE Similar concerns noted: Yes No
 Comments

Elective Similar concerns noted: Yes No
 Comments

Additional Comments:

SST Referral (Tier 2)

Referred By

Date of Referral

Student Interests/Strengths

Student Assets/Strengths

Supportive Adult/Guardian at Home

Stands Up to Peer Pressure

Tolerates Frustration/Change

Participates in Clubs/Activities

Thinks Before Acting

Is Creative

Is Responsible

Has Special Interests/Hobbies

Appears Motivated

Displays Sense of Humor

Has Leadership Potential

Has Empathy for Others

Demonstrates the Ability to Learn

Asks for Assistance

Has Realistic Expectations/View

Is Trustworthy

Positive Peer Relations

Other

Concerns

Reading/English Language Arts

Above grade level standards

Meeting grade level standards

Below grade level standards

Specific Concerns

Basic literacy skills

Reading Fluency

Phonemic Awareness (the ability to recognize that a spoken word is composed of a sequence of individual sounds (phonemes)).

Reading Decoding (letter sound identification, blends etc)

- Reading Fluency (words read correctly per minute)
- Reading Comprehension (understand what has been read)
- Vocabulary
- Comprehension
- Written Language
- Other

- Written Expression
 - above grade level
 - at grade level
 - below grade level
 - Writing Encoding (Spelling)
 - Writing Mechanics (letter formation, spacing, reversals, punctuation)
 - Written Composition (writing sentences, paragraphs)

- Mathematics
 - Above grade level standards
 - Meeting grade level standards
 - Below grade level standards
 - Math Computation (operations)
 - Math Concepts (mathematical language in time, money, measurement)
 - Math Reasoning (comprehension of word problems to determine what operations are required)
 - Specific Concerns
 - Basic skills (computation)
 - Content specific skills
 - Other

- Humanities/Social Science
 - Above grade level standards
 - Meeting grade level standards
 - Below grade level standards
 - Other

- Science
 - Above grade level standards
 - Meeting grade level standards
 - Below grade level standards
 - Other

- Elective
 - Above grade level standards

Meeting grade level standards

Below grade level standards

Other

Physical Education

Above grade level standards

Meeting grade level standards

Below grade level standards

Other

Health

Above grade level standards

Meeting grade level standards

Below grade level standards

Other

Foreign Language

Above grade level standards

Meeting grade level standards

Below grade level standards

Other

Other Academic Area

Parent Concerns

Previous academic history:

Was Student Retained

If So, What Grade

Number Schools Attended

Attendance

Discipline History

Medical/Health:

Vision Passed Date Vision Passed

Vision Failed Date Vision Failed

Hearing Passed Date Hearing Passed

Hearing Failed Date Hearing Failed

- Wears Glasses
- Doesn't Wear Prescribed Glasses
- Weight Loss/Gain/Diet Concerns Noted
- Hygiene Concerns
- Dentals Needs
- Medication Issues
- Frequents Nurses/Health Office on Routine Basis
- Often Appears Sickly/Ill
- Appears Sleepy/Overly Tired
- Motor Coordination/Balance

Other Health Concerns

- Language/Communication:** Please complete the ELL form for students whose home language is NOT English
- Difficulties Clearly Communicating Wants and Needs
- Excessively Shy or Non Verbal
- Poor or Limited Eye Contact
- Poor Articulation of Sounds/Words
- English is a Second Language CELDT Level
- Doesn't Appear to Understand Basic Verbal Directions
- Uses Only Gestures Rather Than Words to Express Him/Herself

Other

- Speech/Language Development** Not a concern

**Refer to district /school speech/language department*

- English Language Development (ELL)** Not a concern
- beginning
- early intermediate
- intermediate
- early advanced
- advanced

**Complete ELL supplemental form*

- Motor Areas:**
- Appears to be Uncoordinated or Awkward in Movements
- Difficulties With Fine Motor Skills/Writing
- Overly Active or Underactive for Age
- Doesn't Dress for PE or is Challenged by Basic Activities

Difficulties with Routine Tasks Requiring Hand/Eye Coordination

Other

Learning Behaviors:

Inattention/Limited Focus

Easily Frustrated

High Activity Levels

Poor Effort/Work Habits

Limited Homework Completion/Missing Assignments

Other

Behavioral/Social Emotional Concerns:

Appears Anxious/Nervous/Fearful

Off Task/Inattentiveness

Displays Anger/Often Out of Control

Poor frustration tolerance/emotional outbursts

Disciplinary Actions Routinely Occur

Defiance Towards Adults/Authority Figures

Appears Withdrawn/Isolated

Poor Peer Relations/Change in Peer Group

Does Not Want to Attend School

Prefers Company of Adults to Peers

Parent Reports Difficulties Managing Student's Behavior

Fails to Participate in Classroom Activities

Disinterested in School Success

Doesn't Appear to Have Control Over Self

Bothers Others Despite Reminder/Warnings

Home Stressors Noted (Change in Residence/Divorce/Loss/Trauma)

"Appears ""Out of It"" or "Unaware/Distracted/Daydreaming"

Uses Restroom/Asks to Leave Class for Nurse/Office Frequently

At Risk for Tobacco/Alcohol/Drug Use/Abuse

Out of seat often

Poor Impulse Control

Difficulty remembering information following instruction

Needs frequent reminders/prompts by staff for appropriate classroom behavior

Organizational Challenges

Defiance/disregard for school rules

in class

on playground

school wide

community/law enforcement

Difficulty with Peers/Social relationships

Disinterest in school/learning

Home/family stressors noted: (divorce/loss, victim of crime, trauma)

Other

Other

Curriculum based measurements/Universal screenings: (e.g. Dibels, AIMSweb, local norms etc.)

Statewide Assessments

Local Assessments

Previous Services/Programs

Not a concern

Title 1

Preschool Early Intervention

ELL

SARB

GATE

Summer School

DIS Speech/Language

Counseling

RSP/SDC/Learning Center

Other:

Homework/Tutoring Club

Intervention Programs

Learning Style

Visual

Reflective

Auditory/Verbal

Active

Tactile/Kinesthetic

Combination

Other:

Parent Concerns/Input:

Parent Concerns (if known)

Teacher(s)

Comment/Input:

Math

Similar concerns noted: Yes No

Comments

Language Arts

Similar concerns noted: Yes No

Comments

Science Similar concerns noted: Yes No

Comments

Social Studies Similar concerns noted: Yes No

Comments

PE Similar concerns noted: Yes No

Comments

Elective Similar concerns noted: Yes No

Comments

Additional Comments:

ELL Supplemental Info

Language

Proficiency Status:

Student Dominant Language:

Student's language with parent(s):

Student's language with sibling(s):

Student's language with peers:

Was the primary language the only language spoken to the child in early development?

Yes No

Years In United States:

Country Of Birth:

Instruction

Did the child receive early childhood instruction?

Yes No

For how long?

Total years of formal instruction in United States:

In native country:

How is school structured in the child's native country? Describe if needed:

Number of schools attended:

Was attendance regular in the child's history?

Yes No

Do parents have written documentation about their child's school performance in their native country?

Yes No

Are there concerns relating to the adaptation to the new school system (acculturation process)?

Yes No

Language instruction programs and services:

English only Bilingual ELD

Has language of instruction in reading, math and written language been uniform in all grades?

Yes No

Is the student struggling in different educational contexts?

Home School

Social Factors

Has anyone observed the child in the community?

Yes No

Is social and adaptive functioning an issue for this child?

- Yes No

How does this child compare to children of similar educational, cultural or linguistic background?

Does the child have friends or interact with family in a typical manner for their age?

- Yes No

Family Factors

Are there any home factors that may be affecting this student's ability to function/learn in school?

- Yes No

Do parents or caretakers assist with homework?

Any drastic family changes (moving, death, immigration due to condition of native country etc.) occurred during the child's lifetime?

- Yes No

If yes:

Is language proficiency level of family impact supporting the student?

- Yes No

Team Assessment

Does the team believe that this student has had sufficient opportunity to learn, including adequate instruction in a language they can understand?

- Yes No

Is a member of the team today have expertise in English language acquisition?

- Yes No

Additional Comments:

SST Intervention Plan (Tier 3)

Date of Current SST:

Did parent attend SST meeting? Yes No

Specific Strategies Recommended By Team

Interventions

- General education classroom/teacher provides additional intervention
- General education intervention program during school day
- General education intervention program outside of school day (before/after school)
- Assign to counseling - at school
- Assign to counseling - outside agency
- Refer to: for:
- Increase parental communication/involvement
- Behavior Contract/Plan to be developed
- Refer to SARB
- Refer to school nurse/health office
- Teacher will receive training/demonstration teaching
- Other:

Intervention & Monitoring System

Intervention	<input type="text"/>		
Start Date	<input type="text"/>	Projected End Date	<input type="text"/>
Frequency	<input type="text"/> x <input type="text"/>	Duration (minutes)	<input type="text"/>
Provided By	<input type="text"/>	Monitored By	<input type="text"/>
Delivery	<input type="text"/>		
Monitoring Tools	<input type="text"/>		

Current Level of Performance

Baseline Date	<input type="text"/>	Baseline Score	<input type="text"/>
Baseline Comments	<input type="text"/>		

Desired Outcome

Goal Date	<input type="text"/>	Goal Score	<input type="text"/>
Goal Comments	<input type="text"/>		

What is the difference between the current levels and the desired outcomes?

Outcome Goal By the student will

as measured by

Intervention

Start Date

Projected End Date

Frequency x

Duration (minutes)

Provided By

Monitored By

Delivery

Monitoring Tools

Current Level of Performance

Baseline Date

Baseline Score

Baseline Comments

Desired Outcome

Goal Date

Goal Score

Goal Comments

What is the difference between the current levels and the desired outcomes?

Outcome Goal By the student will

as measured by

Will parents be involved in the intervention/strategy?

Yes No

Is there a need for a follow up SST?

Yes No

If so, when will this be held:

SST Meeting Membership Attendance Record

Additional Comments:

Progress Monitoring (Tier 3)

Start Date	Projected End Date	Intervention	Baseline Date/ Baseline Score	Goal Date/ Goal Score	Monitored By	Monitoring Tools
Start Date	Projected End Date	Intervention	Baseline Date/ Baseline Score	Goal Date/ Goal Score	Monitored By	Monitoring Tools

SST Behavior Intervention (Tier 3)

This is an initial BIP. Date:

This is an interim BIP pending additional data collection

This BIP is a revision of the BIP dated

1. Targeted Behavior(s):

2. Frequency and/or Intensity and/or Duration of Target behavior:

3. Antecedents & Prevention:

4. Function of Behavior:

5. Replacement Behaviors (Positive):

Triggers within curriculum, instruction, environment and/or intra/interpersonal situations in which behaviors are likely to occur :

Changes or strategies needed by staff to remove likelihood of behavior occurring:

6. Instructional Strategies to teach the Replacement Behaviors/Skills to the student: (successive teaching steps listed below)

Person(s) Responsible:

7. Reinforcement Procedures:

a. Establishing replacement behaviors:

b. Maintaining replacement behaviors:

c. Maintaining replacement behaviors:

Person(s) Responsible:

8. Reactive Strategies to use when the target behavior (problem behavior) occurs:

Person(s) Responsible:

9. Communication of Progress Data:

10. Data Collection Methods:

Method/Manner: (Type: notes, written logs, data sheets, summaries, verbal-phone calls, conferences)

Between: (list: staff/agency names—must include parent/guardian)

Frequency & Conditions: (how often, continuous or contingent, such as whenever behavior is exhibited etc.)

Content: (describe what will be included, e.g. work completion rate, antecedents, and incident reports?)

11. Criteria for Success:

12. Interagency Coordination:

Yes

No

List Agency:

Person responsible for contact:

13. Participants in the Plan Development:

Student:

Parent/Guardian:

General Ed. Teacher:

Special Educator:

DIS Staff:

School Psychologist:

Administrator:

Other:

Additional Comments:

Intervention Plan Review (Tier 3)

Intervention Plan Review #

Review Date:

Did parent attend the SST meeting today? Yes No

Were the prescribed interventions implemented? Yes No

Was data collected? Yes No

Previously Identified Goal

- Academic
- Behavior/Social
- Health/Medical

Data Collected Indicated

Student met goal

Student exceeded goal

Student did not meet goal but showed promising progress

Student showed only minor progress (the outcome did not differ significantly from baseline)

Factors affecting intervention/progress (if any, e.g. attendance, motivation, other etc.)

Success Of Intervention

How many weeks will data collection continue?

Projected date of SST Review:

Intervention monitor assigned:

Intervention will be provided by:

New/Modified Goal - By (projected date of SST Review:) the student will:

Progress Monitoring System (New or Modified)

Intervention

Start Date Projected End Date

Frequency x Duration (minutes)

Provided By Monitored By

Delivery

Monitoring Tools

Current Level of Performance

Baseline Date Baseline Score

Baseline Comments

Desired Outcome

Goal Date Goal Score

Goal Comments

What is the difference between the current levels and the desired outcomes?

Outcome Goal By the student will

as measured by

Intervention

Start Date Projected End Date

Frequency x Duration (minutes)

Provided By Monitored By

Delivery

Monitoring Tools

Current Level of Performance

Baseline Date Baseline Score

Baseline Comments

Desired Outcome

Goal Date Goal Score

Goal Comments

What is the difference between the current levels and the desired outcomes?

Outcome Goal By the student will

as measured by

Date:

Name:

Title/Relationship:

SST Meeting Membership Attendance Record	Name: <input type="text"/>	Title/Relationship: <input type="text"/>
	Name: <input type="text"/>	Title/Relationship: <input type="text"/>
	Name: <input type="text"/>	Title/Relationship: <input type="text"/>
	Name: <input type="text"/>	Title/Relationship: <input type="text"/>
	Name: <input type="text"/>	Title/Relationship: <input type="text"/>
	Name: <input type="text"/>	Title/Relationship: <input type="text"/>

Additional Comments:

Team Notes

Additional Comments:

Signature

SST Meeting Membership Attendance Record

Additional Comments: