



Elite Academic Academy - Mountain Empire

Join Zoom Meeting

[https://eliteacademic.zoom.us/j/94339322461?](https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZINyZz09)
pwd=dVJiSVBTbTNleGZobGduSk1NZINyZz09 Meeting ID:
943 3932 2461 Passcode: 517181 One tap mobile
+16699009128,,94339322461#,,,,*517181# US (San Jose)

June 3, 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 - June 3, 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 June 3, 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 14.0.

5.0 Closed Session

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

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

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

Time: 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

CEO Report May 2021 ME.pdf

9.2 Consent Agenda

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

Motion: Second:
Vote:

A. Meeting Minutes from the May 06, 2021 Board Meeting

EAA-ME 05.06.2021.pdf

B. Warrant Register

WarrantRegisterME_May21.pdf

C. Job Descriptions

JD (Remote) Chief Student Development Officer
(pending).pdf

JD Chief Academic Innovations Officer (pending).pdf

JD Compliance Liaison (pending board approval).pdf

JD Director of Community Relations (pending board
approval).pdf

JD Full-Time Instructional Learning Coach (Certificated)
(pending).pdf

JD Part-Time Instructional Learning Coach (Certificated)
(pending).pdf

JD SPED Administrative Assistant (pending).pdf

JD SPED Coordinator (pending).pdf

JD Independent Study School Social Worker (Certificated)
(pending).pdf

D. Re-occurring Annual Expenses 2021-2022

It is recommended that the Board approve the following re-
occurring Annual Expenses for Elite Academic Academy -
Mountain Empire.

Motion: Second:
Vote:

Mountain Annual 21.22 Contracts_Invoices (2).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.

Motion: Second:
Vote:

20210274

10.2 Temporary Classified Hire

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

Motion: Second:
Vote:

 Signed LOI.pdf

11.0 Public Hearing

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

Open (Time) :
Close (Time) :

11.1 2021/2022 Annual Budget Hearing

EAA ME 2021-22 Budget_6-3-21 Board Report.pdf

2021_LCFF_Budget_Overview_for_Parents_Elite_Academic_Academy_-
_Mountain_Empire_20210602-2.pdf

Open(Time) : 11.2 2021/2022 Local Control Accountability Plan (LCAP)
Close(Time): Hearing

2020-2021 LCAP-2.pdf

Local Indicators Presentation.pdf

2021_Local_Control_and_Accountability_Plan_Elite_Academic_Academy_-
_Mountain_Empire_20210602.pdf

2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_Elite_Academic_Academy_-
_Mountain_Empire_20210602.pdf

Time: 12.0 Business Services

12.1 Year-Round Community Partner Agreements

It is recommended that the Board approve the following Year-Round Community Partner Agreements for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Year Round Community Partner Agreement 21.22.pdf

12.2 Proposed Vendor List for 2021-22

It is recommended that the Board approve the Proposed Vendor List for the 2021-22 school year for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

EMR Community Material Partners List 21.22.pdf

VCI Instructional Community Partners List 21.22.pdf

12.3 Certification of Signatures

It is recommended that the Board approve the Certification of Signatures for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

EAA-ME 2021 Certification of Signatures.pdf

12.4 Hatch and Cesario Contract for 2021-22

It is recommended that the Board ratify the following Hatch and Cesario Contracts for the 2021-22 year for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Hatch and Cesario EAA-ME CONTRACT 2021-2022.pdf

13.0 Educational Services/Policy Development

13.1 I-Ready Quote

It is recommended that the Board approve the following I-Ready Quote for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

21-22 Breakdown (1).xlsx

i-Ready 21-22 Quote.pdf

13.2 School Pathways Quote for 2021-22

It is recommended that the Board approve the following School Pathways Quote for the 2021-22 school year for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

Elite Academic Academy - Mountain SP Quote 21-22.pdf

14.0 Report of Action Taken in Closed Session

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

15.0 Calendar

The next scheduled meeting is June 17, 2021 at 10:00 am.

15.1 Board of Director's Meeting Calendar 2021-22

It is recommended that the Board approve the Board of Director's Meeting Calendar for the 2021-22 school year for Elite Academic Academy - Mountain Empire.

Motion: Second:
Vote:

16.0 Board Comments and Future Planning

Time:

17.0 Adjournment

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

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:

Elite Academic Academy

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



Monthly Update

May 2021

#BeElite

ELITE ACADEMIC ACADEMY



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

May 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 completion rates are extremely high for our CAASPP despite the pandemic year. We hope to reach the 95% threshold and are working hard to get there.
- Our fiscal finance team is gearing up for the audit and working hard to prepare our end of the year budget. Our healthy ending fund balance will support us as we enter another crazy legislative year.



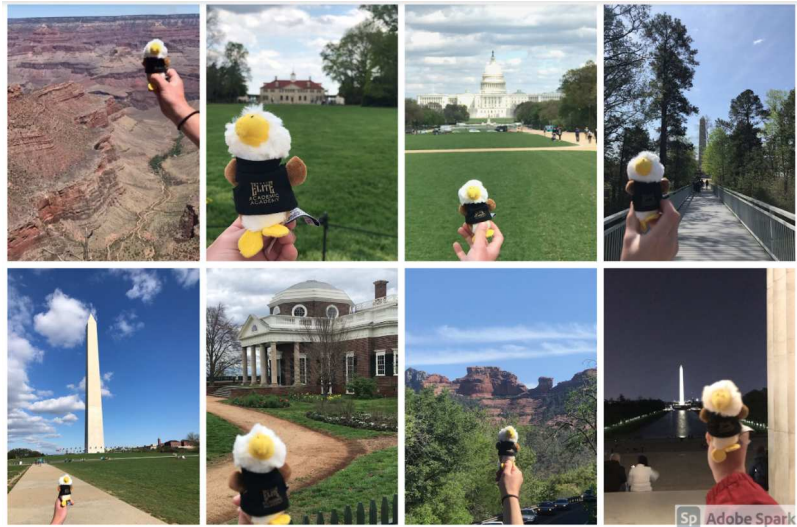
May was busy, as May always is, with state testing. **Elite Homeschool** teachers did both virtual and in person (as needed for scribing) CAASPP testing. I Ready tests were individually proctored to the K-2nd graders and parents were given immediate results. I Ready tests were also given to any students who opted out of state testing to ensure we had end-of-the-year data for each of our students.

Other than the interruption of learning, due to testing, homeschooling students continued to thrive. Our goal as always is to foster a love of learning. **Elite Educators** met with all of their students the first week of May to review work from Learning period 6.

Eli the Elite Eagle got to travel with the Helfrich's around the country and even got to visit Jamestown, Monticello, Mount Vernon, the Capitol Building, the Washington Monument, Sedona, and the Grand Canyon! (see if you can match the monuments!) This was to compliment their study of American History.



Victoria and Arthur had fun learning about the life cycle of butterflies by raising and releasing them, while the Kittle children raised and released many praying mantis.



After the Earth Day Poppy Celebration with Elite's Adventure lead Tom Olson, the Gardstrom girls took it a step further by recycling all the tin cans they had been saving and planting poppies for neighbors to enjoy. Super creative and caring!



Valentine created the Hanging Gardens of Babylon with play dough and was able to explain why they were made.



We had 49 middle and high school students successfully complete community college classes!

The end of May will be busy meeting again with families to end the year, complete report cards, and honor our K, 5th, 8th, and 12th grade graduations.



Virtual Teacher of Record, Mrs. Rodriguez, showing off her Super Hero Testing Mug during a proctoring session!

With less than two weeks to go in the school year, our staff is focusing on finishing strong with our students, honoring our 8th graders and our graduating Seniors, and wrapping up the semester. **Content Teachers are offering constant 1:1 support for struggling students, as well as weekly lessons and exam review.** Our Teachers of Record are busy finishing up state testing while closing out the school year and inspiring their students to finish strong!

Virtual Academy At-A-Glance

Virtual Academy Staff: 7 Teachers of Record, 2 in-house tutors, 7 Content Teachers, 2 Admin
 Virtual Academy Students: 259 students (132 LU, 127 ME)
 Current Live HQT-Supported Virtual Courses Offered: 38
 Virtual Students enrolled in CTE-Pathway Courses: 70+
 Current CAASPP Assessments Completed (Virtual Academy): 715+ and counting

In-House Virtual Tutoring

Our in-house virtual tutoring services have provided over **1,450 hours** of FREE ONE-ON-ONE On-Demand tutoring for our virtual students as of 04/27/2021.

Summative CAASPP & i-Ready

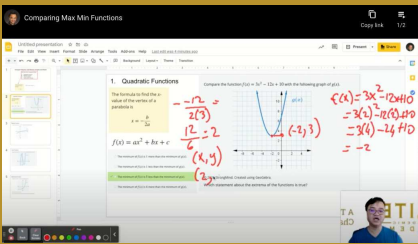
Our Teachers have been hard at work proctoring their students and encouraging them to do their best work on the assessments. **Over 715 Assessments have been completed by Virtual Academy Students in the new Virtual Proctoring System.**

We are well on our way to our goal of 95% CAASPP Completion. Students who are not assigned CAASPP this year (9-10th graders), or those who have opted out of the CAASPP are being assessed through our internal i-Ready System for Reading and Mathematics.

Teacher Appreciation

During Teacher Appreciation week in May, students submitted their stories about what they love about their teachers. Check out Virtual Academy 11th Grader Maleyna explaining her appreciation for Elite and her teachers here:

<https://www.facebook.com/EliteAcademic/videos/475616567098266/>

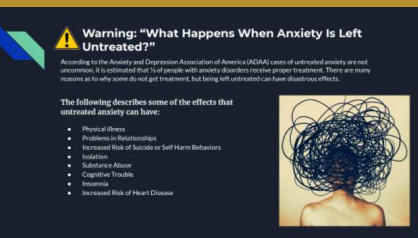


Mr. Bunn's Algebra 2B Lesson:
https://www.youtube-nocookie.com/embed/G2ZGqfifYCo?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=G2ZGqfifYCo



New Student Opportunities

Our Virtual Teacher of Record, Ms. Vosburg, initiated the creation of a new Virtual Anime & Comic Book Club to offer Elite students to discuss their passion.



A slide from a presentation in Psychology B by Lilliana Bowen about the severity of Anxiety, and steps to treat, prevent, and cope. Students are encouraged to analyze the cultural stigma of treating mental health, and developing full psychological health plans.



Flex Academy teachers were extremely busy this month proctoring CAASPP assessments for grades 3-8 & 12, and i-Ready assessments for grades K-2, & 9-10. They also held progress check meetings with parents and students to discuss curriculum options for the upcoming school year and learning goals for the summer.

We also held informational telephone and Zoom meetings for incoming and/or prospective Flex students.

Flex is growing and we are excited to start planning the upcoming school year!

Curriculum

Flex English 9, Algebra 1, and World History proprietary courses are now A-G approved. Flex content teachers will begin writing US History, Government, Economics, Algebra 2, English 11, and English 12 proprietary courses in July.

Flex content teachers used the National Standards for Quality rubric to evaluate their current courses and will be using it to make edits to English 9, English 10, World History, Algebra 1 and Geometry for the 2021/22 school year in June. Our goal is to continually review and improve our courses to offer rigorous and relevant content to our students.

CAASPP

Mountain Empire

ELA/Math CAT and PT: 218 assessments completed

Lucerne

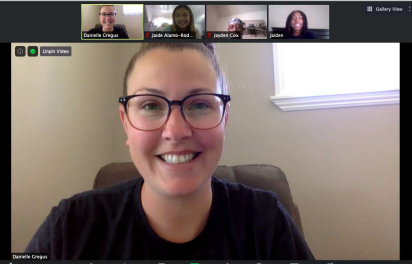
ELA/Math CAT and PT: 266 assessments completed

Summer Growth Academy

56 K-8th grade Flex students enrolled in our Summer Growth Academy. They will receive targeted support in Math and Reading over the summer.

Track A

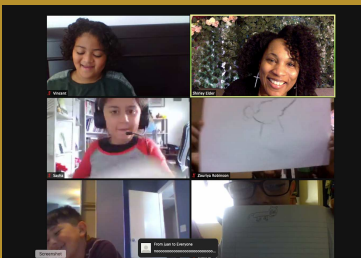
27 Flex high school students enrolled in the Track A program for credit recovery or acceleration.



Mrs. Gregus leading a small group discussion for World History



Sariiyah (3rd grade) - celebrating completing all CAASPP assessments. This was her first year testing and she rocked it!



Mrs. Alvarez providing small group support and collaboration opportunities



#BeElite Podcast

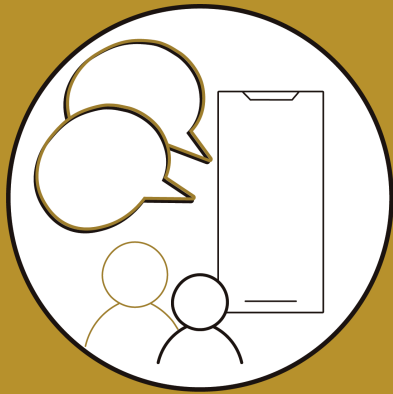
Lead: Mr. Nolan Smith
Director: Ms. Ashlea Kirkland-Haynes

In May, students in the Marketing Academy were busy as the end of the semester is fast approaching. The designs for the school's first ever Yearbook in the Digital Publishing course were finalized and edited. Students also created social media ads and videos to help promote the Yearbook, utilizing the Canva platform to harness their creativity.

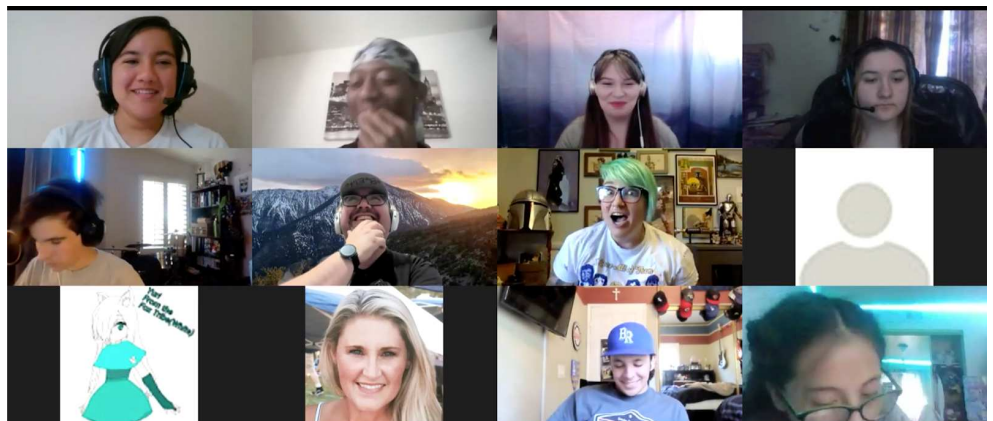
Below is an example of some of the Yearbook videos:

[Video 1](#)

[Video 2](#)



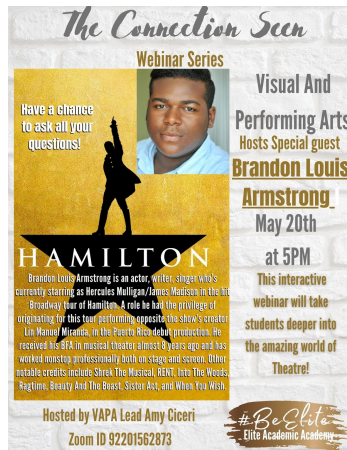
In the Be Elite Podcast club, students have been working hard to record and edit the final episodes for the inaugural season. Episodes closing out the school year include a discussion on Star Wars, Superheroes, as well as the finale that reflects back on the school year. The podcast is student created all the way- from the questions to the interviews, the editing, graphic design elements to the music- every episode is a testament to the hard work and dedication of our students.





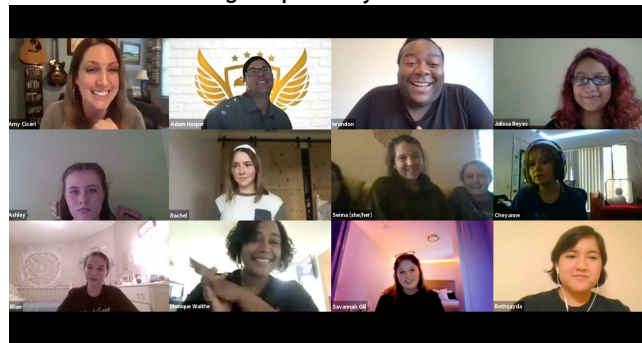
PERFORMING ARTS ACADEMY

VAPA's webinar series The Connection Seen welcomed Singer, Actor, and Writer, Brandon Louis Armstrong from Hamilton, to spend time interacting with our students ranging in ages as young as 6 years old to several high school soon-to-be graduates! Brandon sang a part of the song Dear Theodosia that he was unexpectedly asked to sing during his Hamilton audition by the musical's creator and star Lin-Manuel Miranda. During the webinar, several students also took the opportunity to sing live with Brandon in a fun duet challenge game.

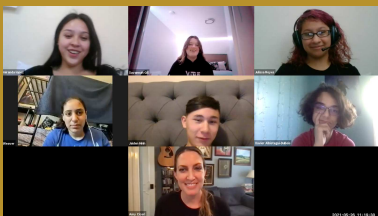


Courageous 9th grader Senna volunteered to cold read the slide live during the webinar to introduce Brandon. She shared how she and her mother felt so fortunate to see Brandon perform in the San Francisco Hamilton cast pre-Covid, and instantly became huge fans.

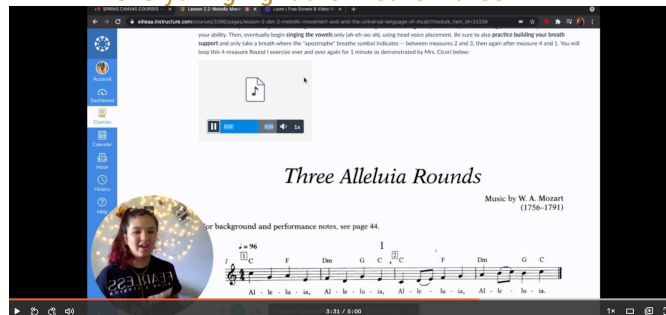
Below, several students asked meaningful questions and stepped outside their comfort zones to sing solos live after being inspired by the stories Brandon shared.



Below, students in Intro to Acting share a laugh while practicing their monologue pieces to prepare for one of the performance task portions of their final.



Below, Choir 1A student Senna (9th) prepares for a performance-task portion of the upcoming final exam -- demonstrating her skill development in singing harmony and gaining part-independence. In the written reflection part of this assignment, she reveals a growth mindset by sharing, "This lesson reminded me I need a lot of work on my ear and pitch, but it's important to remember that growth as a singer and person takes time and practice, and I wouldn't get everything right the first few tries."







During the month of May, the Adventure Academy courses ended the 4th unit with projects. In Intro to Surfing, students explored aspects of both material science as well as industry materials such as EPS, balsa wood, fiberglass and epoxy. This image below shows an example of a student work for the Encapsulation Project, which explores the chemistry behind epoxy.

Leading into the 5th unit, Surfing students explored the environmental impacts that these materials have on the earth and contemplated alternatives that could be used to offset plastic waste. During this time, students reflected on the amount of pollution in the ocean and created ideas to reduce our plastic-impact.

Coastal Preparedness students put their hands to work as well by practicing their first aid techniques by splinting a 'broken' wrist or forearm using a flexible aluminum splint and an ACE bandage. The 5th unit in Coastal Preparedness culminated with students taking an online CPR and AED course through the Red Cross, after which they received a one-year certificate.



THE PINNACLES QUEST
TODAY AT 4:00 PM, MAY 21st
JOIN THE QUEST
<https://eliteacademic.zoom.us/j/93564184197>



The Quest Crew had an experimental outing planned this May to test a new format of virtual experience - avatar lead exploration. In this quest, students directed Mr. Olson through a network of trails to find hidden stashes of gemstones as we learned about the geology of the 'pinnacles', the formation of gemstones, and how different environmental factors can influence crystal formation. Students used a map to orient themselves in the area and used verbal cues to identify their location and make a decision for the next move. This was a great test and we are eager to expand this type of experience for our students to enjoy!



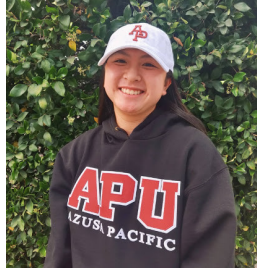
Elite Athletic Enrichment

Lead: Mr. Andy Allanson

Director: Ms. Ashlea Kirkland- Haynes



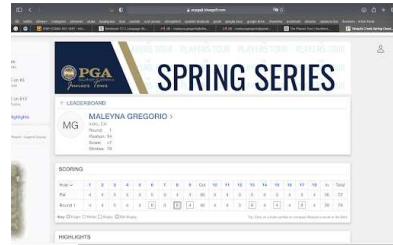
May delivered a winning logo for the Elite Equestrian & Riding Club. Logos designs were narrowed to three before EERC members and their TOR voted. A "Shout-Out" to our Marketing Department, and a "Big Thank You" to Adam & Kiley as they lead the collaboration with EERC members.



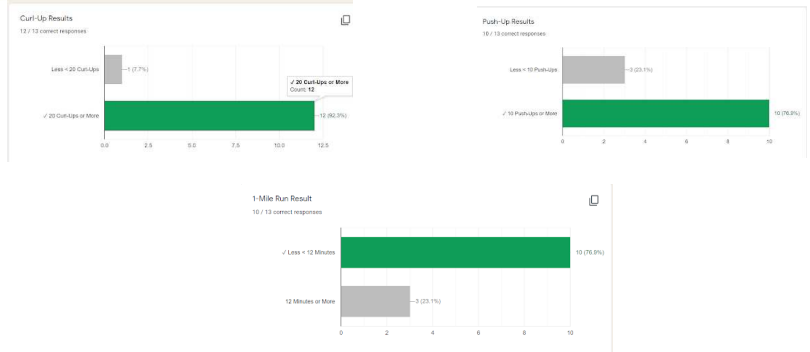
Homeschool tennis sensation, Katherine Nguyen, receives a Tennis Scholarship to Azusa Pacific University. Katherine has been with us at Elite since our beginning and playing tennis since she was 10 years old. Way to Go Katherine, You have definitely earned it!!!!



Maleyna Gregorio debuted her new Elite Golf Shirt & Visor while continuing her streak of Top 5 Finishes, placing 4th in the PGA Junior Tour Spring Series.



Early PFT Results indicate 90+% passing Curl-Ups and almost 80% passing Push-Ups and 1-Mile Run. Better than expected with the limitations over the last year due to Covid-19.



National Field Week: May 24th- June 1st - Coach Andy put together a National Field Week competition for all Elite students! There are four challenges to complete in one week, which all can be done at home. Coach can be found demonstrating "if the shoe fits". If students send in their filled out Field Day Score Card to Coach Andy they may be sent a prize:)



CAASPP testing officially started this month, which kept the Technology Department busy fielding calls and emails from parents, students, and staff to troubleshoot tech issues. Fortunately, every problem was solvable in the end, thanks to our IT team that refused to give up on finding a solution. We also provided in-person support for some of our more remote students. But now that CAASPP is winding down, we're winding up for our next big projects, which includes Year-Round kickoff and the end of the year graduation video.

For Year Round, we are working on migrating our course offerings from StrongMind to Canvas. This will provide a simplified approach to logging in for students who are not used to a dual platform system. We are also preparing Chromebook loaners for incoming students so they can be quickly deployed to those in need.

To ensure our student technology applications meet CA and Federal privacy guidelines, we are in the process of gaining admittance to the Student Data Privacy Consortium (SDPC). This collaborative of schools, districts, policymakers, trade organizations and marketplace providers to address real-world, adaptable, and implementable solutions to growing data privacy concerns.

We also continue to work on our in-house curriculum writing. Flex High School and CTE teachers are using the Quality Matters rubric for online courses to self-evaluate the courses they wrote in the 20-21 school year. The rubric focuses on engagement, student collaboration, technical setup, and appropriately cited materials. After which, we will make modifications to the course and then start writing the next round of courses.





Elite Student Support Services Department

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

Meet Our Team...

Mrs. Karen Makkai, Director At Promise Department

Mrs. Antonette Sims, Director of Assessment

Ms. Nicole Lively, School Counselor

Ms. Jen Edick, Special Education Coordinator

Ms. Kiley Allen, Community and Marketing Coordinator

Who we are...

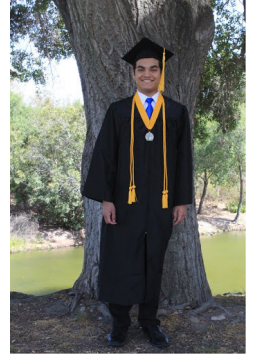
We foster positive relationships among educators and students through social-emotional learning, academic interventions and support, college and career readiness plans, and collaborative problem solving to ensure every student thrives - all in one team.

What we do...

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



This month the **Counseling Department** focused on Mental Health Awareness in recognition of Mental Health Awareness month. **Informational flyers were distributed to staff, parents and students and there was an increased push to promote the mental health services provided by Elite.** Lunch Bunch continues to be a success! Students report enjoying spending time with other students and building connections. **Additionally, graduating seniors received their cap and gown and graduation regalia and are being supported to finish strong through individual meetings and planning for life after high school.**



Special Education

The Special Education personnel are hard at work conducting IEPs and ensuring compliance with services. Our special education students are supported as unique individuals with a wide variety of learning styles. By utilizing strategies, our students are able to be successful with their academics and discover a personalized love of learning.



Finishing this semester strong is exactly what Elite students are doing. The 20/21 school years theme was connections. **The At Promise Department has formed connections with over 200 students.** The Elite Cares Survey went out to all students monthly throughout the school year. The surveys provided a great forum for us to listen to our students. Based on these surveys the Kindness Ambassadors, LIFE Courses, Lunch Bunch and our Student Support Services were formed. **Students have really formed a strong Elite Community and friendship with the At Promise Department facilitating along the way.**

Here is some end of year data from our Literacy Intervention Program from Carnegie Learning - Fast ForWord and Reading Assistant Plus.

We had 161 students actively working in the program this entire school year. **Our students' completion rate percentages exceeded the target range.** Our students' attendance and participation were lower than anticipated but we feel proud of their success due to the stressors involved with the pandemic.

Date range: August 2020 - May 2021

Number of students: 161

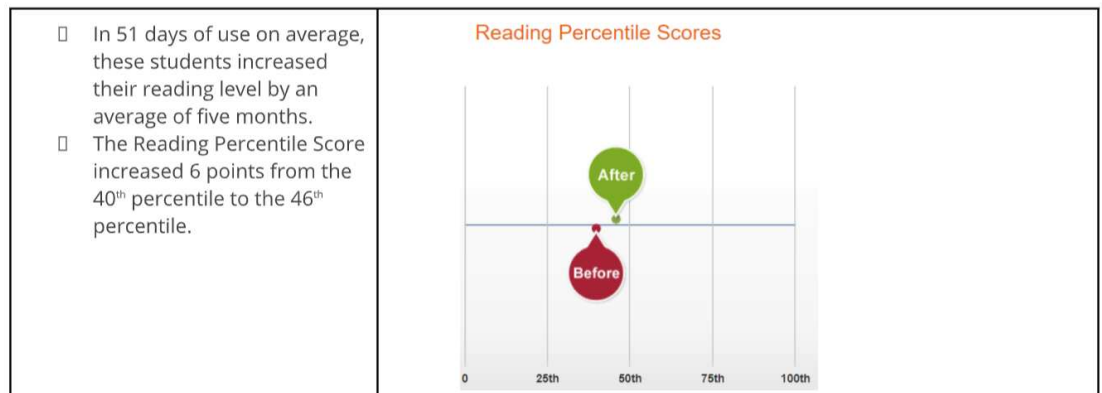
Metric	On Target Percentages	Your Students' Percentages
Completion Rate	65%	76%
Attendance	5 day schedule 80% 3 day schedule 90%	60%
Participation	95%	79%

Students Reading Percentile Scores have increased by 6 points this school year. This is huge as our students went from the 40th percentile to the 46th percentile.

The average growth is typically 3 points. We have a lot to celebrate with the students who completed the program.

Date range: August 2020 - May 2021

Number of students: 25



Increase Engagement

Events added this month: Lunch Bunch with Kindness Ambassadors, Virtual Tour of Amy's Farm, Anime/Comic Club Monthly Lunch Series, Fort Ross Virtual Exploration.
Student success stories: Showcasing our students that are thriving in Elite's environment.

Clubs, Classes and Connections: Jeannelle Reeves Takes Full Advantage of Being a Student at Elite

Elite's LIFE Course is Paying off for Tiana Avetisian



First Elite Anime/Comic Club Meeting – 5.7.21

Effective Communication

- Sending a weekly email to staff with Staff, Parent, and Student Communication Updates, which includes the schedule of events for each group. Elite staff reviews the staff section for themselves, then sends the parent and student sections to their families.
- Implementing the weekly schedule of events on the Strongmind and Canvas Online Course login pages for students to see as soon as they sign in.
- Hosting Elite's virtual events.
- Communicating with external participants and Elite families about all events.
- Keeping our website up to date so that current and interested families have all of the information that they need right at their fingertips.
- Keeping an updated calendar on our website with our list of events.
- Keeping the Clubs webpage updated with all club events and dates.

In the month of May, here is our top social media post that reached 4.5k viewers:



Digital Marketing - Google and Facebook Ads

As discussed last month, we started advertising for the first time this school year starting April 26th. We are using Facebook, Google and Instagram Ads to target families in San Diego and San Bernardino County. This has greatly increased our audience on our social platforms, which means a much higher number of people are seeing our student and staff success as well as getting to know the structure of our school and how it works.

If The Shoe Fits

Here is Coach Andy to give us a demonstration!

Student Outreach

National Field Week: In collaboration with Elite Athletics, we put together a "score card" for National Field Week! There are 4 different activities that students can complete on their own at home. Once completed, they can send in their score card to receive some Elite Swag! This is in an effort to get kids outside and moving in honor of National Field Week.

Elite Academic Academy
Published by Kaitlyn Thompson · May 5 at 9:11 AM ·

We had so many students send in kind words about their teachers, that we put them all together in this video! Our Homeschool, Flex and Virtual Academy Teachers.
#teacherappreciationweek #teachersrock

I like Miss T because she does fun activities like Lunch Bunch and Artist Studio. I learned how to write a story because of her. I'll never forget her funny backgrounds. Thank you Miss T! - Ava M.

Teacher Appreciation Week: A bunch of students sent in awesome photos and videos to recognize their teachers for Teacher Appreciation Week! Here's the link to see some of them on our social media page!

Social Media Reach – May 1st – May 26th, 2021

Facebook Page Reach – 371.1k → up 130%

Instagram Page Reach – 191.207k → up 228%

New Facebook Page Likes – 111 → up 640%

Instagram Follower Increase up 22.7%



Assesment

CAASPP

We are in the third week of CAASPP testing. It has been hugely successful. Our goal is 95% + participation rate. As of May 26 the completion rates are as follows:

Mountain Empire = 92.3%
Lucerne = 92.5%

ELPAC

The Summative ELPAC completion rates are as follows:

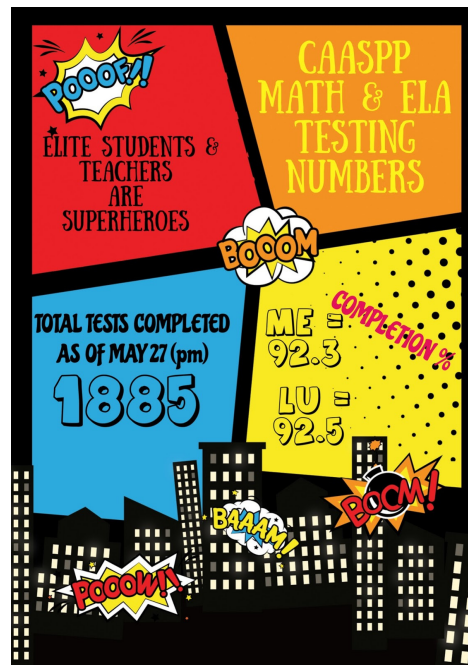
Mountain Empire = 76%
Lucerne = 100%

LCAP

The LCAP Community Forum was held on May 27th. 18 stakeholders participated in the meeting. The LCAP goal were presented and stakeholders were given the opportunity to provide feedback.

Spring Survey

The Panorama platform was used to devise and administer the Spring survey. The survey questions were designed to measure engagement, relations and school culture. Below is the percentage of positive responses for each category. We look forward to sharing those results soon!



Elite Accomplishment Summary

- 
 With a focus on **Student Work and Data** departments are working on CAASPP Completion. We are almost at our target goal of 95% participation.
- 
 With a focus on **Responsive Instruction** we are preparing and planning for our K-8 Growth Academy and 9-12 Credit Recovery and Acceleration starting in July.
- 
 With a focus on **Shared Leadership** we are completing annual staff evaluations and surveying the staff on areas of strength and improvement as we look into next school year.



Grade Span	ADA Projection
Tk-3	196
4-6	145
7-8	149
9-12	186
Total	Total 676

** As of 05/26/21*

Goals For Next Month

- Successfully **end our 20.21 school year**.
- Test and pilot our **new tutoring systems**.
- Prepare for our **Growth Academy and Credit Recovery and Advancement Learning Period** in July.
- Hold our **graduation ceremony and celebrations**.





Elite Academic Academy - Mountain Empire

<https://global.gotomeeting.com/join/875243117> United States (To Free): 1 877 568 4106
Access Code: 875-243-117

May 6, 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 - May 6, 2021

Elite Academic Academy - Mountain Empire

Time: 10:02 a.m. 1. 1.0 Call To Order

Roll Call:

Morgen Oelckers, Patrick Keeley, Ronnie Jackson

Present Not Present Present

2. 2.0 Approve/Adopt the Agenda

*Dr. Patrick Keeley joined the meeting at 10:08 a.m.

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of May 6, 2021.

Morgen Ronnie

Motion: Second:

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

3. 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. 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. 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.

1. 5.1 Personnel Matters (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

2. 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: 10:03 a.m. 6. 6.0 Pledge Of Allegiance

Led By: Morgen Oelckers

7. 7.0 Open Session

8. 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. 9.0 General Functions

1. 9.1 Informational Items

1. A. CEO Report

2. B. AB1316

1. Analysis of AB1316

Morgen Ronnie

2. 9.2 Consent Agenda

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

Motion:

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

1. A. Meeting Minutes from the March 04, 2021 Board Meeting

1. EAA - ME Minutes 03.04.21.pdf

2. B. Warrant Register

3. C. Job Descriptions

1. JD 20.21 Temp Year-Round Instructional Aide (pending).pdf

2. JD 21.22 Temporary Human Resources Part-Time Administrative Assistant (pending).pdf

3. JD 21.22 Temporary Technology Support (pending).pdf

4. JD 21.22 Temporary Year Round Business Educational Services Clerk (pending).pdf

5. JD 2021 Temporary Independent Study Counselor Aide Job Description (pending) .pdf

6. JD Temporary Year-Round Lead Teacher (pending approval).pdf

7. JD 20.21 Temporary Part-Time Business Services Clerk (pending).pdf

10. 10.0 Personnel Services

1. 10.1 Temporary Classified Hires

It is recommended that the board approve the following Temporary Classified Hires for Elite Academic Academy - Mountain Empire.

Morgen Pat

Motion:

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

1. 20210289

2. 2021290.pdf

3. 2021291.pdf

4. 2021292.pdf

5. 2021293.pdf

6. 2021294.pdf

2. 10.2 Letters of Intent for Temporary Certificated Hires

It is recommended that the board approve the following Letters of Intent for Temporary Certificated Hires for Elite Academic Academy - Mountain Empire.

1. Coughlin Signed LOI.pdf
2. Jones Signed LOI.pdf
3. Lavoie Signed LOI.pdf
4. Baker Signed LOI.pdf
5. Finley Signed LOI.pdf
6. Pollock Signed LOI.pdf
7. Cain Signed LOI.pdf
8. Bornn Signed LOI.pdf
9. Beaujean Signed LOI.pdf
10. Medure Signed LOI.pdf
11. Fetherolf Signed LOI.pdf
12. Morris Signed LOI.pdf
13. Ortega Signed LOI.pdf
14. Fitchpatrick Signed LOI.pdf
15. Marshall Signed LOI.pdf

3. 10.3 Contract Templates for 2021/2022

It is recommended that the Board approve the following Contract Templates for 2021/2022 for Elite Academic Academy - Mountain Empire.

1. 21.22 Part-Time Certificated Non-Exempt (Hourly) Contract .pdf
2. 21.22 Part-Time Classified Non-Exempt (Hourly) Contract .pdf
3. 21.22 Full-Time Classified Non-Exempt (Salary) Contract .pdf
4. 21.22 Full-Time Classified Non-Exempt (Hourly) Contract.pdf
5. 21.22 Full Time Classified (Director) _At-Will_ Exempt (Salary) Contract .pdf
6. 21.22 Full Time Certificated (Director) _At-Will_ Exempt (Salary) Contract .pdf
7. 21.22 - 12 Month - Certificated Teacher Contract .pdf

Morgen Ronnie

Motion:

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

Morgen Pat

Motion:

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

8. 21.22 - 11 Month - Certificated Teacher Contract.pdf

9. 21.22 Directors Contract (Certificated Notice of Employment).pdf

4. 10.4 Pay Scales/Salary Ranges for 2021/2022
It is recommended that the Board approve the following Pay Scales/Salary Ranges for 2021-2022 for Elite Academic Academy - Mountain Empire.

1. 2021-2022 Staff Salary Ranges .xlsx

Morgen Ronnie

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

Time:10:25 a.m.11. 11.0 Business Services

1. 11.1 EPA Spending Plan EAA-ME 21/22
It is recommended that the board approve the following EPA Spending Plan EAA-ME 21/22 for Elite Academic Academy - Mountain Empire.

1. 2020-21-EAA-ME-EPA-Spending-Plan-CURRENT.pdf

2. 11.2 Contract with Branche Jones
It is recommended that the board approve the contract with lobbyist Branche Jones in order to stay informed of pending legislation.

1. Elite Contract with Branche.docx

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.

12. 12.0 Educational Services/Policy Development

1. 12.1 Panorama Education Services
It is recommended that the board approve the following contract for Panorama Education Services for Elite Academic Academy - Mountain Empire.

1. Panorama-Elite_Academic_Academy_21-22.pdf

2. 12.2 Extended Learning Opportunities Grant Plan
It is recommended that the board approve the following Extended Learning Opportunitess Grant Plan for Elite Academic Academy - Mountain Empire.

3. 12.3 Staffing Calendars for 2021/2022
It is recommended that the board approve the following Staffing Calendars for 2021/2022 for Elite Academic Academy - Mountain Empire.

1. 2021-2022 Staffing Calendars -187 (11 month)-pending board approval.pdf

2. 2021-2022 Staffing Calendars -224 (12 month)-pending board approval.pdf

3. 2021-2022 Staffing Calendars - 232 (12 month) - pending board approval.pdf

4. 2021-2022 Staffing Calendars - 239 (12 month) - pending board approval.pdf

Morgen Pat

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

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.

5. 2021-2022 Staffing Calendar -Payroll
Calendar (pending board approval).pdf

6. 2021-2022 Staffing Calendars - Temporary
Year-Round (pending board approval).pdf

13. 13.0 Report of Action Taken in Closed Session
The Board will report any action taken in closed session
as required by law.

14. 14.0 Calendar
The next scheduled meeting is June 3, 2021 at 10:00
am.

15. 15.0 Board Comments and Future Planning

Time: 10:33 a.m.

16. 16.0 Adjournment
In compliance with Government Code section 54957.5,
open session materials distributed to Board Members for
review prior to a meeting may be viewed at the
eliteacademic.com or at the scheduled meeting. Board
agenda back-up materials may also be requested by
calling the School at 1(866)354-8302. In addition, if you
would like a copy of any record related to an item on the
agenda, please contact administration.

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

Morgen Ronnie

Motion: Second:

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

Staff Present

Meghan Freeman
Tracy Hasper
Gena Altamirano
Karen Makkai
Adam Woodard
Carol McIntosh
Catherine Heredia
Laura Spencer
Monique Waithe
Ashlea Kirkland-Haynes
Evan Jorgensen
Teresa Schaffer

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
5/5/2021	Barbara Schmidt	Approved Core Curriculum, Teacher Manuals &	SCH040921	\$136.64
5/5/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	14182	\$136.59
5/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31124669	\$604.77
5/5/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	773393	\$474.25
5/5/2021	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals &	3282	\$35.70
5/5/2021	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals &	3281	\$215.70
5/5/2021	MoxieBox Art Inc.	Approved Core Curriculum, Teacher Manuals &	7554	\$270.79
5/5/2021	MoxieBox Art Inc.	Approved Core Curriculum, Teacher Manuals &	7555	\$270.79
5/5/2021	MoxieBox Art Inc.	Approved Core Curriculum, Teacher Manuals &	7556	\$270.79
5/5/2021	Natalia Petrova	Approved Core Curriculum, Teacher Manuals &	PET040921	\$148.94
5/5/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3348065	\$194.91
5/5/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3348053	\$590.65
5/5/2021	WriteShop, Inc.	Approved Core Curriculum, Teacher Manuals &	21-0410	\$170.42
5/5/2021	Acorn Naturalists	Core Teaching/Student Supplies	420188A	\$157.94
5/5/2021	Barbara Schmidt	Core Teaching/Student Supplies	SCH040921a	\$828.87
5/5/2021	Blick Art Materials	Core Teaching/Student Supplies	6172587	\$12.42
5/5/2021	Blick Art Materials	Core Teaching/Student Supplies	6173022	\$5.75
5/5/2021	Blick Art Materials	Core Teaching/Student Supplies	6174783	\$34.62
5/5/2021	Chandra Lynch	Core Teaching/Student Supplies	LYN040821	\$53.85
5/5/2021	Home Science Tools	Core Teaching/Student Supplies	1113344A	\$126.10
5/5/2021	Megan Thornton-Russell	Core Teaching/Student Supplies	THO040921	\$60.00
5/5/2021	Melissa Rowley	Core Teaching/Student Supplies	ROW040921	\$133.50
5/5/2021	MoxieBox Art Inc.	Core Teaching/Student Supplies	7557	\$142.28
5/5/2021	Natalia Petrova	Core Teaching/Student Supplies	PET040921a	\$25.98
5/5/2021	Papers Scissors Stone	Core Teaching/Student Supplies	6873	\$204.50
5/5/2021	Stephanie McClellan	Core Teaching/Student Supplies	MCC040821	\$25.86
5/5/2021	Akane Halper	Educational Services	HAL040921	\$292.50
5/5/2021	Akane Halper	Educational Services	HAL040921a	\$292.50
5/5/2021	Alessandra Battisti	Educational Services	BAT040821	\$525.00
5/5/2021	Carolina Salas	Educational Services	SAL040921a	\$140.00
5/5/2021	Carolina Salas	Educational Services	SAL040921	\$220.00
5/5/2021	EM Sports, LLC	Educational Services	6308	\$200.00
5/5/2021	EM Sports, LLC	Educational Services	6309	\$200.00
5/5/2021	Elena Lemmon	Educational Services	LEM040821	\$360.00

Elite Academic Academy - Mountain Empire

5/5/2021	Krystene Mills	Educational Services	MIL040821	\$120.00
5/5/2021	Krystene Mills	Educational Services	MIL040821a	\$120.00
5/5/2021	Melissa Rowley	Educational Services	ROW040921c	\$250.00
5/5/2021	Melissa Rowley	Educational Services	ROW040921a	\$185.90
5/5/2021	Melissa Rowley	Educational Services	ROW040921b	\$172.19
5/5/2021	Paula Fitzgibbons	Educational Services	FIT040921	\$300.00
5/5/2021	Siamak Asasi	Educational Services	ASA040921	\$140.00
5/5/2021	AssetGenie, Inc.	Technology Services & Software - Educational	1549998	\$89.00
5/6/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219392	\$48.00
5/6/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219391	\$96.00
5/6/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31125777	\$272.59
5/6/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31125771	\$738.78
5/6/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	INW1070	\$278.39
5/6/2021	Logic of English	Approved Core Curriculum, Teacher Manuals &	INW1071	\$51.05
5/6/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	119748	\$605.00
5/6/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	119737	\$441.00
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365233	\$34.17
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365113	\$178.02
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365337	\$174.15
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365330	\$134.18
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365294	\$131.24
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3354247	\$111.52
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365271	\$166.11
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365204	\$351.21
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365216	\$174.23
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365154	\$277.51
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365190	\$317.69
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365147	\$196.77
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365351	\$165.15
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365195	\$76.97
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365325	\$477.18
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365199	\$191.88
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365335	\$266.11
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365152	\$196.43
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365118	\$189.45

Elite Academic Academy - Mountain Empire

5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365352	\$25.76
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365132	\$382.70
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365350	\$266.31
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365116	\$36.59
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365178	\$163.13
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365138	\$185.53
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365111	\$13.80
5/6/2021	Tek4Kidz	Core Teaching/Student Supplies	1083	\$217.91
5/6/2021	Pioneer Nashville II, LLC	Rent - Facilities Lease	005May21STE130	\$2,001.00
5/7/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31045176	\$115.18
5/7/2021	Crafty School Crates	Approved Core Curriculum, Teacher Manuals &	19148	\$390.96
5/7/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	OA2021041211	\$314.10
5/7/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	JC2021041213	\$209.40
5/7/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	OC2021041212	\$314.10
5/7/2021	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C226036	\$122.11
5/7/2021	Acorn Naturalists	Core Teaching/Student Supplies	419827A	\$335.28
5/7/2021	Acorn Naturalists	Core Teaching/Student Supplies	419826A	\$65.22
5/7/2021	EM Sports, LLC	Educational Services	6202	\$200.00
5/7/2021	EM Sports, LLC	Educational Services	6318	\$200.00
5/7/2021	EM Sports, LLC	Educational Services	6317	\$200.00
5/7/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1405896	\$1,366.00
5/11/2021	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	3734	\$6,840.00
5/11/2021	Amber Wilson	Approved Core Curriculum, Teacher Manuals &	WIL042021	\$176.38
5/11/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219398	\$156.24
5/11/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219451	\$156.24
5/11/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219450	\$156.24
5/11/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals &	219452	\$932.04
5/11/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31125986	\$16.15
5/11/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31126010	\$202.49
5/11/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31125995	\$665.90
5/11/2021	Brianne Maurer	Approved Core Curriculum, Teacher Manuals &	MAU041321a	\$69.81
5/11/2021	Brianne Maurer	Approved Core Curriculum, Teacher Manuals &	MAU041321	\$32.94
5/11/2021	Cherylyn Pasetto	Approved Core Curriculum, Teacher Manuals &	PAS041321	\$634.95
5/11/2021	Crafty School Crates	Approved Core Curriculum, Teacher Manuals &	19231	\$504.68
5/11/2021	Crafty School Crates	Approved Core Curriculum, Teacher Manuals &	19242	\$140.48

Elite Academic Academy - Mountain Empire

5/11/2021	Emily Solano	Approved Core Curriculum, Teacher Manuals &	SOL042021	\$95.00
5/11/2021	Grace Mun	Approved Core Curriculum, Teacher Manuals &	MUN041321	\$219.95
5/11/2021	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	1114390A	\$630.22
5/11/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	775807	\$366.70
5/11/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	775791	\$174.01
5/11/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	775792	\$167.48
5/11/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	20-Feb-24	\$303.91
5/11/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	775798	\$205.41
5/11/2021	Kayo Yoshida	Approved Core Curriculum, Teacher Manuals &	YOS041321	\$200.00
5/11/2021	Learning Unbound	Approved Core Curriculum, Teacher Manuals &	372	\$275.08
5/11/2021	Learning Unbound	Approved Core Curriculum, Teacher Manuals &	381	\$245.33
5/11/2021	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV106479	\$28.52
5/11/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	115811722	\$311.11
5/11/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	115794262	\$245.02
5/11/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals &	115789757	\$304.62
5/11/2021	McGraw-Hill School Education, LLC	Approved Core Curriculum, Teacher Manuals &	1.17325E+11	\$59.90
5/11/2021	Megan Kajitani	Approved Core Curriculum, Teacher Manuals &	KAJ041321a	\$60.00
5/11/2021	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C226133	\$47.40
5/11/2021	Moloud Rabieyousefi	Approved Core Curriculum, Teacher Manuals &	RAB041321	\$1,726.96
5/11/2021	Mystery Science	Approved Core Curriculum, Teacher Manuals &	130583	\$69.00
5/11/2021	Nazanin Darbianian	Approved Core Curriculum, Teacher Manuals &	DAR041321	\$1,425.00
5/11/2021	Nazanin Darbianian	Approved Core Curriculum, Teacher Manuals &	DAR041321a	\$1,425.00
5/11/2021	Nicole Koons	Approved Core Curriculum, Teacher Manuals &	KOO041321	\$275.00
5/11/2021	Nicole Nelson	Approved Core Curriculum, Teacher Manuals &	NEL042121	\$15.00
5/11/2021	Nicole Nelson	Approved Core Curriculum, Teacher Manuals &	NEL042121a	\$15.00
5/11/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345690085	\$79.00
5/11/2021	Pandia Press	Approved Core Curriculum, Teacher Manuals &	18968	\$129.97
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3366037	\$97.89
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3366142	\$435.15
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365959	\$214.42
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365964	\$150.85
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365981	\$131.88
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3366038	\$330.93
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365978	\$300.68
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3366040	\$319.30

Elite Academic Academy - Mountain Empire

5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3366133	\$101.39
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3359642	\$192.14
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3367826	\$176.57
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3340819	\$540.53
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3367821	\$84.45
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3359655	\$197.48
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370210	\$483.67
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3371948	\$216.41
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3371657	\$72.24
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3371961	\$214.42
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3355976	\$308.90
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370215	\$115.27
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365275	\$40.85
5/11/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	413683	\$131.46
5/11/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	413684	\$216.46
5/11/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	413802	\$511.20
5/11/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	384994	\$64.54
5/11/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	384935	\$64.54
5/11/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	387893	\$32.27
5/11/2021	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	152090068	\$16.50
5/11/2021	Well Trained Mind Press	Approved Core Curriculum, Teacher Manuals &	53833	\$254.90
5/11/2021	Morgen Oelkers	Board Stipends - Attendance	05May2021ME	\$300.00
5/11/2021	Ronald Lloyd Jackson	Board Stipends - Attendance	05May2021ME	\$300.00
5/11/2021	Branche Jones	Business Services	5032021	\$1,500.00
5/11/2021	Mimeo.com, Inc	Business Services	1730557	\$1,386.26
5/11/2021	Alicia Topping	Core Teaching/Student Supplies	TOP042021c	\$60.00
5/11/2021	Alicia Topping	Core Teaching/Student Supplies	TOP042021b	\$60.00
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6209381	\$58.80
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6214824	\$17.19
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6210922	\$89.88
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6214826	\$36.52
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6218261	\$92.12
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6221457	\$174.11
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6227487	\$51.57
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6221334	\$50.73

Elite Academic Academy - Mountain Empire

5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6219243	\$120.89
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6220651	\$60.10
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6220328	\$201.54
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6237332	\$5.24
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6236176	\$5.24
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6251948	\$19.03
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6255799	\$110.84
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6264845	\$34.47
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6261898	\$42.00
5/11/2021	Brette Space	Core Teaching/Student Supplies	SPA042121a	\$16.15
5/11/2021	Candace Best	Core Teaching/Student Supplies	BES041421	\$74.05
5/11/2021	Cari Jackson	Core Teaching/Student Supplies	JAC042021b	\$93.58
5/11/2021	Cari Jackson	Core Teaching/Student Supplies	JAC042021	\$142.24
5/11/2021	Cari Jackson	Core Teaching/Student Supplies	JAC042021a	\$93.58
5/11/2021	Cari Jackson	Core Teaching/Student Supplies	JAC042021c	\$64.49
5/11/2021	Carol Osborne	Core Teaching/Student Supplies	OSB042021	\$60.00
5/11/2021	Edward Walker	Core Teaching/Student Supplies	WAL042021b	\$129.17
5/11/2021	Erika Austin	Core Teaching/Student Supplies	AUS041321a	\$37.90
5/11/2021	Erika Austin	Core Teaching/Student Supplies	AUS041321	\$399.00
5/11/2021	Erin Packard	Core Teaching/Student Supplies	PAC042021c	\$416.26
5/11/2021	Erin Packard	Core Teaching/Student Supplies	PAC042021i	\$19.95
5/11/2021	Erin Packard	Core Teaching/Student Supplies	PAC042021j	\$29.95
5/11/2021	Grace Mun	Core Teaching/Student Supplies	MUN041321	\$240.47
5/11/2021	Home Science Tools	Core Teaching/Student Supplies	1114389A	\$55.33
5/11/2021	Home Science Tools	Core Teaching/Student Supplies	1114952A	\$522.70
5/11/2021	Home Science Tools	Core Teaching/Student Supplies	1114951A	\$691.17
5/11/2021	Home Science Tools	Core Teaching/Student Supplies	1114391A	\$201.87
5/11/2021	Jeannette Growler	Core Teaching/Student Supplies	GRO042021	\$31.74
5/11/2021	Jhulie Nery	Core Teaching/Student Supplies	NER042021b	\$84.00
5/11/2021	Jhulie Nery	Core Teaching/Student Supplies	NER042021a	\$74.98
5/11/2021	Jhulie Nery	Core Teaching/Student Supplies	NER042021c	\$695.64
5/11/2021	Jhulie Nery	Core Teaching/Student Supplies	NER042021	\$35.99
5/11/2021	Jil Rivera	Core Teaching/Student Supplies	RIV042121	\$26.09
5/11/2021	Katrina Valera	Core Teaching/Student Supplies	VAL041421a	\$62.00
5/11/2021	Katrina Valera	Core Teaching/Student Supplies	VAL041421	\$62.00

Elite Academic Academy - Mountain Empire

5/11/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	1010530421	\$745.07
5/11/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	1010580421	\$744.67
5/11/2021	Learning Without Tears	Core Teaching/Student Supplies	INV106658	\$80.29
5/11/2021	Lisa Bocash	Core Teaching/Student Supplies	BOC042021a	\$62.00
5/11/2021	Lisa Bocash	Core Teaching/Student Supplies	BOC042021	\$62.00
5/11/2021	Mercurius USA Inc.	Core Teaching/Student Supplies	95317	\$39.90
5/11/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1730557	\$256.72
5/11/2021	Moving Beyond the Page	Core Teaching/Student Supplies	252724	\$25.85
5/11/2021	Rebecca Muenkel	Core Teaching/Student Supplies	MUE042021	\$179.00
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041321	\$149.00
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041321a	\$500.00
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041421b	\$86.19
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041421c	\$579.74
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041421a	\$239.88
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041421d	\$85.44
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM041421	\$236.15
5/11/2021	Rumie Simons	Core Teaching/Student Supplies	SIM042021	\$145.46
5/11/2021	Staples Business Credit	Core Teaching/Student Supplies	7329233767-0-1	\$111.90
5/11/2021	Staples Business Credit	Core Teaching/Student Supplies	7329194867-0-3	\$88.94
5/11/2021	Staples Business Credit	Core Teaching/Student Supplies	7329194867-0-1	\$70.46
5/11/2021	Stephanie McKay	Core Teaching/Student Supplies	MCK041321	\$202.46
5/11/2021	Tammy Seol	Core Teaching/Student Supplies	SEO041321	\$62.00
5/11/2021	Tammy Seol	Core Teaching/Student Supplies	SEO041321a	\$62.00
5/11/2021	Tammy Seol	Core Teaching/Student Supplies	SEO041321b	\$62.00
5/11/2021	Alicia Topping	Educational Services	TOP042021	\$98.00
5/11/2021	Alicia Topping	Educational Services	TOP042021a	\$110.00
5/11/2021	Annie Packard	Educational Services	PAC042021n	\$198.22
5/11/2021	Annie Packard	Educational Services	PAC042021m	\$198.22
5/11/2021	Annie Packard	Educational Services	PAC042021k	\$198.22
5/11/2021	Annie Packard	Educational Services	PAC042021i	\$198.22
5/11/2021	Brain Builders STEM Education	Educational Services	524426045	\$337.50
5/11/2021	Brenda Donegan	Educational Services	DON041321	\$62.00
5/11/2021	Brenda Donegan	Educational Services	DON041321a	\$62.00
5/11/2021	Brenda Donegan	Educational Services	DON041321c	\$9.97
5/11/2021	Brenda Donegan	Educational Services	DON041321b	\$62.00

Elite Academic Academy - Mountain Empire

5/11/2021	Brette Space	Educational Services	SPA042121	\$49.00
5/11/2021	Carol Osborne	Educational Services	OSB042021a	\$363.00
5/11/2021	Carol Osborne	Educational Services	OSB042021c	\$120.00
5/11/2021	Carol Osborne	Educational Services	OSB042021b	\$38.97
5/11/2021	Catheryn Reardon	Educational Services	REA041321	\$145.00
5/11/2021	Dana Smith	Educational Services	SMI041321	\$945.00
5/11/2021	David Barnes	Educational Services	524426044	\$525.00
5/11/2021	Edward Walker	Educational Services	WAL042021	\$144.00
5/11/2021	Edward Walker	Educational Services	WAL042021c	\$175.00
5/11/2021	Edward Walker	Educational Services	WAL042021a	\$144.00
5/11/2021	Erin Packard	Educational Services	PAC042021e	\$62.00
5/11/2021	Erin Packard	Educational Services	PAC042021g	\$62.00
5/11/2021	Erin Packard	Educational Services	PAC042021a	\$383.76
5/11/2021	Erin Packard	Educational Services	PAC042021b	\$383.76
5/11/2021	Erin Packard	Educational Services	PAC042021d	\$312.25
5/11/2021	Erin Packard	Educational Services	PAC042021f	\$62.00
5/11/2021	Erin Packard	Educational Services	PAC042021h	\$90.72
5/11/2021	Erin Packard	Educational Services	PAC042021	\$243.10
5/11/2021	Friends of Willow Tree	Educational Services	524426066	\$2,761.98
5/11/2021	Jaime Peetz	Educational Services	PEE042021	\$480.00
5/11/2021	Jill Stansbury	Educational Services	STA042121	\$243.00
5/11/2021	Karyn Colon	Educational Services	COL042021	\$150.00
5/11/2021	Kelsey Swann	Educational Services	SWA042021	\$135.00
5/11/2021	Laura Saldana	Educational Services	SAL042121a	\$130.00
5/11/2021	Laura Saldana	Educational Services	SAL042121	\$130.00
5/11/2021	Lindsey Eidsvold	Educational Services	EID041321	\$150.00
5/11/2021	Lindsey Eidsvold	Educational Services	EID041321a	\$150.00
5/11/2021	Louvina Sheffield	Educational Services	524426072	\$1,000.00
5/11/2021	Marcelle Caratti	Educational Services	524426055	\$270.00
5/11/2021	Maria Garcia	Educational Services	GAR041321	\$80.00
5/11/2021	Megan Kajitani	Educational Services	KAJ041321	\$240.00
5/11/2021	Melissa Felker	Educational Services	FEL041421	\$140.00
5/11/2021	Melissa Felker	Educational Services	FEL041421a	\$160.00
5/11/2021	Melissa Rowley	Educational Services	ROW042021	\$150.00
5/11/2021	Michelle Blackshear	Educational Services	BLA041321	\$289.00

Elite Academic Academy - Mountain Empire

5/11/2021	Nicole Nelson	Educational Services	NEL042121b	\$15.00
5/11/2021	Nicole Nelson	Educational Services	NEL042121c	\$58.00
5/11/2021	Rebecca Schuermann	Educational Services	SCH041321	\$62.00
5/11/2021	Samantha Percoraro	Educational Services	PER042121a	\$176.00
5/11/2021	Samantha Percoraro	Educational Services	PER042121	\$281.00
5/11/2021	Sarah Ibbetson	Educational Services	IBB042021a	\$270.00
5/11/2021	Sarah Ibbetson	Educational Services	IBB042021	\$112.00
5/11/2021	Aflac	Health Insurance	455538	\$67.47
5/11/2021	Mary R. Pierce, Esq.	Legal Fees	202119	\$187.50
5/11/2021	McColgan & Associates, Inc.	Special Education Services	4144	\$9,418.45
5/11/2021	NCS Pearson, Inc.	Special Education Services	14171988	\$45.39
5/11/2021	NCS Pearson, Inc.	Special Education Services	14176022	\$68.10
5/11/2021	Riverside Insights	Special Education Services	INV072909	\$205.18
5/11/2021	Mimeo.com, Inc	Student Assessments	1730557	\$199.65
5/11/2021	Diligent Corporation	Technology Services & Software - Business	INV297369	\$4,892.50
5/11/2021	Maria del Carmen Plake Rivett	Technology Services & Software - Educational	RIV041421	\$119.95
5/11/2021	Southern California Edison	Utilities - Gas/Electric/Water	05MaySCE2021ME	\$104.43
5/12/2021	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	3757	\$8,505.00
5/12/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FML-XXLG-VCLL	\$10.41
5/12/2021	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	1114386A	\$249.33
5/12/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	777257	\$114.22
5/12/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	WN2021042301	\$314.10
5/12/2021	Melissa Punch	Approved Core Curriculum, Teacher Manuals &	PUN042221a	\$103.62
5/12/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	119937	\$506.90
5/12/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	119940	\$365.00
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3369999	\$83.96
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373552	\$47.42
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3374034	\$32.77
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373551	\$74.51
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370003	\$336.78
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373675	\$177.33
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373138	\$904.75
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3374035	\$269.46
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373578	\$312.58
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3373674	\$55.35

Elite Academic Academy - Mountain Empire

5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3374036	\$267.84
5/12/2021	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	20053	\$775.00
5/12/2021	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	20054	\$775.00
5/12/2021	Prime Educational Solutions	Back Office Fees	1031	\$71,848.83
5/12/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FML-XXLG-XPDK	\$8,160.95
5/12/2021	Grace Spath	Core Teaching/Student Supplies	SPA042221	\$287.18
5/12/2021	Jackie Hoare	Core Teaching/Student Supplies	HOA042221	\$114.52
5/12/2021	Melissa Punch	Core Teaching/Student Supplies	PUN042221c	\$62.00
5/12/2021	Melissa Punch	Core Teaching/Student Supplies	PUN042221b	\$62.00
5/12/2021	Melissa Punch	Core Teaching/Student Supplies	PUN042222e	\$57.05
5/12/2021	Melissa Punch	Core Teaching/Student Supplies	PUN042221d	\$196.22
5/12/2021	Sharon Wight	Core Teaching/Student Supplies	WIG042221b	\$11.83
5/12/2021	Shelley Wright	Core Teaching/Student Supplies	WRI042221	\$62.00
5/12/2021	Eileen Salazar	Educational Services	SAL042221a	\$300.00
5/12/2021	Eileen Salazar	Educational Services	SAL042221	\$100.00
5/12/2021	Eileen Salazar	Educational Services	SAL042221b	\$49.00
5/12/2021	Eileen Salazar	Educational Services	SAL051121	\$49.00
5/12/2021	Eileen Salazar	Educational Services	SAL051121a	\$500.00
5/12/2021	Ellen Yang	Educational Services	YAN042221	\$240.00
5/12/2021	Ellen Yang	Educational Services	YAN042221a	\$80.00
5/12/2021	HOPE CDC	Educational Services	344	\$6,382.38
5/12/2021	HOPE CDC	Educational Services	345	\$5,272.38
5/12/2021	Heloisa Santospirito	Educational Services	SAN042221	\$160.00
5/12/2021	Kim Hyde	Educational Services	HYD042221a	\$519.00
5/12/2021	Kim Hyde	Educational Services	HYD042221	\$519.00
5/12/2021	Kim Hyde	Educational Services	HYD042221b	\$52.00
5/12/2021	Kim Hyde	Educational Services	HYD042221c	\$52.00
5/12/2021	Melissa Punch	Educational Services	PUN042221	\$169.00
5/12/2021	Molly Singleton	Educational Services	SIN042221a	\$103.00
5/12/2021	Molly Singleton	Educational Services	SIN042221	\$160.00
5/12/2021	Prime Educational Solutions	Educational Services	1031	\$8,666.67
5/12/2021	Rebekah Worth	Educational Services	WOR042221	\$60.00
5/12/2021	Sharon Wight	Educational Services	WIG042221	\$110.00
5/12/2021	Sharon Wight	Educational Services	WIG042221a	\$310.00
5/12/2021	Tracy Andrews	Educational Services	AND042221	\$360.00

Elite Academic Academy - Mountain Empire

5/12/2021	Prime Educational Solutions	Special Education Services	1031	\$19,819.45
5/12/2021	TSW Therapy, Inc.	Special Education Services	897	\$718.75
5/12/2021	TSW Therapy, Inc.	Special Education Services	896	\$10,653.75
5/12/2021	TSW Therapy, Inc.	Special Education Services	895	\$2,228.75
5/12/2021	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV1517	\$2,796.76
5/17/2021	Department of Justice	Fingerprinting	510769	\$73.50
5/18/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1QWN-RGXQ-R4KQ	\$91.60
5/18/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14N6-667T-Q6JK	\$45.10
5/18/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1QQK-6TQG-DGHP	\$1,060.02
5/18/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1QQK-6TQG-9JVW	\$417.88
5/18/2021	Anna Mohamad	Approved Core Curriculum, Teacher Manuals &	MOH042621b	\$175.00
5/18/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31125990	\$465.48
5/18/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31127247	\$75.69
5/18/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31127211	\$78.14
5/18/2021	Erika Patron	Approved Core Curriculum, Teacher Manuals &	PAT042621a	\$190.74
5/18/2021	Erin Packard	Approved Core Curriculum, Teacher Manuals &	PACK121720b	\$30.70
5/18/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	775796	\$194.82
5/18/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	777190	\$59.16
5/18/2021	Jackris Publishing, LLC	Approved Core Curriculum, Teacher Manuals &	524388721	\$91.91
5/18/2021	Jackris Publishing, LLC	Approved Core Curriculum, Teacher Manuals &	524390187	\$68.93
5/18/2021	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV107152	\$106.43
5/18/2021	Megan Kajitani	Approved Core Curriculum, Teacher Manuals &	KAJ042621	\$60.00
5/18/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345690790	\$40.00
5/18/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345690789	\$40.00
5/18/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3359651	\$223.49
5/18/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3354162	\$418.55
5/18/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3357870	\$50.59
5/18/2021	Renaissance	Approved Core Curriculum, Teacher Manuals &	INV5200486	\$24.00
5/18/2021	Vivian Chang	Approved Core Curriculum, Teacher Manuals &	CHA042621	\$175.00
5/18/2021	Damian Potrero Rosas	Business Services	EAA10	\$40.00
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GT3-PXX3-NJRJ	\$240.64
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FT9-KGLM-CQN9	\$64.60
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14N6-667T-LKKF	\$40.52
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14N6-667T-FLRC	\$495.15
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14N6-667T-PJHF	\$90.83

Elite Academic Academy - Mountain Empire

5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YTN-WH7K-P9DM	\$94.54
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W47-HGCM-JFJF	\$640.64
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19J7-TXFK-FYXK	\$38.98
5/18/2021	Anna Mohamad	Core Teaching/Student Supplies	MOH042621a	\$39.80
5/18/2021	Anna Mohamad	Core Teaching/Student Supplies	MOH042621	\$45.96
5/18/2021	Blick Art Materials	Core Teaching/Student Supplies	6195310	\$24.86
5/18/2021	Home Science Tools	Core Teaching/Student Supplies	1113343A	\$310.83
5/18/2021	Home Science Tools	Core Teaching/Student Supplies	1116304A	\$223.36
5/18/2021	Home Science Tools	Core Teaching/Student Supplies	1116494A	\$212.43
5/18/2021	Jostens	Core Teaching/Student Supplies	26097579	\$160.98
5/18/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	5324910421	\$550.41
5/18/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	1252080421	\$1,000.95
5/18/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	1333120421	\$79.77
5/18/2021	Lisa Morelock	Core Teaching/Student Supplies	MOR042621a	\$192.88
5/18/2021	Liz Perez	Core Teaching/Student Supplies	PER042621	\$15.20
5/18/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1732522	\$34.90
5/18/2021	Staples Business Credit	Core Teaching/Student Supplies	7329194867-0-5	\$60.33
5/18/2021	Alexandrea Poppleton	Educational Services	POP042621	\$100.00
5/18/2021	Annie Packard	Educational Services	PAC042321	\$50.00
5/18/2021	Candace Nielson	Educational Services	NIE042321d	\$127.67
5/18/2021	Candace Nielson	Educational Services	NIE042321h	\$166.00
5/18/2021	Candace Nielson	Educational Services	NIE042321f	\$167.00
5/18/2021	Candace Nielson	Educational Services	NIE042321g	\$167.00
5/18/2021	Candace Nielson	Educational Services	NIE042321e	\$127.67
5/18/2021	Candace Nielson	Educational Services	NIE042321c	\$127.66
5/18/2021	Candace Nielson	Educational Services	NIE042321b	\$106.18
5/18/2021	Candace Nielson	Educational Services	NIE042321a	\$100.00
5/18/2021	Candace Nielson	Educational Services	NIE042321	\$100.00
5/18/2021	Christine Wallace	Educational Services	WAL042621	\$530.00
5/18/2021	Erika Patron	Educational Services	PAT042621	\$600.00
5/18/2021	Heloisa Santospirito	Educational Services	SAN042621	\$160.00
5/18/2021	Jackie Hoare	Educational Services	HOA042621b	\$195.00
5/18/2021	Jackie Hoare	Educational Services	HOA042621c	\$195.00
5/18/2021	Jackie Hoare	Educational Services	HOA042621a	\$195.00
5/18/2021	Jackie Hoare	Educational Services	HOA042621	\$195.00

Elite Academic Academy - Mountain Empire

5/18/2021	Jeannette Growler	Educational Services	GRO042621	\$111.95
5/18/2021	Lisa Morelock	Educational Services	MOR042621	\$75.00
5/18/2021	Sarah Ibbetson	Educational Services	IBB032321a	\$52.00
5/18/2021	Sarah Ibbetson	Educational Services	IBB032321	\$52.00
5/18/2021	Sarah Ibbetson	Educational Services	IBB042621	\$450.00
5/18/2021	Shelley Wright	Educational Services	WRI121620a	\$10.00
5/18/2021	Tracy Andrews	Educational Services	AND032621	\$400.00
5/18/2021	Certifix Live Scan	Fingerprinting	53263	\$128.50
5/18/2021	McColgan & Associates, Inc.	Special Education Services	4178	\$13,761.37
5/18/2021	Staples Technology Solutions	Technology Equipment - Staff	LEF587	\$3,857.58
5/18/2021	Irina Shmukler	Technology Services & Software - Educational	SHM042621	\$359.88
5/18/2021	OPS	Technology Services & Software - Educational	2135	\$613.70
5/21/2021	Anthem Blue Cross	Health Insurance	2.02106E+11	\$6,104.59
5/25/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	169X-NFWK-LFY9	\$410.07
5/25/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VM9-PY9Y-LGXP	\$354.70
5/25/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1D1K-JGX9-MDKD	\$17.42
5/25/2021	Angela Froistad	Approved Core Curriculum, Teacher Manuals &	FRO042821	\$62.99
5/25/2021	Holly Jensen	Approved Core Curriculum, Teacher Manuals &	JEN042821	\$162.99
5/25/2021	Kimbach Carpiuc	Approved Core Curriculum, Teacher Manuals &	CAR042821a	\$303.68
5/25/2021	Kimbach Carpiuc	Approved Core Curriculum, Teacher Manuals &	CAR042821	\$276.10
5/25/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	JN2021042802	\$279.20
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376758	\$640.66
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376751	\$36.00
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376752	\$36.00
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376753	\$222.96
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376750	\$30.34
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376759	\$19.34
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365137	\$276.38
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365202	\$601.62
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3377375	\$39.16
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3347661	\$815.54
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3354165	\$419.68
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365108	\$175.45
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3174535	\$106.73
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365157	\$388.97

Elite Academic Academy - Mountain Empire

5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365681	\$148.66
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370229	\$198.78
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3379203	\$321.84
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365321	\$421.73
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3354183	\$688.90
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365334	\$2,131.13
5/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365310	\$410.76
5/25/2021	Sarah Leas	Approved Core Curriculum, Teacher Manuals &	LEA020421a	\$107.74
5/25/2021	Time4Learning	Approved Core Curriculum, Teacher Manuals &	T4L13119	\$35.00
5/25/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	1965	\$62.50
5/25/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	1964	\$106.25
5/25/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	1966	\$62.50
5/25/2021	Mimeo.com, Inc	Business Services	1734230	\$217.22
5/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JXQ-FR1Y-9DV7	\$159.23
5/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VP3-JWYJ -JGM3	\$476.09
5/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	169X-NFWK-LFY9	\$64.99
5/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VM9-PY9Y-LGXP	\$65.99
5/25/2021	Blick Art Materials	Core Teaching/Student Supplies	6293541	\$77.59
5/25/2021	Elizabeth Magoon	Core Teaching/Student Supplies	MAG042821	\$173.98
5/25/2021	Home Science Tools	Core Teaching/Student Supplies	1114953A	\$411.67
5/25/2021	Rebecca Schuermann	Core Teaching/Student Supplies	SCH042821	\$62.00
5/25/2021	Sarah Leas	Core Teaching/Student Supplies	LEA020421	\$59.79
5/25/2021	Staples Business Credit	Core Teaching/Student Supplies	7329649970-0-2	\$191.49
5/25/2021	Staples Business Credit	Core Teaching/Student Supplies	7329649970-0-1	\$55.59
5/25/2021	Akane Halper	Educational Services	HAL042821	\$60.00
5/25/2021	Amber Wilson	Educational Services	WIL042821	\$150.00
5/25/2021	Angela Froistad	Educational Services	FRO043021	\$20.00
5/25/2021	Brooke Thompson	Educational Services	THO042821a	\$77.48
5/25/2021	Brooke Thompson	Educational Services	THO042821	\$206.10
5/25/2021	Carrie Cappiello	Educational Services	CAP043021a	\$249.00
5/25/2021	Carrie Cappiello	Educational Services	CAP043021	\$249.00
5/25/2021	EMH Sports USA, Inc	Educational Services	524433490	\$70.00
5/25/2021	Emily Solano	Educational Services	SOL043021	\$175.00
5/25/2021	Erika Patron	Educational Services	PAT042821	\$1,300.00
5/25/2021	Friends of Willow Tree	Educational Services	524432518	\$1,425.00

Elite Academic Academy - Mountain Empire

5/25/2021	Frohlich Sports Academy	Educational Services	524432522	\$600.00
5/25/2021	Jenny Chambers	Educational Services	CHA043021	\$728.00
5/25/2021	Laura Wedemeyer	Educational Services	524433492	\$380.00
5/25/2021	Leading Note Studios	Educational Services	524433379	\$476.00
5/25/2021	Maricela Lemos	Educational Services	524432565	\$475.00
5/25/2021	Meghan Amidei	Educational Services	AMI042821	\$640.00
5/25/2021	Melissa Punch	Educational Services	PUN042821a	\$250.00
5/25/2021	Melissa Punch	Educational Services	PUN042821	\$200.00
5/25/2021	Melissa Punch	Educational Services	PUN042921	\$169.00
5/25/2021	Melissa Punch	Educational Services	PUN042921a	\$15.00
5/25/2021	Melissa Punch	Educational Services	PUN042921c	\$14.00
5/25/2021	Melissa Punch	Educational Services	PUN042921b	\$30.00
5/25/2021	Michele Wheelden	Educational Services	WHE042721	\$984.00
5/25/2021	Michelle Blackshear	Educational Services	BLA043021	\$625.00
5/25/2021	Platinum Athletics Prep Academy	Educational Services	524432554	\$320.00
5/25/2021	Platinum Athletics Prep Academy	Educational Services	524432524	\$2,400.00
5/25/2021	Seema Barber	Educational Services	BAR042721	\$100.00
5/25/2021	Stephanie McKay	Educational Services	MCK043021	\$172.00
5/25/2021	U.S. Music Lessons	Educational Services	524432528	\$1,254.00
5/25/2021	Bagger Sports	Marketing Supplies	4106	\$3,249.60
5/25/2021	Sprint	Technology Equipment - Students	203114558-018	\$2,150.07
5/25/2021	Panorama Education	Technology Services & Software - Business	INV6058	\$4,375.00
5/26/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3132	\$79.00
5/26/2021	Neesha N. Rahim	Educational Services	41521	\$3,762.00
5/26/2021	Guardian	Health Insurance	006June2021	\$1,562.36
5/26/2021	Danielle Woodard	Marketing	ELIT050121	\$140.00
5/27/2021	Kaiser Foundation Health Plan	Health Insurance	005Jun2021ME	\$4,412.96
5/28/2021	BYU Independent Study	Approved Core Curriculum, Teacher Manuals &	DCE-00008413	\$636.00
5/28/2021	Brette Space	Approved Core Curriculum, Teacher Manuals &	SPA050321	\$61.26
5/28/2021	Holly Jensen	Approved Core Curriculum, Teacher Manuals &	JEN050321	\$69.00
5/28/2021	Ingrid Seelman	Approved Core Curriculum, Teacher Manuals &	SEE050421a	\$2,103.00
5/28/2021	Jacqueline Kim	Approved Core Curriculum, Teacher Manuals &	KIM050421a	\$1,300.00
5/28/2021	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	IS2021011313	\$139.60
5/28/2021	Moloud Rabieyousefi	Approved Core Curriculum, Teacher Manuals &	RAB050421	\$1,110.00
5/28/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345691434	\$20.00

Elite Academic Academy - Mountain Empire

5/28/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3168194	\$69.55
5/28/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3381681	\$76.97
5/28/2021	Shelley Wright	Approved Core Curriculum, Teacher Manuals &	WRI050421d	\$116.00
5/28/2021	Vivian Chang	Approved Core Curriculum, Teacher Manuals &	CHA050421b	\$70.00
5/28/2021	Vivian Chang	Approved Core Curriculum, Teacher Manuals &	CHA050421a	\$190.00
5/28/2021	Megan Thornton-Russell	Core Teaching/Student Supplies	THO050421c	\$62.00
5/28/2021	Megan Thornton-Russell	Core Teaching/Student Supplies	THO050421b	\$62.00
5/28/2021	Shelley Wright	Core Teaching/Student Supplies	WRI050421	\$142.89
5/28/2021	Staples Business Credit	Core Teaching/Student Supplies	7330109597-0-1	\$52.23
5/28/2021	Alessandra Battisti	Educational Services	BAT050421	\$192.66
5/28/2021	Ann Shultz	Educational Services	524434959	\$61.25
5/28/2021	Annie Packard	Educational Services	PAC050421	\$218.00
5/28/2021	Brain Builders STEM Education	Educational Services	524434961	\$337.50
5/28/2021	Brette Space	Educational Services	SPA050321a	\$49.00
5/28/2021	Candace Nielson	Educational Services	NIE050321	\$70.00
5/28/2021	Candace Nielson	Educational Services	NIE050321b	\$80.00
5/28/2021	Candace Nielson	Educational Services	NIE050321c	\$80.00
5/28/2021	Candace Nielson	Educational Services	NIE050321a	\$80.00
5/28/2021	Candace Nielson	Educational Services	NIE050321d	\$119.00
5/28/2021	Caralyn Y. Henry	Educational Services	524434956	\$1,140.00
5/28/2021	Cece's Artistic Touch	Educational Services	524434966	\$650.00
5/28/2021	Coastal Music Studios	Educational Services	524434965	\$420.00
5/28/2021	Dana Smith	Educational Services	SMI050321	\$175.00
5/28/2021	Dana Weiss	Educational Services	WEI050421	\$738.00
5/28/2021	Dana Weiss	Educational Services	WEI050421a	\$996.00
5/28/2021	Deborah Aceto	Educational Services	ACE050421	\$61.00
5/28/2021	Deborah Aceto	Educational Services	ACE050421a	\$188.00
5/28/2021	Desert Baseball Network	Educational Services	524434962	\$150.00
5/28/2021	Elizabeth Burman	Educational Services	BUR050321	\$151.05
5/28/2021	Elizabeth Burman	Educational Services	BUR050321a	\$151.05
5/28/2021	Erin Burhans	Educational Services	524434968	\$2,695.00
5/28/2021	Friends of Willow Tree	Educational Services	524434960	\$2,933.63
5/28/2021	Heloisa Santospirito	Educational Services	SAN050421a	\$157.23
5/28/2021	Heloisa Santospirito	Educational Services	SAN050421	\$100.46
5/28/2021	Jacqueline Kim	Educational Services	KIM050421c	\$840.00

Elite Academic Academy - Mountain Empire

5/28/2021	Jill Stansbury	Educational Services	STA050321a	\$350.00
5/28/2021	Jill Stansbury	Educational Services	STA050321	\$198.00
5/28/2021	Jillian Proctor	Educational Services	PRO050321	\$52.00
5/28/2021	Jillian Proctor	Educational Services	PRO050321c	\$200.00
5/28/2021	Jillian Proctor	Educational Services	PRO050321a	\$62.00
5/28/2021	Jillian Proctor	Educational Services	PRO050321d	\$239.00
5/28/2021	Jillian Proctor	Educational Services	PRO050321b	\$400.00
5/28/2021	John Padilla	Educational Services	PAD050421	\$225.00
5/28/2021	John Padilla	Educational Services	PAD050421a	\$225.00
5/28/2021	Karyn Colon	Educational Services	COL050321	\$150.00
5/28/2021	Kelsey Swann	Educational Services	SWA050421	\$112.50
5/28/2021	Kimberly Keeth	Educational Services	524434958	\$1,800.00
5/28/2021	Krista Ernst	Educational Services	ERN050421	\$112.50
5/28/2021	Kristin Owens	Educational Services	OWE050421	\$90.00
5/28/2021	Kristin Owens	Educational Services	OWE050421a	\$140.00
5/28/2021	Kristina Steffen	Educational Services	STE050321	\$225.00
5/28/2021	Laura Saldana	Educational Services	SAL050421	\$130.00
5/28/2021	Lindsey Eidsvold	Educational Services	EID050421	\$150.00
5/28/2021	Lindsey Eidsvold	Educational Services	EID050421a	\$150.00
5/28/2021	Marcelle Caratti	Educational Services	524434967	\$370.00
5/28/2021	Megan Purcell	Educational Services	PUR050321a	\$125.00
5/28/2021	Megan Purcell	Educational Services	PUR050321	\$125.00
5/28/2021	Megan Thornton-Russell	Educational Services	THO050421a	\$220.00
5/28/2021	Megan Thornton-Russell	Educational Services	THO050421	\$220.00
5/28/2021	Melissa Felker	Educational Services	FEL050421	\$140.00
5/28/2021	Melissa Felker	Educational Services	FEL050421a	\$160.00
5/28/2021	Melissa Punch	Educational Services	PUN050421	\$15.00
5/28/2021	Melissa Punch	Educational Services	PUN050421a	\$15.00
5/28/2021	Michelle Blackshear	Educational Services	BLA050321	\$250.00
5/28/2021	North County Gymnastics and the Gyminn	Educational Services	524434957	\$1,008.00
5/28/2021	Rumie Simons	Educational Services	SIM050321	\$160.40
5/28/2021	Rumie Simons	Educational Services	SIM050321b	\$90.63
5/28/2021	Rumie Simons	Educational Services	SIM050321a	\$144.36
5/28/2021	Shelley Wright	Educational Services	WRI050421b	\$40.00
5/28/2021	Shelley Wright	Educational Services	WRI050421a	\$40.00

Elite Academic Academy - Mountain Empire

5/28/2021	Shelley Wright	Educational Services	WRI050421c	\$40.00
5/28/2021	Stephanie McKay	Educational Services	MCK050321	\$172.00
5/28/2021	Vivian Chang	Educational Services	CHA050421	\$160.00



(Remote) Chief Student Development Officer

Job Description

Position Title:	(Remote) Chief Student Development Officer
Reports To:	Chief Executive Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	232 days
Location:	Remote Office (Travel Required)

Position Summary: *This position requires travel to California up to 8 times per year. The Chief Student Development Officer reports to the CEO, and is responsible for organizational effort to develop innovative programs for students in all Elite Academies; securing grants and business partnerships to support Career Technical Education (CTE) and other student development and implementation; developing support structures necessary to leverage industry sector expertise; oversee leadership development and capacity in support of a shared, innovative approach to educating students at EAA. Under the administrative direction of the CEO, lead strategic initiatives and managing special projects at the executive-level; serve as a member of Cabinet; represent and act on behalf of the CEO as directed; Develop technology aligned curriculum and select technology-oriented learning tools for the independent study environments; ; fosters the advancement of career and technical education programs; and ensures all programs and activities result in compelling opportunities for students that result in increased college and career readiness. Assist in the development of online publications or programs. Develop and lead professional learning for teachers, staff and administrators, as needed, in independent study environment teaching and learning strategies, as well as instructional technology integration.*

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

*(Remote) Chief Student Development Officer Job Description
Pending Board Approval*

- Administrative Credential with a master’s degree in an education-related field – or equivalent experience and qualifications.
- 10 years of educational experience/leadership is preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.
- Demonstrate effective management skills – leadership, planning, budgeting, evaluation and effective communication skills.
- Demonstrate effective staff and public relations skills.
- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver’s License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Supervise CTE programs and electives in middle and high schools.
- Provide New Teacher Induction workshops for new CTE staff.
- Attend board meetings, professional development sessions, and any other activity or meeting as deemed appropriate by the CEO.
- Supervise and assist instructors in the curriculum development/implementation process.
- Oversee and monitor all teacher’s lesson plans.
- Observe and evaluate Directors and teachers, as needed.
- Monitor the integration of core academics into CTE offerings.
- Assist in the implementation of the enrichment Academies
- Assist in the recruitment and selection of applicants for CTE staff positions.
- Assist in the development of policies, proposals, and procedures.
- Develop, attend, and facilitate all staff-related professional development sessions.
- Maintain open lines of communication with Elite Academic Academy Directors, Counselors, and Career Counselors.
- Maintain date regarding CTE program industry certifications.
- Assist in budget formulation.
- Develop and coordinate post-secondary articulation agreements and dual enrollment.
- Work with business and industry partners to enhance CTE programs.
- Support Occupational Advisory Committees.

*(Remote) Chief Student Development Officer Job Description
Pending Board Approval*

- Maintain active membership and participation in professional organizations as recommended by the Chief Academic Officer.
- Represent the CEO when directed to do so.
- Complete any other duties or responsibilities assigned by the CEO.
- Provide support for student field trips and community service activities.
- Coordinate professional development learning opportunities for teachers.
- Work with teachers to coordinate student internships and job shadowing experiences.
- Coordinate and help implement a CTE Student Organization for all CTE programs.
- Prepare board tabs when necessary.
- Coordinate teacher preparation for all CTE programs.
- Other duties as assigned.
- Leads the revenue generation efforts through identifying, writing and securing state and federal grants; building business partnerships; and promoting sustainable program offerings.
- Ensure the fiscal health, efficiency and effectiveness of programs, projects and collaborations. Ensures all academic engagement programs are managed within goals, timelines and budgets through regular monitoring and report outs to the Cabinet.
- Provides input and guidance to assist in designing innovative learning environments within all three Elite Academic Academy school models.
- Serves as a key resource to CTE Teachers and provides professional development and technical expertise on a variety of instructional issues in order to ensure teachers are successful with their students.
- Developing and documenting tasks, timelines and milestones, facilitating group meetings and documenting group findings.
- Conducting strategic analyses and developing clear and quantifiable goals and objectives for program development.
- Providing the leadership skills necessary to drive them to successful completion.
- Determining which programs are compelling, relevant and sustainable for the organization and which are not. Making program recommendations to the Executive Cabinet for consideration.
- Participating in and contributing to the development and oversight of relevant budgets
- Assisting in writing LCAP, WASC, and other school reports.

General Expectations

- Encourage, create and support all Elite Academic Staff.
- Report to Chief Executive Officer or designee.
- Attend various meetings:
 - Attend meetings with cabinet members
 - Attend board meetings
 - Meet established deadlines.
- Follow all protocols and policies.
- Travel to California up to 8 times per year

Other Duties:

- Perform other duties as assigned.

*(Remote) Chief Student Development Officer Job Description
Pending Board Approval*

Use of Computer Technology:

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

Physical Demands:

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

- Ability to travel up to 8 times in a given school year.
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.
- Work outside of regular school hours may be required to fulfill job duties and responsibilities.

Employee Acknowledgement:

Employee Signature

Printed Name

Date

*(Remote) Chief Student Development Officer Job Description
Pending Board Approval*



Chief Academic Innovations Officer

Job Description

Position Title:	Chief Academic Innovations Officer
Reports To:	Chief Executive Officer (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	233 days
Location:	Remote Office

Position Summary:

Under the administrative direction of the CEO, the Chief Academic Innovations Officer will lead strategic initiatives and manage special projects at the executive-level; serve as a member of Cabinet; represent and act on behalf of the CEO as directed; develop and lead the implementation of learning initiatives and innovative pedagogies that meet the challenges of teaching and learning in a 21st century learning environment, as well as direct and oversee the integration of technology into the independent study learning model; develop technology aligned curriculum and select technology-oriented learning tools for the independent study environments. The Chief Academic Innovations Officer will assist in the development of online publications or programs; develop and lead professional learning for teachers, staff and administrators, as needed, in independent study environment teaching and learning strategies, as well as instructional technology integration; and coordinate the management of instructional and non-instructional school computer networks.

Qualifications:

The ideal candidate is a creative problem solver, exemplary communicator, deeply knowledgeable about systems and organizational change, believes in the power of public charter school education, and is committed to creating more equitable opportunities for all students. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- MA or MS required; doctoral degree preferred.

- A valid, current, and appropriate California state teacher credential; administrative credential is preferred but not required. A copy of credential to be provided and kept current.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize and work independently with limited direction.
- Demonstrate effective management skills – leadership, planning, budgeting, evaluation, and effective communication skills.
- Demonstrate effective staff and public relations skills.
- Leadership experience in network/computer system management, hardware selection and deployment, system troubleshooting, and system maintenance.
- Considerable working knowledge of computer operating systems used in the schools.
- Demonstrate proficient use of standard software packages and student information systems
- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver’s License.

Suggested Training and Experience:

- 10 years of educational experience/leadership is preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Experience leading professional development to educators.
- School or district administration experience and a clearly defined, broad and large professional network preferred.
- Demonstrated successful experiences at a leadership level in driving strategic change, growth mind-set, mentorship and guidance of staff.
- IT Training and certification.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Provide operational assistance to the Chief Executive Officer by leading strategic initiatives and managing various special projects at the executive level:
 - Advance an inspirational learning environment and culture amongst staff, students and community partners.
 - Mentor staff and provide relative guidance and feedback towards their professional growth and journey.

- Research and disseminate educational best practices that support the independent study environment
 - Codifying/systematizing strategies and approaches that are yielding strong results to support teachers to achieve ambitious, equitable results
 - Serve as strategic liaison between the CEO, department heads, school administrators, employee organizations, other school districts, public agencies and the public as directed.
 - Analyze and manage sensitive issues that arise in the CEO's office; advise the CEO of unusual trends or problems and recommend appropriate corrective action.
 - Represent the CEO on community committees and task forces, and in problem solving conferences with parents, staff and Governing Board members; collaborate with key stakeholders on issues that have a direct, strategic impact on EAA initiatives.
 - Complete state and federal compliance requirements, as directed.
- **Promote Student Achievement:**
 - Build a common vision for student achievement through Innovations
 - Support Academy Directors and Leads in the development and refinement of course curriculum and other instructional projects
 - Create a curriculum development committee to support the creation of relevant curriculum for at-risk youth
 - Collaborate with administrative leaders to evaluate the effectiveness of Elite curriculum
 - Collaborate with staff to build a thriving and vital teaching and learning community
 - Direct planning activities and put programs in place with staff to ensure attainment of Elite's mission
- **Guide the charter in the meaningful instructional technology integration:**
 - Champion new ways to enhance learning experiences with digital tools
 - Meet with Charter stakeholders to evaluate current programs, assess needs, and prepare for future implementations
 - Stay current with trends in education and technology to make recommendations for the direction of charter technology.
 - Represent the charter at area and state technology and educational organization meetings.
 - Be familiar with and abide by Federal and CA laws, Board of Director policies, charter regulations, and school procedures that relate to use of technology.
 - Oversee the training of Charter staff in technology integration
- **Manage the overall technology budget used for technology purchases:**
 - Guide responsible purchasing for all technology related items
 - Maintain clear records for accountability and auditing purposes
 - Guide technology grant funding as opportunities become available

- **Supervise all personnel within the technology department:**
 - Manage immediate supervision of members of the district technology department, including evaluation.
 - Coordinate activities of outside vendors, consultants and trainers.

General Expectations

- Encourage, inspire and support all Elite Academic Staff.
- Report to Chief Executive Officer or designee.
- Attend various meetings:
 - Attend meetings with cabinet members, as requested.
 - Attend board meetings, as requested.
- Meet established deadlines.
- Follow all protocols and policies.

Other Duties:

- Perform other duties as assigned.

Use of Technology:

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

Physical Demands:

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

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

Work Environment:

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

- Noise level is generally moderate.
- Meetings conducted in public and private settings.
- Indoor and outdoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.
- Work outside of regular school hours may be required to fulfill job duties and responsibilities.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Compliance Liaison

Job Description

Position Title:	Remote Compliance Liaison
Reports To:	Compliance Lead (or designee)
FLSA Status:	Exempt
School Classification:	Certificated Administration
Pay Range:	Based upon experience & student enrollment
Work Schedule:	187-224 days
Location:	Remote

Position Summary: *The Compliance Liaison assists with the responsibility of operational functions of the Charter's compliance program.*

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

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

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

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Assist with ensuring teachers complete compliance paperwork.
- Report any anomalies or concerns to-Compliance Lead
- training, fielding questions, troubleshooting, and re-train teachers, program directors (or designees) in the SIS.
- Assist with development and implementation of the Charter's compliance training program.
- Support teachers and directors with compliance work.
- Assist with internal auditing of all compliance documents
- Assist with development and implementation of policies related to admissions and pupil records.

General Expectations:

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

Other Duties:

- Document and report to the school's management all formal disciplinary actions involving students and staff; addressing and resolving complaints from students, parents, and staff in a

timely manner; ensuring compliance with the school's Uniform Complaint Policy; the school's Uniform Technology Policy; and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).

- Perform other duties as assigned.

Use of Computer Technology:

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

Physical Demands:

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

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

Work Environment:

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

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Director of Community Relations

Job Description

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

Position Summary: *The Director of Community Relations is responsible for the effective operation of the educational fund business department. The Director of Community Relations will advise and make recommendations to the CEO/administrative team. The Director of Community Relations shall perform the duties and accept the responsibilities expected of a Director of a public charter school as prescribed by the laws, rules and regulations of the State of California/Department of Education, the U. S. Department of Education, and the policies, rules, and regulations established by the school Board of Directors.*

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

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

- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Team Member

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

Educational Leadership

- Cultivate and nurture a deeply-rooted culture that values candid feedback, applies new ideas with a commitment to continuous improvement, fosters open lines of communication, and esteems professional courtesy and respect for all colleagues throughout the entire organization.
- Inspire a culture of excellence that is centered on the school's vision.
- Review Online Purchasing/Student Accounting System (OPS) service agreements.
- Provide training and procedures on the Online Purchasing/Student Accounting System to all credential teachers and staff members.
- Run reports and track educational funds from the Online Purchasing/Student Accounting System.
- Support and work with back office staff to ensure educational business needs are met.

Community Partner Relations

- Oversee the development of a high quality community partner department.
- Maintain on-going communication with all vendors relations with stakeholders in the organization.
- Create and update the community partner relations packet.
- Create new community partner training with Elite to ensure that all vendors clearly understand Elite's expectations.
- Collaborate with the accounts payable and receivable departments to ensure that community partners are paid timely and/or are communicated if there is a delay.
- Oversee the reimbursement approval process to ensure accurate use of educational funds and collaborate with directors to ensure high quality and timely submission.

Financial

- Support the development of the reimbursement policy for staff and parents.
- Monitor and ensure the approval process for credit card purchases requests.
- Maintain on-going communication regarding financial decisions with the Business Department and CEO.
- Support the business department with management systems.
- Oversee the development of grants and other fundraising activities.
- Support with internal and the Annual Audit and Annual Report.

Other Duties

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

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Applicable sections of the Education Code and other applicable laws.

Ability to:

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

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of database software, how to use the internet to find information and complete tasks, email usage, order processing

systems, spreadsheet software, and word processing software. The employee is expected to acquire and maintain a working computer with an internet connection and a printer.

Physical Demands:

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

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

Work Environment:

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

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

HAZARDS:

Contact with dissatisfied individuals.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Job Title: Full-Time Instructional Learning Coach
Department: Education
Reports To: Director or Designee
Employee Status: Exempt/Certificated Core Employee
Employee Calendar: 187-224
Pay: \$55,000-\$65,000/annually (depending on experience)

JOB SUMMARY:

The Full-Time Instructional Learning Coach supports the teacher in creating and implementing an educational program, and learning environment, conducive to the academic and personal growth of each and every student.

ESSENTIAL DUTIES:

The Full-Time Instructional Learning Coach works with the teacher to:

- Plan and implement a program of instruction that adheres to the school’s philosophy, goals and objectives.
- Plan and implement a program of study designed to meet individual needs of students.
- Support a caseload of students (in small groups or individually) in core subject areas to support in closing achievement gaps.
- Tutor a caseload of students in core subject areas to support in closing achievement gaps.
- Encourage student enthusiasm for the learning process and the development of study habits.
- Complete and maintain an individualized academic and social progress log for each student; which includes authentic observations, specific objectives for the session, and multiple measures of determining academic progress.
- Schedule sessions with families in a timely manner (contact within 48 hours of receiving a support request).
- Implement I-Ready assessment, EZ CBM, and other assessments, into learning plans.
- Provide progress through authentic observations.

- Evaluate students' academic and social growth through multiple measures, maintain appropriate records under the teacher's supervision.
- Implement Scantron assessment, Educlastic, and other assessment, into learning plans.
- Communicate regularly and effectively with parents; minimally every twenty days.
- Participate and collaborate in meetings to improve student learning (e.g. SST, IEP, curriculum development, individualized learning plan).
- Select and requisition instructional materials; maintain inventory.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.
- Maintain necessary records as assigned by teachers (attendance, compliance) in the student information system (School Pathways).
- Maintain professional competence through professional development educational activities.
- Participate cooperatively with the appropriate administrator in employee evaluation.
- Utilize technology as a means of educating and communicating.
- Operate a computer and standard office equipment.
- Supervise students during out-of-tutoring center activities as necessary (e.g. field trips).
- Participate in faculty committees, the sponsorship of student activities, and program-wide activities.
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Strive to communicate the positive aspects of our school program to the public in word and deed.
- Work cooperatively with parents to strengthen the educational program for their children.
- Establish and maintain cooperative relationships with other staff members.
- Communicate effectively both orally and in writing.

OTHER DUTIES:

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

EDUCATION AND EXPERIENCE:

- California Single Subject or Multiple Subject Credential Required
- Bachelor's Degree

LICENSES AND OTHER REQUIREMENTS:

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

WORKING CONDITIONS:

Environment:

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

PHYSICAL DEMANDS:

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

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

HAZARDS:

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Job Title: Part-Time Instructional Learning Coach
Department: Education
Reports To: Director or Designee
Employee Status: Non-Exempt/Certificated Core Employee
Employee Calendar: 187-224
Pay: \$20-40/hour (depending on experience)

JOB SUMMARY:

The Part-Time Instructional Learning Coach supports the teacher in creating and implementing an educational program, and learning environment, conducive to the academic and personal growth of each and every student.

ESSENTIAL DUTIES:

The Part-Time Instructional Learning Coach works with the teacher to:

- Plan and implement a program of instruction that adheres to the school's philosophy, goals and objectives.
- Plan and implement a program of study designed to meet individual needs of students.
- Support a caseload of students (in small groups or individually) in core subject areas to support in closing achievement gaps.
- Tutor a caseload of students in core subject areas to support in closing achievement gaps.
- Encourage student enthusiasm for the learning process and the development of study habits.
- Complete and maintain an individualized academic and social progress log for each student; which includes authentic observations, specific objectives for the session, and multiple measures of determining academic progress.
- Schedule sessions with families in a timely manner (contact within 48 hours of receiving a support request).
- Implement I-Ready assessment, EZ CBM, and other assessments, into learning plans.
- Provide progress through authentic observations.

- Evaluate students' academic and social growth through multiple measures, maintain appropriate records under the teacher's supervision.
- Implement Scantron assessment, Educlastic, and other assessment, into learning plans.
- Communicate regularly and effectively with parents; minimally every twenty days.
- Participate and collaborate in meetings to improve student learning (e.g. SST, IEP, curriculum development, individualized learning plan).
- Select and requisition instructional materials; maintain inventory.
- Identify student needs and cooperate with other professional staff members in assessing and helping solve students' health, attitude, and learning challenges.
- Maintain necessary records as assigned by teachers (attendance, compliance) in the student information system (School Pathways).
- Maintain professional competence through professional development educational activities.
- Participate cooperatively with the appropriate administrator in employee evaluation.
- Utilize technology as a means of educating and communicating.
- Operate a computer and standard office equipment.
- Supervise students during out-of-tutoring center activities as necessary (e.g. field trips).
- Participate in faculty committees, the sponsorship of student activities, and program-wide activities.
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Strive to communicate the positive aspects of our school program to the public in word and deed.
- Work cooperatively with parents to strengthen the educational program for their children.
- Establish and maintain cooperative relationships with other staff members.
- Communicate effectively both orally and in writing.

OTHER DUTIES:

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

EDUCATION AND EXPERIENCE:

- California Single Subject or Multiple Subject Credential Required
- Bachelor's Degree

LICENSES AND OTHER REQUIREMENTS:

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

WORKING CONDITIONS:

Environment:

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

PHYSICAL DEMANDS:

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

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

HAZARDS:

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Special Education Administrative Assistant

Job Description

Position Title:	Special Education Administrative Assistant
Reports To:	Special Education Coordinator or Administrator (or designee)
FLSA Status:	Non-Exempt
Classification:	Classified
Pay Range:	\$55,000-\$65,000/annual
Work Schedule:	12 months/239 Calendar
Location:	Remote

Position Summary: *Perform secretarial and administrative assistant duties related to Special Education Services to relieve the Administrator of administrative and clerical details. Plan, coordinate, and organize department activities; and coordinate the flow of communication for the assigned supervisor. Assure smooth and efficient department operations.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Serve as administrative assistant to the assigned Special Education Administrator; perform public relations and communication services; receive, screen, and route telephone calls; take and relay messages as appropriate; and schedule and arrange interviews, appointments, conferences and other events; maintain appointment and activity calendars.
- Exercise independent judgment in resolving issues and refer difficult issues to the administrator as necessary.
- Provide technical information and assistance related to the Special Education department or program operations, policies, and procedures.

*Special Education Administrative Assistant Job Description
Pending Board Approval*

- Follow established procedures and meet deadlines.
- Receive, compile, and verify information; prepare and maintain manuals and automated records related to special education students, enrollment, attendance, transcripts, personnel, programs, activities and assigned duties; establish and maintain filing systems.
- Coordinate, schedule and attend meetings; prepare and send out notices of meetings; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Prepare, process and code purchase orders and invoices for assigned department or program as directed; monitor department or program expenditures and budgets.
- Assign all SPED services (internal staff and vendors).
- Liaison between SPED vendors and Elite Academic Academy.
- Input data into an assigned computer system; initiate queries and generate computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data; and submit reports to appropriate personnel.
- Maintain SEIS and WebIEP databases.
- Manage and submit all SPED compliance and reporting data to CALPADS.
- Assign all SPED students to case managers and all placement info.
- Support all SPED staff in various platforms.
- Assign assessment teams for all assessments.
- Support budget planning needs.
- Schedule IEP meetings.
- Send and receive DocuSign for all SPED documents.
- Maintain student SPED files.
- Monitor SPED timelines.

Other Duties:

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

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

Knowledge of:

*Special Education Administrative Assistant Job Description
Pending Board Approval*

- Modern office practices, procedures and equipment.
- Telephone techniques and etiquette.
- Policies and objectives of assigned program and activities.
- Applicable laws, codes, regulations, policies and procedures.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Business letter and report writing, editing and proofreading.
- Mathematical computations.

Ability to:

- Perform varied and responsible secretarial and administrative assistant duties.
- Serve as secretary to the Administrator and coordinate communications between administrators, personnel, parents, students and the public.
- Assure smooth and efficient office operations.
- Interpret, apply and explain laws, codes, rules and regulations related to assigned activities.
- Work independently with little direction.
- Understand and resolve issues, complaints or problems.
- Maintain confidentiality of sensitive and privileged information.
- Determine appropriate action within clearly defined guidelines.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and files.
- Compile and verify data and prepare reports.
- Complete work with many interruptions.
- Plan and organize work.
- Meet schedules and timelines.

EDUCATION AND EXPERIENCE:

- Any combination equivalent to: graduation from high school; and three years increasingly responsible clerical or secretarial experience involving frequent public contact.

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

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

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

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Special Education (SPED) Coordinator

Job Description

Position Title:	Special Education (SPED) Coordinator
Reports To:	Special Education Consultant (or designee)
FLSA Status:	Exempt
School Classification:	Certificated/Classified Administration
Pay Range:	\$90,000- \$120,000/annually
Work Schedule:	239 days
Location:	Remote Office

Position Summary: *Under the general direction of the Special Education Consultant/Director, and/or the Chief Executive Officer, the Special Education (SPED) Coordinator will act as the Administrator Designee to the Special Education Consultant in IEP meetings. This position will review and develop legally compliant IEP's. Additionally, this position will implement and monitor special education timelines, and support the Special Education Consultant with the case management of high-profile situations.*

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

- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- 3 or more years of successful Special Education Administrative experience and/or general administrative experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in one or more areas of major conditions.

*Special Education Coordinator
Pending Board Approval*

- Valid California driver license.

ESSENTIAL DUTIES and RESPONSIBILITIES:

- Assist the Special Education Consultant and related service providers.
- Acts as an administrative designee in IEP meetings.
- Review and develop legally compliant IEP's.
- Implement and monitor special education timelines.
- Support the Special Education Director or designee with the case management of high-profile situations.
- Assists special education personnel and works with outside agencies as necessary to implement and coordinate the services in the IEP.
- Participates as a member of IEP teams as the administrative designee.

Other Duties:

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

KNOWLEDGE AND ABILITIES:

Knowledge of:

- All areas of special education including: behavior management techniques, learning theories, curriculum development and vocational development.
- Current laws and regulations pertaining to students with disabilities.
- Policies and procedures pertaining to IEP's.
- Assessment practices and statistics relevant to the behavioral sciences.

Ability to:

- Must be able to work with administrators, teachers, classified personnel, parents and students.
- Develop empathy with parents and pupils.
- Plan, organize and direct the work of others.
- Prepare concise written statements of policy and procedures.
- Evaluate instructional programs and reports.
- Exercise initiative.
- Possess mature judgment.

Physical Demands:

*Special Education Coordinator
Board Approved 12/02/2020*

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

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

Work Environment:

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

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

Employee Acknowledgement:

Employee Signature Printed Name Date



ELITE™

— A C A D E M I C —

A C A D E M Y

Position Title:	Independent Study School Social Worker (TK-12)
Reports to:	Chief Academic Innovations Officer or Designee
Classification:	Certificated
Pay Range:	\$60,000-\$70,000
Work Schedule:	224 days
Location:	Remote office and travel to all counties served

Position Summary: An Elite Academic Academy (EAA) Social Worker assists in addressing the psychological and social well-being of EAA students. Responsibilities include providing information to students, parents, and school staff; counseling students with personal and psychological issues; and addressing relevant issues in the school, such as school attendance, illegal drugs, and social adjustment issues.

Qualifications:

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

ESSENTIAL DUTIES and RESPONSIBILITIES

- Counseling students with personal and psychological issues that affect their performance, behavior, and socialization in school.
- Providing counseling sessions, treatment plans, or workshops, as necessary.
- Establishing prevention programs and intervention plans.
- Communicating with students to determine the areas in which they may need assistance or counseling.
- Assisting teachers and administrators with behavioral and attitude issues by communicating with students to find the causes of their distress.
- Providing information, when appropriate, to outside support services to help students with economic, emotional, or physical issues.
- Assisting at-risk students or students with disabilities.
- Communicating with parents, teachers, and administrators to understand students' challenges.
- Maintaining case files and reports to track students' progress and problems.
- Helping students and families suffering from abuse, violence, hunger, or homelessness to access resources like shelters, food banks, and medical care.

General Expectations:

- Support the mission, vision, and goals of Elite Academic Academy.
- Serve as a contributing member of the Charter staff and collaborate with team members to achieve the school's goals.
- Complete and submit required documents as requested or required by the Charter and/or Board of Directors and/or the District.
- Participate in and develop professional development workshops as needed.
- Create and maintain a safe, supportive, and effective learning environment.
- Maintain professional competence through professional development educational activities.
- Utilize technology as a means of educating and communicating.

Other Duties:

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

Use of Computer Technology:

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

Physical Demands:

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

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

Work Environment:

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

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date

*Independent Study School Social Worker Job Description
Pending Board Approval*

Mountain Empire Reoccurring Contracts 21/22 School Year

Company	Type of Service	Charter	Annual Fiscal Impact
Diligent (BoardEffect)	Business Services	Mountain Empire	\$4,892.50
Sage Intacct	Business Services	Mountain Empire	\$4,300.00
Bill.com	Business Services	Mountain Empire	\$8,067.60
OPS - Mountain	Purchasing System	Mountain Empire	\$10,661.28
Rosetta Stone	Foreign Languages	Mountain Empire	\$2,500.00
Scantron	Testing	Mountain Empire	\$2,500.00
FlipSwitch Marketing Inc.	Marketing	Mountain Empire	\$80,000.00
Strongminid	Curriculum	Mountain Empire	\$220,000.00
Waisman Consulting	Special Ed Services	Mountain Empire	\$400,000.00
Blank Rome	Legal Feess	Mountain Empire	\$25,000.00
Hatch & Cesario	Legal Feess (SPED)	Mountain Empire	\$15,000.00



Date of Offer: May 25, 2021

Assignment Offered: Temporary [REDACTED]

Candidate Address: [REDACTED]

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

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

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

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

- The term of this Temporary Employment Contract shall commence on June 16, 2021 and continue until August 11th, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp’s employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as Temporary Content Teacher (Virtual High School HQT) (the “Position”) performing the duties described on Exhibit A attached hereto. The Temp accepts employment with the School on the terms and conditions set forth in this Temporary Employment Contract and agrees to devote his/her full time and attention (reasonable periods of illness excepted) to the performance of his/her duties under this Contract.
- The Temp’s days of work shall be Monday through Friday at hours determined by the School provided that ordinary working hours shall not exceed 40 hours per week unless agreed upon by the School.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School’s Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

- This Temporary Employment Contract and the interpretation of its terms shall be governed by and construed in accordance with the laws of the State of California and subject to the exclusive jurisdiction of the federal and state courts located in San Diego County, California

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 5/26/2021
A4137E406BF5494...
Meghan Freeman - CEO Date

AGREED TO AND ACCEPTED BY:

DocuSigned by:
[Redacted Signature] 5/26/2021
[Redacted Name] Date

Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- COMPENSATION.
 - The Temp shall be entitled to receive an hourly rate of \$35.00 (the "Compensation") for performance of the duties described in the Temporary Employment Contract.
 - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Date of Offer: May 19, 2021

Assignment Offered: Temporary Year-Round Instructional Aide

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Mountain Empire, as a Temporary Year-Round Instructional Aide. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, and the amount of student enrollment in the Year-Round program.

Upon completion of the above, the CEO will have final approval of your employment. At that time, we will send you a temporary employment contract for your review, signature, and completion. Your hourly rate would be based on the compensation as outlined below. If you are offered an assignment and you choose to decline it, Elite Academic Academy - Mountain Empire is not obligated to offer you another assignment. You would, however, be eligible to apply and interview for other assignments.

Terms and Benefits for this position:

- Start Date:** June 16, 2021
- Term:** Part-Time, Temporary/At- Will
- Position Title:** Temporary Year-Round Instructional Aide
- FLSA/CA Classification:** Non-Exempt
- Hourly Rate:** \$18/per hour
- Work Days:** (Monday- Friday) Year-Round Calendar

Please sign below to indicate your acceptance of this conditional offer and return this letter within seven calendar days. Please let us know if you have any questions. We look forward to working with you.

I have read and understood the conditions and commitments stated above. I have initiated below to indicate that I have accepted or declined this offer.

Candidate: [REDACTED]

X (Initial) **I accept** the offer of employment with Elite Academic Academy starting June 16, 2021. I understand that this offer is expressly conditioned on Board approval, an acceptable FBI/DOJ background check, student enrollment and my timely completion of the requirements set out in this letter.

 (Initial) **I do not accept** the offer of employment with Elite Academic Academy

Signature: [REDACTED] Date: 5/20/2021

Chief Executive Officer *Meghan Freeman* Date 5/19/2021
DocuSigned by: A4137E406BF5494...

EAA Mountain Empire - 2021-22 Budget and Cash Flow

	2020-21	2021-22	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Accrual	Total
LCFF Revenue	6,376,173	9,850,218	0	325,876	442,715	547,826	547,826	581,624	547,826	547,826	1,471,557	1,192,387	1,192,387	1,192,387	1,259,983	9,850,218
CTE	161,889	17,988						17,988							0	17,988
Fed SPED	0	84,653													84,653	84,653
PCSGP	0														0	0
Title I & II	39,629	59,444	0	0	0	9,907	0	0	9,907	0	0	19,815	0	0	19,815	59,444
Coronavirus Relief - Federal	180,640	249,223													249,223	249,223
PPP Loan Forgiveness	344,600															0
SPED - State	409,197	613,795				51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	51,150	153,449	613,795
Lottery & Other State	239,273	357,844	0	0	0	0	0	28,848	82,249	0	0	82,249	0	0	164,498	357,844
Coronavirus Relief - State	54,220															0
Expanded Learning	221,433	221,433						221,433							0	221,433
Other Revenue Local	2,837	3,000	0	0	0	750	0	0	750	0	0	750	0	0	750	3,000
Total Revenue	8,029,891	11,457,596	0	325,876	442,715	609,632	598,975	801,042	691,881	598,975	1,522,706	1,346,350	1,243,536	1,243,536	1,932,370	11,457,596
1000-2000 Salaries	2,701,200	3,760,238	313,353	313,353	313,353	313,353	313,353	313,353	313,353	313,353	313,353	313,353	313,353	313,353		3,760,238
3000 Benefits, Health Insurance, Retirement & Payroll Taxes	634,995	937,399	78,117	78,117	78,117	78,117	78,117	78,117	78,117	78,117	78,117	78,117	78,117	78,117		937,399
4100 Approved Core Curriculum, Teacher Manuals & Textbooks	781,236	1,171,854	167,408	167,408	167,408	95,662	95,662	95,662	95,662	95,662	95,662	95,662	95,662	0		1,171,854
4300 Materials & Supplies	22,884	34,327	5,013	5,013	1,785	1,785	1,785	1,785	1,785	1,785	1,785	5,013	5,013	5,013		34,327
4400 Non-Capitalized Equipment	111,841	167,761	13,980	13,980	13,980	13,980	13,980	13,980	13,980	13,980	13,980	13,980	13,980	13,980		167,761
5200 Travel and Conference	32,279	112,178	9,348	9,348	9,348	9,348	9,348	9,348	9,348	9,348	9,348	9,348	9,348	9,348		112,178
5300 Dues and Memberships	3,449	5,174	431	431	431	431	431	431	431	431	431	431	431	431		5,174
5400 Insurance	16,141	24,211	2,018	2,018	2,018	2,018	2,018	2,018	2,018	2,018	2,018	2,018	2,018	2,018		24,211
5500 Operations & Housekeeping Services	4,339	6,508	542	542	542	542	542	542	542	542	542	542	542	542		6,508
5600 Rentals, Leases, Repairs	67,501	81,001	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750		81,001
5800 Professional/Consulting Services	2,538,832	3,672,130	353,190	353,190	303,187	297,520	297,520	297,520	297,520	297,520	297,520	297,520	289,963	289,963		3,672,130
5900 Communications	98,176	147,264	12,272	12,272	12,272	12,272	12,272	12,272	12,272	12,272	12,272	12,272	12,272	12,272		147,264
7438 Interest - Revolving Loan	3,884	2,499		1621	224	185	172	168	129							2,499
7438 Interest - Factored Receivables	14,408	145,833					12,500	16,667	20,833	12,500	25,000	20,833	16,667	20,833		145,833
Total Expenses	7,031,164	10,268,376	962,421	964,042	909,415	831,962	844,449	848,611	852,739	844,277	856,777	852,610	748,453	752,620	0	10,268,376
Revenue in Excess of Expenses	998,728	1,189,220	-962,421	-638,166	-466,700	-222,329	-245,474	52,431	-160,858	-245,302	665,929	493,740	495,083	490,917	1,932,370	1,189,220
Beginning Cash		354,101	354,101	224,610	1,101,782	650,421	460,179	710,238	252,251	580,977	1,335,675	1,001,605	495,344	490,427		
Plus Collection of Prior Year (2020-21) Receivables		932,895	832,931	25,755	25,755	42,504	5,949									
Less Non-Collection of Current Year (2021-22) Receivables		-1,932,370														
Remayment of Revolving Loan Fund		-62,502		-10,417	-10,417	-10,417	-10,417	-10,417	-10,417							
Plus Proceeds from Short Term Borrowing				1,500,000				1,000,000	1,000,000	1,500,000						
Less Repayments from Short Term Borrowing							-500,000	-500,000	-500,000	-500,000	-1,000,000	-1,000,000	-500,000	-500,000		
Ending Cash Balance		481,344	224,610	1,101,782	650,421	460,179	710,238	252,251	580,977	1,335,675	1,001,605	495,344	490,427	481,344		
Annual Surplus (Deficit)	998,728	1,189,220														
Beginning Fund Balance	288,268	1,286,996														
Ending Fund Balance	1,286,996	2,476,216														
Fund Balance as a Percent of Expenses	18.30%	24.11%														
Narrative & Assumptions:																
We are projecting a surplus of \$998,728 in 2020-21 and an end of year fund balance of \$1,286,996.																
We are projecting a surplus of \$1,189,220 in 2021-22 and an end of year fund balance of \$2,476,216.																
The annual ADA (Average Daily Attendance) for 2020-21 is projected to be 676, which is very close to our 2019-20 ADA of 677.																
The annual ADA (Average Daily Attendance) for 2021-22 is projected to be 1,034.																
We will need to borrow increments of \$1mln to \$1.5mln during the course of the fiscal year, and repayments will be monthly beginning in November 2021.																

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Elite Academic Academy-Mountain Empire
CDS Code:	██████████
LEA Contact Information:	Name: Meghan Freeman, M.Ed. Position: CEO Phone: 866-354-8302 x704
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$9,850,218
LCFF Supplemental & Concentration Grants	\$742,127
All Other State Funds	\$1,211,060
All Local Funds	\$3,000
All federal funds	\$393,320
Total Projected Revenue	\$11,457,598

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$10,268,376
Total Budgeted Expenditures in the LCAP	\$8,655,225
Total Budgeted Expenditures for High Needs Students in the LCAP	\$742,127
Expenditures not in the LCAP	\$1,613,151

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$362,008
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$350,078

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$-11,930

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	There was a small difference in our actuals. This was a result of quality control to avoid going over budget in any one area.

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.



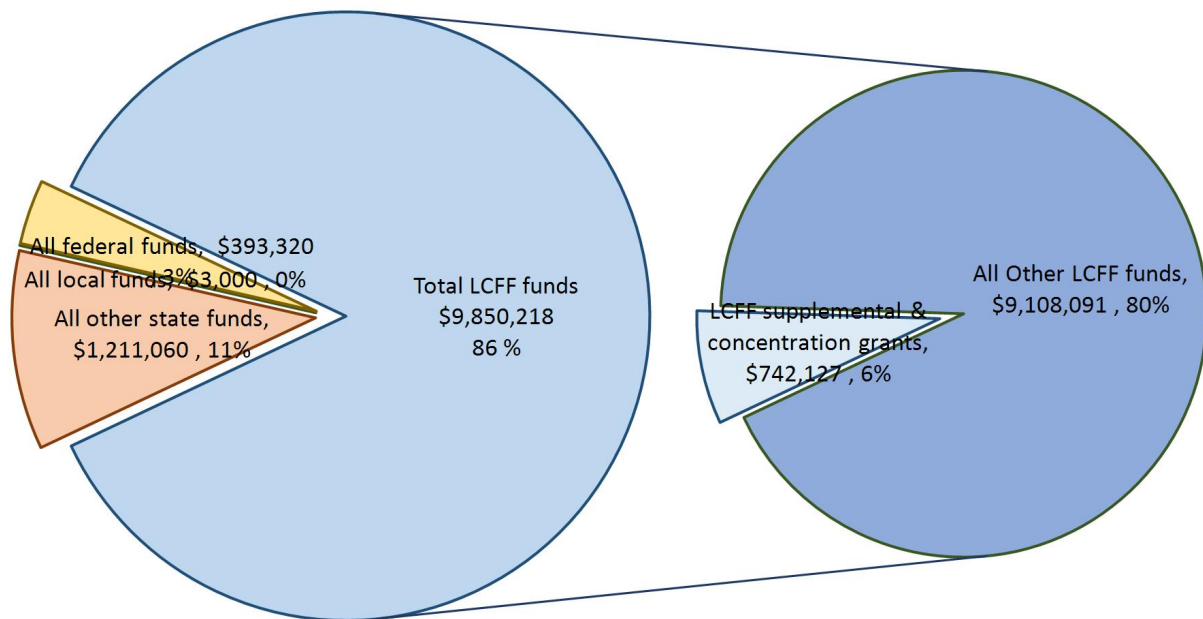
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Mountain Empire
 CDS Code: 37682130136978
 School Year: 2021-22
 LEA contact information:
 Meghan Freeman, M.Ed.
 866-354-8302 x704

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

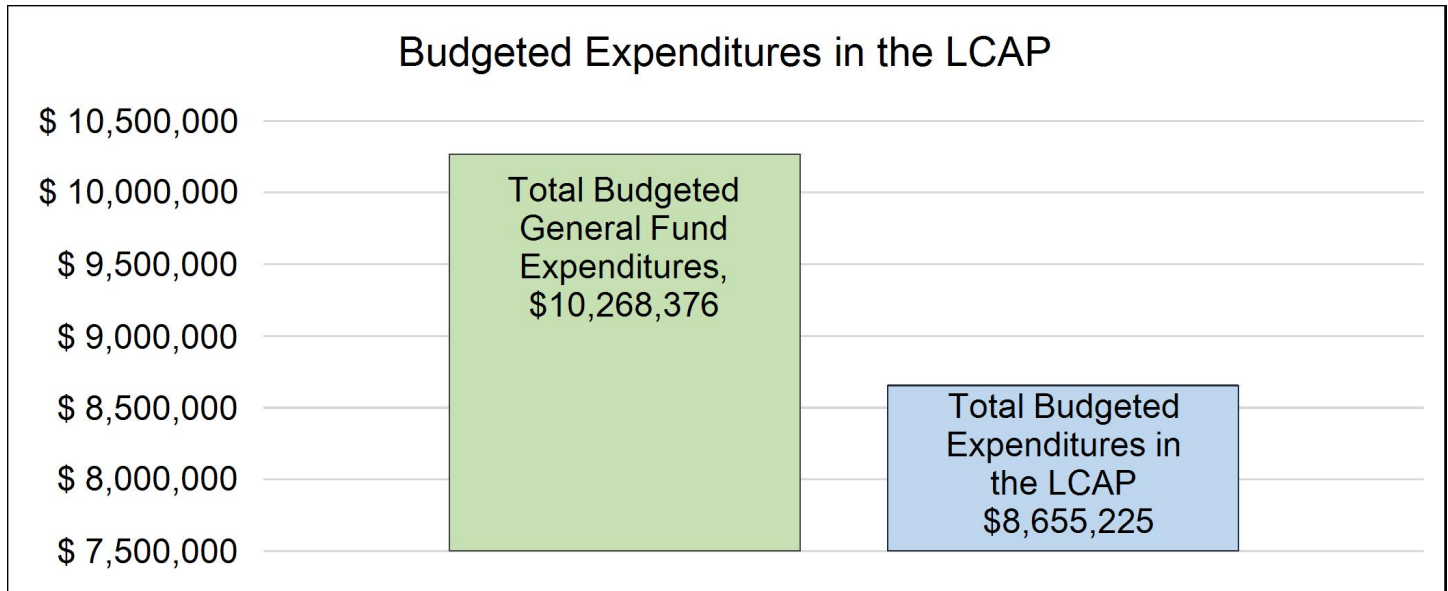


This chart shows the total general purpose revenue Elite Academic Academy-Mountain Empire expects to receive in the coming year from all sources.

The total revenue projected for Elite Academic Academy-Mountain Empire is \$11,457,598, of which \$9,850,218 is Local Control Funding Formula (LCFF), \$1,211,060 is other state funds, \$3,000 is local funds, and \$393,320 is federal funds. Of the \$9,850,218 in LCFF Funds, \$742,127 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elite Academic Academy-Mountain Empire plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Elite Academic Academy-Mountain Empire plans to spend \$10,268,376 for the 2021-22 school year. Of that amount, \$8,655,225 is tied to actions/services in the LCAP and \$1,613,151 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

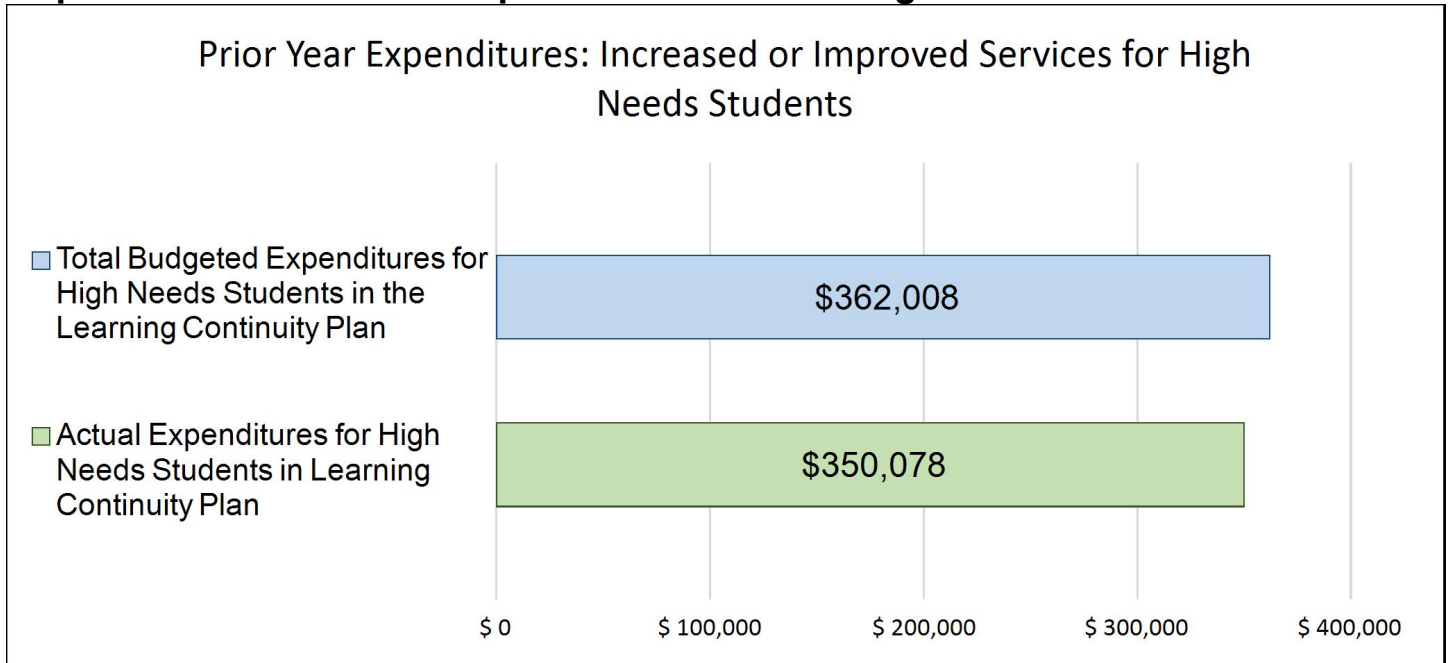
Employees Benefits, Special Education Costs and Misc. Operating expenses are not included in the LCAP

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

In 2021-22, Elite Academic Academy-Mountain Empire is projecting it will receive \$742,127 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Mountain Empire must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Mountain Empire plans to spend \$742,127 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

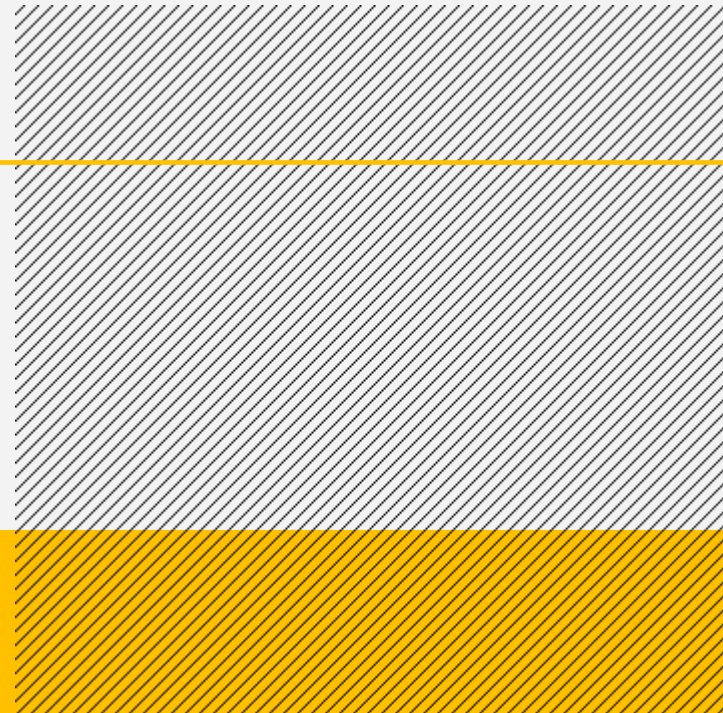
In 2020-21, Elite Academic Academy-Mountain Empire's Learning Continuity Plan budgeted \$362,008 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Mountain Empire actually spent \$350,078 for actions to increase or improve services for high needs students in 2020-21.

There was a small difference in our actuals. This was a result of quality control to avoid going over budget in any one area.



LCAP Community Forum

June 3, 2021





Ashlea Kirkland-Haynes, M. Ed
Career Technical Education Director

Meghan Freeman, M.Ed
Chief Executive Officer

Mrs. Antonette Sims
Director of Assessment

Dr. Laura Spencer
Director of Academic Innovation

Meeting Goals

To help you understand the Local Control and Accountability Plan (LCAP) and the role of State Testing

To allow an opportunity for stakeholders to participate in “local control” by providing input on our student programs which directly impact funding decisions



Local Control Funding Formula (LCFF)



California's education funding system

- ❖ Provides more flexibility and local control in decisions regarding student achievement
- ❖ Involves parents, students and teachers in decisions about academic programs and expenditures
- ❖ Includes funding for at-risk / high need students



Local Control and Accountability Plan (LCAP)

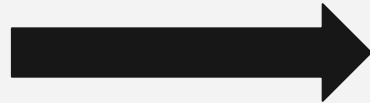
LCFF requires our school to develop a three-year plan listing our goals, action steps and spending to achieve specific student outcomes.

LCAP is the three-year plan.





8 State Priorities



- Basic Services
- Implementation of State Standards
- Course Access
- Student Achievement
- Other Student Outcomes
- Student Engagement
- Parent Involvement
- School Climate



Stakeholder Role

An important feature of the LCAP is an opportunity for stakeholders to provide input on school goal development and budget decisions.



Stakeholders include:

- Students & Parents
- Teachers & Administrators
- Advisory Groups



Stakeholder Input



- ❑ Parent and Student Surveys indicate areas of strength, and areas for growth, related to the eight state priorities.
- ❑ Parent Community Forums offer stakeholders an opportunity to provide input regarding goals and actions for student achievement.
- ❑ Employee Advisory Groups provide input on developing goals and actions through group activities.



Panorama Schoolwide Anonymous Survey Results

Barriers to Engagement

Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"

89%

Family Engagement

The degree to which families become involved with and interact with their child's school.

32%

School Climate

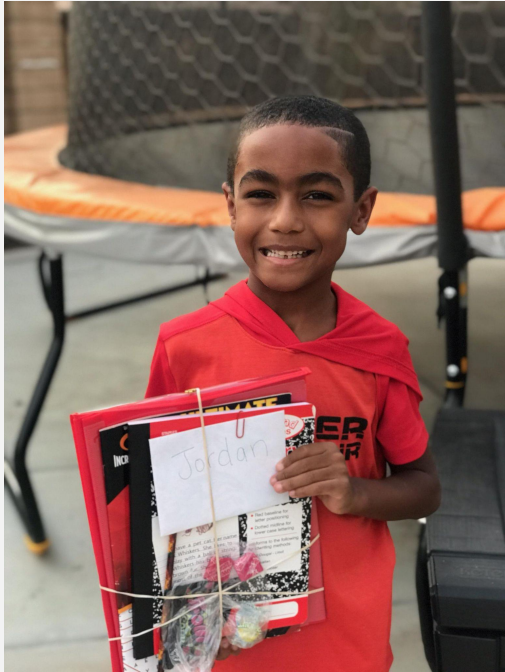
Perceptions of the overall social and learning climate of the school.

85%

School Fit

Families' perceptions of how well a school matches their child's developmental needs.

79%



Student Data Drives LCAP Goals

Progress towards LCAP Goals is measured by different metrics or measures.

- Attendance Rates
- Language Proficiency
- Drop-Out Rates
- Internal and External Test Scores



CAASPP

- Online end-of-year comprehensive assessment that measures progress towards college and career readiness.
- Administered to students in grades 3-8 and 11.
- Each test, Language Arts and Math, is comprised of two parts:
 - a computer adaptive test
 - a performance task

Resources for parents: startingsmarter.org



i-Ready Diagnostic Testing

The screenshot displays the i-Ready Diagnostic Testing interface. The top navigation bar includes 'i-Ready', 'Rosters', 'Assess & Teach', 'Reports', and 'Help'. Below this, there are three tabs: 'Diagnostic Status', 'Diagnostic Results', and 'Diagnostic Growth'. The 'Diagnostic Results' tab is selected, showing an 'Overall Placement' section with a pie chart and a 'Key' legend. To the right of the pie chart is a sidebar with links for 'Grade Level Support', 'Online Educator Learning', 'i-Ready Central', and 'Tools and Tips'.

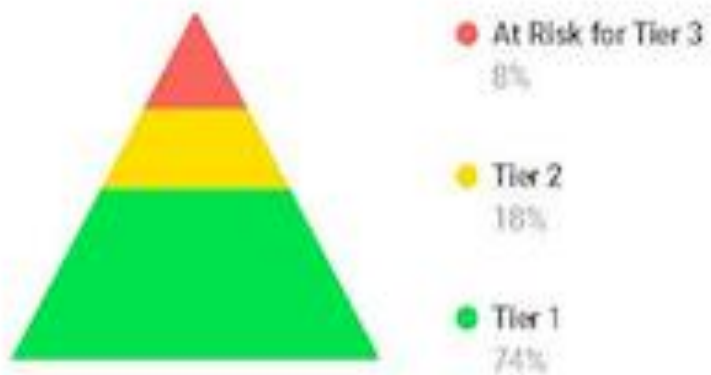
Adaptive assessment designed to provide teachers with actionable insight into student needs

- Pinpoints student ability level
- Identifies the specific skills students need to learn to accelerate their growth
- Charts a personalized learning path for each student.



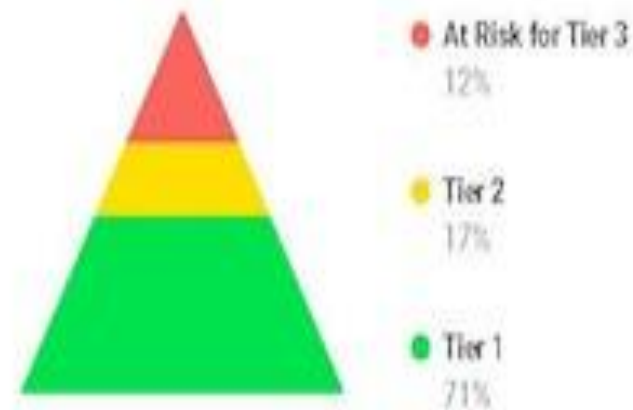
Spring Reading Diagnostic Schoolwide Results

Overall Placement



Spring Math Diagnostic Schoolwide Results

Overall Placement

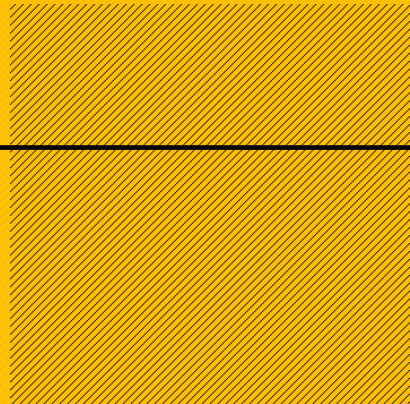




Elite's 20-21 LCAP

#BeElite

ELITE ACADEMIC ACADEMY





LCAP goals

1

Improve academic achievement for all students

2

Increase student attendance and climate by providing a high quality education

3

Establish connections and partnerships with our families and community

4

Ensure students are college and career ready



Goal 1

Improve academic achievement for all students



Actions

- Evaluate students' levels of academic performance based on local and state assessment results and provide targeted intervention or acceleration
- Monitor Low-Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success and refer to the RtI/SST or IEP team or provide academic acceleration



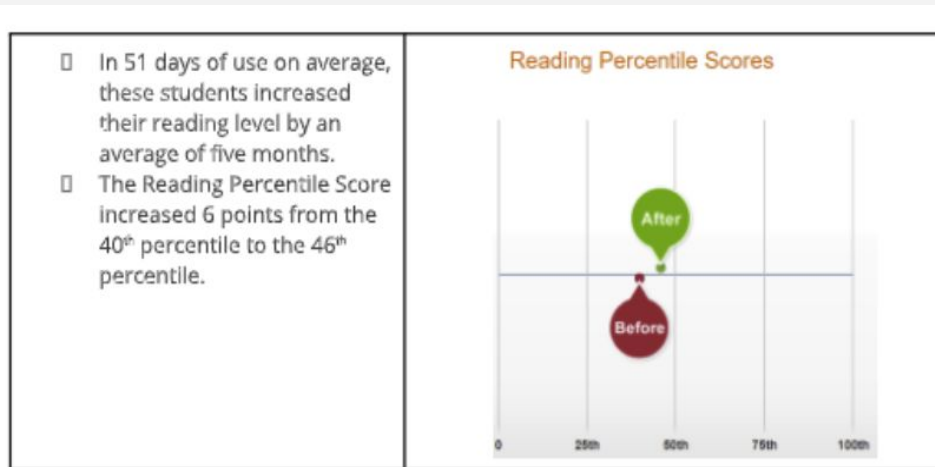
- Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, the use of rubrics and student academic achievement data to inform instruction
- Expand the services of the Student Support team to provide additional academic support to struggling students



Goal 1 2020.21 Successes

- Student Support Team was established and the team implemented Literacy & Mathematics Intervention programs such as ALEKS and FastForward for students.
- All students took fall assessments using Scantron or the iReady benchmark testing to determine academic needs, intervention support and curriculum choices. Student took post assessment in the Spring to determine academic growth.

- Curriculum Team was developed and rigorous A-G CSU/UC courses were written and approved for grades 9-12.
- Ongoing Professional Development and support for educators in assessment, data, grading for equity, engagement strategies for online learning and implementation of Care Solace for staff, students and families for mental health support service support.



Looking forward to 2021.22 GOAL 1

- Social and Emotional Learning Courses and Opportunities for Students
- Extended School Year and Credit Recovery/Acceleration for Students
- Professional Development for Teachers for Instructional Practices and engagement
- Technology Support and Deployment/Digital Intervention tools for Student Support
- Expansion of Student Support Team
- Establishment of new Tutoring Program



AMBASSADORS
OF COMPASSION



Goal 2

Increase student attendance and climate by providing a high quality education



Actions

- Provide access to Guidance Counselor, Social Worker and provide Credit Recovery options for Secondary Level
- Provide school-based enrichment activities such as VAPA, Athletics, Math Field Day
- Continue appropriate assignment of teachers and providing professional development for all staff

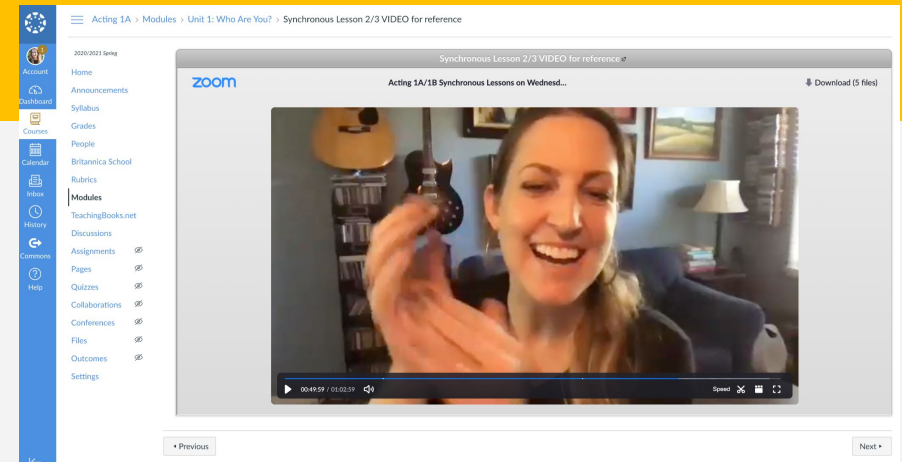




Goal 2 2020.21 Successes



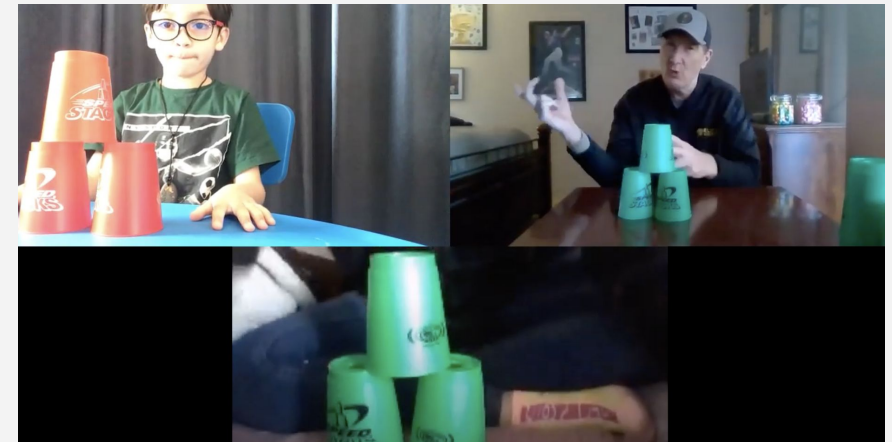
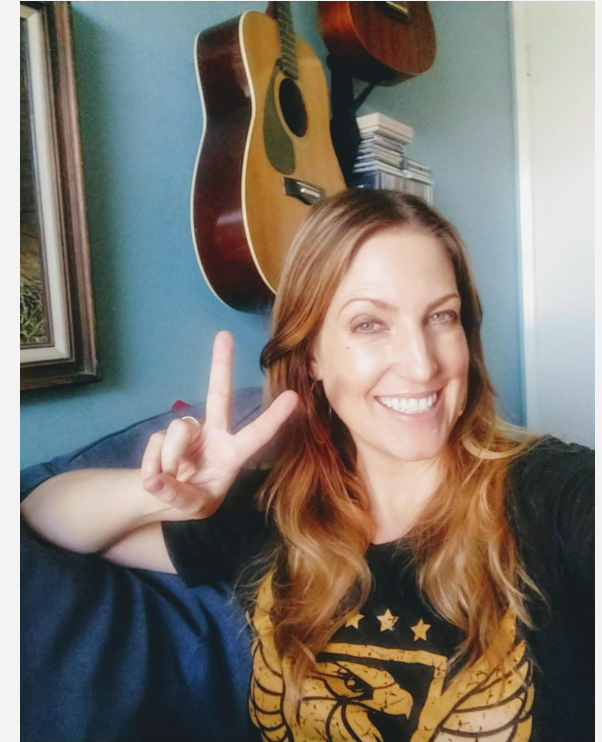
- Students were engaged and supported throughout the school year by our Student Support Team and Interventions.
- Teachers held live synchronous lessons for student support in core and elective courses



- Staff Surveys collected with data in regard to positive work environment
- Hiring of Math Specialist to support students in tutoring of math concepts and support

Looking forward to 2021.22 Goal 2

- Hiring of Social Worker to support students and families
- Expansion of Enrichment Activities for students
- Expansion of Athletics & Visual and Performing Arts in the Middle and Elementary Level





Goal 3

Establish connections and partnerships with our families and community



YOU ELITE
ACADEMIC ACADEMY
SCHOOL
CURRICULUM FOR A MEANINGFUL LIFE

FEELINGS come from **SOMEWHERE**

OUR VISION IS FOR EVERY STUDENT TO HAVE THE SELF-AWARENESS AND CONFIDENCE TO ANSWER LIFE'S MOST SIGNIFICANT QUESTIONS

Helping us understand our emotions

INTENSITY	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
LOW	Content Glad Pleased	Bummer Upset Dissatisfied	Annoyed Upright Irritated	Cautious Nervous Timid	Regretful Uncomfortable Silly
MEDIUM	Satisfied Cheerful Gratified	Somber Distressed Disappointed	Mild Frustrated Aghast	Apprehensive Frightened Intimidated	Unworthy Apologetic Guilty
HIGH	Excited Overjoyed Thrilled	Dejected Hopeless Miserable	Furious Enraged Mortified	Terrified Frantic Shocked	Worthless Disgraced Mortified

#BeElite

ELITE ACADEMY

Mr. Smith

Cindy Lou

Bethzayda

Banana Maddie

Ashlea Kirkland

Find the Be Elite Podcast at at SoundCloud, Spo

Actions

- Provide meaningful and transparent communication through social media, marketing, communication apps, surveys, in-person meetings, and webinars
- Train teachers on safe practices
- Monitor student web access on Elite-issued Chromebooks
- Translate notices, reports, statements, or records, and conferences to a parent or guardian as needed
- Establish Mental and Physical Health Services for students and staff, such as Care Solace. and YouSchool

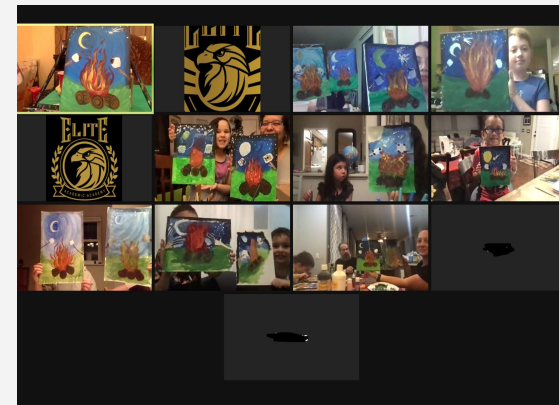


ParentSquare



Goal 3 2020.21 Successes

- Elite partnered with YouSchool for ongoing Parent & Teacher Workshops to help equip parents with the tools needed for healthy authentic relationships.
- Student “We Care” Survey was distributed and staff was able to connect with over 500 students with resources for emotional, academic and social support.
- 96% increase in ParentSquare app to inform parents, students, and staff of school engagement opportunities and communication.
- Parent workshops led by the school counselor with topics such as Suicide prevention, Anti-bullying, and Social and Emotional Wellbeing.
- Student connections through the teacher led clubs and virtual field trips such as: Core Us Club, VAPA Webinar Series, The Quest Crew Club, Podcast Club, Creative Writing Club, Golf Club, 579 Club, Equestrian Club, Art Seen, Museum of Tolerance, Kindness Club, CeCe’s Paint Nights, Read Across America, and more!

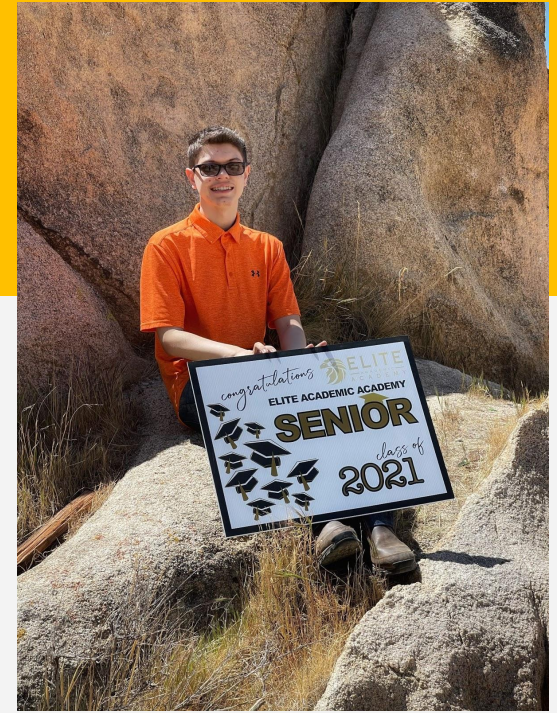


Looking forward to 2021.22 Goal 3

- Continued communication with parents and students
- Continued technology monitoring to ensure student and staff safety through school-issued technology
- Establishment and expansion of mental health services, physical health services such as Fitbit step challenges, and parent workshops in partnership with YouSchool

**YOU
SCHOOL**
CURRICULUM FOR A MEANINGFUL LIFE





Goal 4

Ensure students are college and career ready



Actions

- Develop a comprehensive Career Technical Education Program to align student strengths and interests to post-secondary goals and interests
- Create a Career Exploration course for middle school students
- Develop CTE integrated Curriculum in Core Academics
- Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways.



Goal 4 2020.21 Successes

- Elite was awarded the Career Technical Education Incentive Grant to help implement new CTE pathways and resources for students.
- Recruitment and hiring of Highly Qualified Teachers to support students in Core Content
- CTE pathways options were available for students in the Digital Marketing, Visual & Performing Arts, & Recreation Pathway
- A-G Courses added to our Elite Academic Catalog and 4 Year Plans were implemented with the school counselor for high school and post-secondary plans/options
- Over 32 concurrent enrollment courses were completed by students with our local Community College partnerships



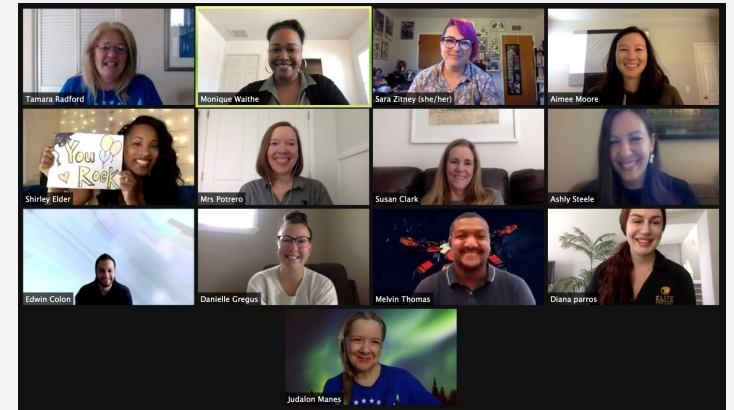
Looking forward to 2021.22 Goal 4

- Expansion of CTE Pathways
- Continued Professional Development Opportunities for Educators
- Establishment of community partnerships
- DASS Opportunities for Graduation
- College and Career Counseling and Guidance through meetings and workshops





Input!





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A C A D E M Y

Local Indicators



California Dashboard Accountability Model

California's new accountability and continuous improvement model provides measures relating how Districts and schools are making progress to meet the needs of our diverse student population.

[CaliforniaDashboard Video](#)

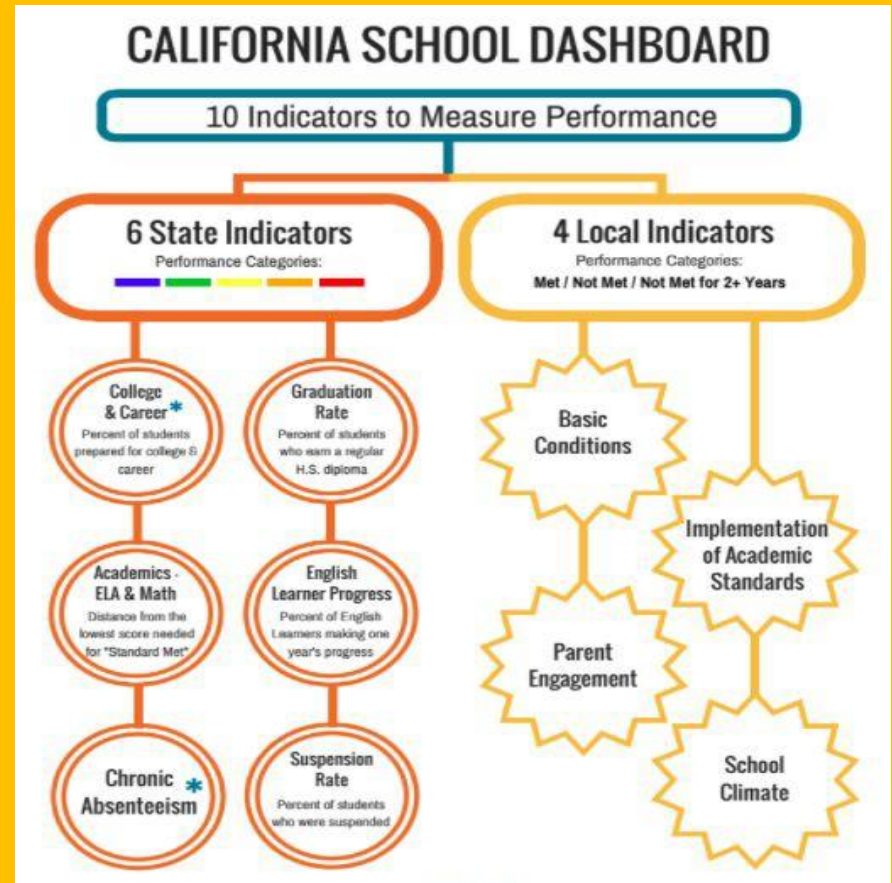
[CaliforniaSchoolDashboard](#)

[CaliforniaFive by Five Model](#)

New Accountability System

California Dashboard

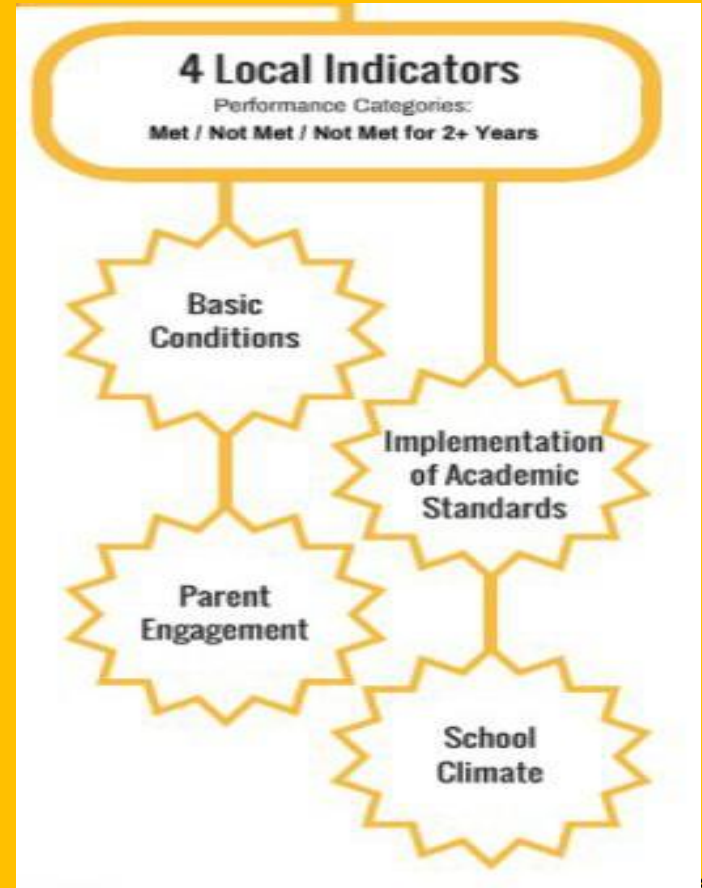
- ▶ Measure performance on State Priorities in 10 areas
- ▶ 6 state indicators
- ▶ 4 local indicators
- ▶ Publicly released in spring 2017



New Accountability System

California Dashboard

- ▶ Measure performance on State Priorities in 10 areas
- ▶ 6 state indicators
- ▶ 4 local indicators
- ▶ Publicly released in spring 2017



a

District performance is reported based on meeting the standard as:

- Met*
- Not Met
- Not Met for Two or More Years



Local Indicators



Priority 1: Basic Conditions - MET

Data on current hire information

Teachers

Number/percentage of mis-assignments of teachers of English Learners: 0

Total teacher mis-assignments: 0

Vacant teacher positions: 0

Books

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Facilities*

Number of identified instances where facilities do not meet the “good repair” standard: 0

Priority 2: Implementation of Academic Standards- Professional Development- MET

Content Area	1	2	3	4	5
ELA Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)		X			
Math- Common Core State Standards for Mathematics				X	
NGSS Next Generation Science Standards				X	
HSS History Social Science				X	

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

Rating Scale (lowest to highest):
 1 – Exploration and Research Phase;
 2 – Beginning Development;
 3 – Initial Implementation;
 4 – Full Implementation;
 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- *Instructional Materials - MET*

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)				x	
Common Core State Standards for Mathematics				x	
English Language Development (ELD) (Aligned to ELA Standards)		x			
Next Generation Science Standards (NGSS)			x		
History Social Science Standards (HSSS)				x	

Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught:

Rating Scale (lowest to highest):
 1 – Exploration and Research Phase;
 2 – Beginning Development;
 3 – Initial Implementation;
 4 – Full Implementation;
 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- Policies and Programs - MET

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)				X	
Common Core State Standards for Mathematics				X	
English Language Development (ELD) (Aligned to ELA Standards)			X		
Next Generation Science Standards (NGSS)			X		
History Social Science Standards (HSSS)				X	

Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing):

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- Other Adopted Academic Standards - MET

Content Area	1	2	3	4	5
Career Technical Education			x		
Health Education Content Standards				x	
Physical Education Model Content Standards				x	
Visual and Performing Arts			x		
World Language				x	

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

Rating Scale (lowest to highest):
 1 – Exploration and Research Phase;
 2 – Beginning Development;
 3 – Initial Implementation;
 4 – Full Implementation;
 5 – Full Implementation & Sustainability

Priority 2: Implementation of Academic Standards- Support For Teachers and Administrators - MET

Content Area	1	2	3	4	5
Career Technical Education				x	
Health Education Content Standards			x		
Physical Education Model Content Standards				X	
Visual and Performing Arts			x		
World Language		x			

Rate the LEA's success at engaging in the following activities with teachers and school administrators:

- Identifying the professional learning needs of groups of teachers
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards they have not yet mastered

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Priority 3: Parent Engagement *Progress Related To Promoting Parental Participation - Met*

EAA provides opportunities for parent/guardians to engage in trainings, workshops and seminars related to student learning and social-emotional development and growth.

Academic Support

- College Fairs (virtual)
- Career Fairs
- Educational Field trips (virtual)
- Educational Workshops

Enrichment

- Free Enrichment Workshops
- Family Nights

Community Resources/SEL Support

- You School Workshops
- County Resources
- Mental Health Resources
- Referrals to Free Health Events and Clinics

Communication/Involvement

- LCAP meetings
- Parent Engagement Workshops
- Parent Square
- Social Media
- Newsletters
- Surveys

Priority 3: Parent Engagement:

Findings Related To LCFF Priorities In LCAP

Input received in surveys were critical components in action items related to LCAP Goal 3: ***Establishing Connections and partnerships to increase engagement and involvement, to support learning and achievement***

Priority 3: Parent Engagement: *Seeking Input From Parents/Guardians In Charter Decision Making - MET*

EPA seeks input from parents in advisory committees and active input in decision making through survey feedback and Parent Engagement Workshops:

- Athletic Survey- Athletics
- Intake Survey - Needs Assessment (LCAP)
- VAPA Survey- Arts
- School Climate Survey-LCAP
- LCAP Input Survey
- Teacher and Administrator Evaluation Surveys

Priority 4: Pupil Achievement: Pupil performance on standardized tests and college and career readiness

Content Area	1	2	3	4	5
CAASPP performance			x		
Graduates meeting UC or CSU requirements for admission		x			
English Language Learners who made progress toward proficiency		x			
English Learners reclassified		x			
College and Career Readiness		x			

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks and providing support to improve performance

Rating Scale (lowest to highest):
 1 – Exploration and Research Phase;
 2 – Beginning Development;
 3 – Initial Implementation;
 4 – Full Implementation;
 5 – Full Implementation & Sustainability

Priority 5: Pupil Engagement: Attendance and Graduation Rates

Content Area	1	2	3	4	5
Attendance				x	
Graduation Rates				x	
Drop-out Rates				x	

Rate the LEA's progress in providing support tools, resources and professional learning opportunities to improving pupil engagement.

- Rating Scale (lowest to highest):
- 1 – Exploration and Research Phase;
 - 2 – Beginning Development;
 - 3 – Initial Implementation;
 - 4 – Full Implementation;
 - 5 – Full Implementation & Sustainability

Priority 6: School Climate - Met

A school Climate Survey is administered each Spring to students in grades 5, 7, 9 and 11 and measures key indicators related to school climate and student well-being:

- School Engagement and Supports
- School Safety
- Substance Abuse
- Mental and Physical Health

Priority 7: Access to a Broad Course of Study- Met

Content Area	1	2	3	4	5
English				x	
Math				x	
Social Science			X		
Visual & Performing Arts			x		
Health			X		
Physical Education				x	

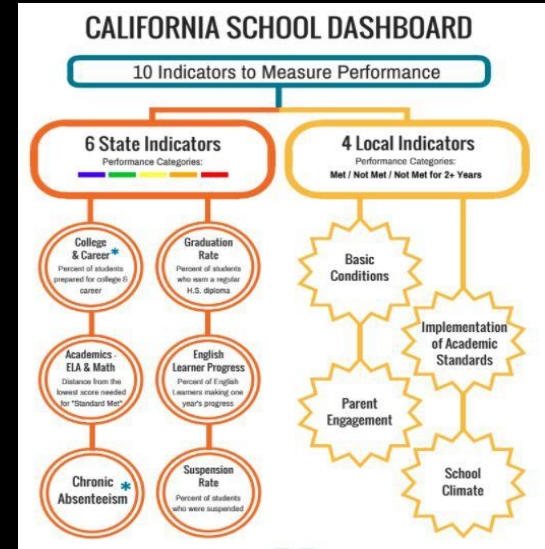
Rate the LEA's progress in the extent to which students have access to and are enrolled in a broad course of study.

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

NEXT STEPS

- ❑ After presentation, this information will be reported to the California Dashboard.
- ❑ Updated State and Local Indicators will be made public on December 1, 2019
- ❑ Measurement of Local Indicators is reported through the LCAP process



GLOSSARY

- ❑ CCSS: Common Core State Standards
- ❑ LEA: Local Educational Agency
- ❑ LCFF: Local Control Funding Formula
- ❑ LCAP: Local Control and Accountability Plan
- ❑ CELAC: Charter English Learner Advisory Council
- ❑ ELA: English Language Arts
- ❑ ELD: English Language Development
- ❑ NGSS: Next Generation Science Standards
- ❑ HSSSS: History Social Science Standards
- ❑ WASC: Western Association of Schools and Colleges Accreditation Commission





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Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

Elite Academic Academy-Mountain Empire

Mission Statement

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

Vision

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

About Elite Academic Academy

Elite Academic Academy-Mountain Empire (EAA-ME) TK-12 is the premier independent study educational option. We focus on flexible individualized home schools and virtual/blended academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA-ME provides high-quality and rigorous standards-based virtual and traditional curriculum options. Currently, EAA-ME serves 614 students across its three programs (Virtual, Homeschool, and Flex). Of these programs, 328 students are in grades TK-6 and 286 students are in grades 7-12. EAA-ME serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 62.5% followed by African American or Black with 9.6%. The least prevalent races are Colombian, Japanese, Samoan, Other Pacific Islander, and Asian Indian. 16 students or 2.6% of our student population are English Language Learners, 39.3% of students are socio-economically disadvantaged, 8.8% are in Special Education and 99.0% of students are in permanent housing.

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

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

Students enrolled in grades TK-12 will have different learning opportunities and a variety of educational options with which to meet and exceed the demands of being successful in the 21st century.

Reflections: Successes

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

Elite Academic Academy Mountain Empire is NCAA Approved and WASC Accredited and also has an extensive list of UC/CSU A-G approved courses that have been adopted from online publishers, as well as written by Highly-Qualified Credentialed Subject Matter Experts. EAA- ME also has three complete Career Technical Education (CTE) pathways that are supported by Highly-Qualified CTE credentialed teachers, community partners, and has started to expand with the help of the CTE Incentive Grant. Students are also supported by community partners for the enrichment and athletic support, as well as our own Highly-Qualified Credentialed teachers in Visual and Performing Arts, Marketing, and Hospitality. Elite Academic Academy has also implemented the Social and Emotional Learning pathway by partnering with the Ambassadors Corporations and implementing courses for students in middle and high school to gain social and emotional awareness. Elite Academic Academy has also created a school culture of connections by creating programs, clubs, workshops, and parent-teacher meetings that are inclusive of all students. Education Elite Academic Academy focuses on students becoming positive global citizens with the industry and emotional skills to complete in the future workforce. Students participating in the Fast ForWard school-wide literacy intervention program have made significant academic gains, while other students have made significant gains thanks to the high school Study Skills course. These two intervention courses, along with the support of our “At Promise” department, have helped to support the closing of the achievement gap. Student participation and engagement have also improved thanks to the various clubs and virtual field trips throughout the school year. Students are engaging in the Podcast Club, athletic challenges, Visual and Performing Arts activities, and connecting with Nature through the Quest Crew club. Our Social and Emotional Learning courses have also had a significant impact on students, while our Kindness Ambassador students have started to define a school culture of kindness, sharing, and collaboration. Our IT department has expanded and has made significant changes to support students with technology to ensure they have access to curriculum, courses, teachers, and tutors. The IT department has also worked hard to ensure our students who are working from home are safe from internet dangers.

Reflections: Identified Need

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

Closing achievement gaps in ELA and Math is the main goal moving forward. Math takes the highest priority as only 6% of our students reached proficiency, and our students are much more capable than these results demonstrate. We are often challenged with students who come to our school severely credit deficient; and, knowing this, we work quickly and swiftly to create academic plans to accelerate their learning. Students will get access to, and participate in, new target interventions using ALEKS Math, Fast ForWord and small group tutoring sessions. Using our SST process students who are performing a 1 or 2 on CAASPP, below proficiency levels, are automatically enrolled in these intervention-based courses/programs with the support of the high-qualified teacher.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:

LCFF Evaluation Rubrics

Local school-wide assessments such as the I-Ready Assessment

State testing: Smarter Balance, CA Science Test, Early Assessment Program, Physical Fitness testing

Major Actions:

Continued evaluation of students' academic performance.

Continued monitoring EL, LI, FY, SWD for proficiency.

Continued 100% access to materials/learning experiences & curriculum aligned to state standards.

Training/Professional Development: rubrics, curriculum writing, A-G course writing, Canvas LMS training, online/remote teaching, achievement data analysis, Social and Emotional Learning, Student Connections, and targeted interventions.

SST Process

CTE & Dual Enrollment

Social and Emotional Learning support

Training/Professional Development on ELD Instruction, SDAIE, EL Master Plan, and reclassification.

Training/Professional Development teaching students with disabilities, on successful strategies and intervention practices that produce large outcomes.

Extended School year for credit recovery/acceleration 9-12; Extended School Year for intervention Grades K-8

Tutoring Hub to provide 1:1 tutoring

Providing Internship opportunities for CTE students

Increase in student technology

Increase of College and Career Technical Education Curriculum, tools, and courses that align to life goals.

Goal 2 Positive School Climate and High ADA

Metrics:

Attendance Rates

Stakeholder Connectedness

Survey Results

Student CARES Quarterly Survey

Major Actions:

Addition of Guidance and Social & Emotional Counselor

Addition of Care Solace Resource for Students, Staff, and Families

Credit Recovery/Acceleration Options for high school students Intervention/Acceleration options for K-8 students

Highly Qualified Teachers/ Highly Qualified CTE Teachers Establishment of "At Promise" department to support At-risk students Creation of school clubs for student participation and engagement Implementation and expansion of SEL courses

Blog/Marketing posts highlighting student and staff achievements Expansion of CTE pathways

Development of a Robust tutoring system

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

Metrics:

Stakeholder Parent Participation, Survey Results

Stakeholder Safety and Satisfaction Survey Results

Community Partnership Meeting Minutes

Major Actions:

Meaningful and transparent communication through phone calls, emails, Parent-Square Communication App, Website and Social Media

Parent input opportunities

Parent training and workshops through YouSchool partnership, school counselor, and administration

EL Master Plan training (ELD placement, ELD progress, Reclassification)

Translated notices, reports, statements

Community Partnerships Webinars and Collaboration

SafeSchool Training, School Safe Plan

Community Partnership Meetings

Mental and Physical Health Care for Students and Staff

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

Graduation Rates

AP Courses and Exams

UC/CSU A-G Course Enrollment

AP Course Participation

Dual Enrollment with Community Colleges Participation

Career Technical Education Courses and Pathways Participation NCAA

2021-22 Local Control Accountability Plan for Elite Academic Academy-Lucerne Page 5 of 43

Major Actions:

Career Technical Education pathway completion CAASPP Preparation
Year-Round Learning Option
1st Learning Period Credit Acceleration/Recovery Option 4-Year Graduation Plan
NCAA Participation
A-G Completion
CTE industry Certifications
Counselor support
SAT/PSAT Support
Student internship & job shadowing
Purchasing of technology support for CTE students Mentoring and Coaching program program

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

Involvement Process for LCAP and Annual Update Family Entrance Survey - Upon Student Enrollment Family and Staff Satisfaction Survey sent in April

LCAP Annual Review Meetings were held.

Parents were invited to participate and give input. The meetings were recorded and posted for families who could not attend so that input could still be provided to the CEO. The final version was presented to parents and staff on 5/10/21.

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

Authorizer Presentation and Update: 6/3/2021

Board of Directors: LCAP Draft Review and Input: 6/3/21 Board of Directors: Public Hearing: 6/17/21

Final Approval: 6/17/21

A summary of the feedback provided by specific stakeholder groups.

All leadership stakeholders completed a summary of work towards our overall goals and objectives. A student and Parent survey also helped.

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

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

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	ELA: 33% Math: 6%				ELA: 55% Math: 30%
CA Dashboard					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Academic Performance	<p>Evaluate students’ levels of academic performance based on local and state assessment results and provide targeted intervention or acceleration, such as:</p> <ul style="list-style-type: none"> Participate in the SST process Receive tutor support from in house and approved partners Learn test-taking and time -management strategies 	\$237,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Enroll in Dual Enrollment, CTE, or other elective opportunities Social and Emotional Learning Opportunities (All Students) <ul style="list-style-type: none"> Fast ForWord Literacy Interventions 		
2	Targeted Monitoring	Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success and refer to the RtI/SST or IEP team or provide academic acceleration. (LI, FY, EL, SWD) <ul style="list-style-type: none"> ELPAC results will be reviewed each year, analyzed, shared with parents, and curriculum and EL minutes verified. Also, re-designation completed for students who qualify. 	\$198,738.00	Yes
3	Equal Access to Common Core Aligned Materials/Content	All students will have access to materials/learning experiences aligned to common core standards (All Students) <ul style="list-style-type: none"> Online courses, credit recovery, core programs Supplemental curriculum and materials supporting common core standards Extended School year intervention for grades K-8 Extended School year credit recovery/acceleration for grades 9-12 Digital curriculum aligned to common core UC/CSU A-G approved curriculum Service vendors offering educational opportunities across a geographical area Integrated Core CTE courses A-G Approved Implement processes for curricular review (including course rubrics) and evaluation, including graduation requirements, credits, and grading policies. 	\$1,100,000.00	No
4	Professional Development	Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, the use of rubrics and	\$80,706.00	No

Action #	Title	Description	Total Funds	Contributing
		student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade-level proficiency will be provided. (All Students)		Yes
7	Expanded Student Support Team Services	<p>Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students).</p> <ul style="list-style-type: none"> • 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 	\$100,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	11.5%				8.5%
Suspension	0%				0%
Expulsion	0%				0%
ADA					95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS/RTI/At-Promise	Focus on school climate and student engagement, and maintain a high rate of ADA Availability of Response To Instruction at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery options for Secondary Level. (All Students)	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Highly Qualified Teaching Staff and Professional Development	Improve instructional practice through recruiting and maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. (All Students)	\$3,300,000.00	No
5	School-Based Enrichment Activities	School-Based Enrichment Activities (All Students) Support of VAPA programs at Elementary and Middle school level Support Athletics and Math Field day. Continue to support innovative projects that support student learning and growth.	\$901,019.00	No

Goal Analysis [2021-22]

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation will increase by 2% as measured by participation rate of surveys and sign-in sheets at meetings.	10% of parents participated in surveys last year.				16% of families will participate in surveys.
Parent and student satisfaction will increase by 2% until we reach 95% or greater as measured by survey results.	90% of families surveyed were satisfied with the child's education.				95% or greater of parents and student surveyed are satisfied with their education.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meaningful and Transparent Communication	<p>Provide meaningful and transparent communication to ensure a positive learning environment through social media, marketing, communication apps, technology, and in-person meetings with all stakeholders so that parents, students, and teachers feel that our schools are providing opportunities for participation and input.</p> <ul style="list-style-type: none"> • Surveys • Parent Meetings • Student Meetings • Important updates and Information • SEL Surveys • Anti-bullying Webinars, Parent Training, Suicide Awareness, State Testing, Test Prep communication, and more. <p>(All Students)</p> <ul style="list-style-type: none"> • ParentSquare • Elite website 	\$200,000.00	No
2	Mental and Physical Health	<p>Establish Mental and Physical Health Services for students and staff.</p> <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional -Courses • Parent Workshops 	\$80,000.00	No
3	Safe Learning Environment	<p>The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe Schools. Fingerprinting and vetting all contracted service providers. School- wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.</p>	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	English Language Family Support	Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law. (EL)	\$20,000.00	
5	Leadership	Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the Business Department, Directors, and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer and Chief Student Services officer.	\$716,273.00	No
6	Operations	Operations and Business services that are contracted with industry experts to ensure high quality reporting, compliance and alignment with education code.	\$802,989.00	No
7	Mental and Physical Health	Establish Mental and Physical Health Services for students and staff. <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit Social and Emotional -Courses • Parent Workshops 	\$75,000.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of Graduation Rate by 2% annually	67%				73%
Increase the % of UC/CSU enrolled courses by 2% annually	88%				95%
Increase students who complete CTE certification course by 2% annually	0%				6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Program Creation	Develop a comprehensive Career Technical Education Program for middle and high school, students that help align student strengths and interests to post-secondary goals and interests and increases Career Technical Education Pathways (CTE) to prepare students for the 21st-	\$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>century workforce and global competencies. (All Students)</p> <ul style="list-style-type: none"> • Develop CTE integrated Curriculum in Core Academics • Continue to provide Professional Development for CTE teachers • Continue to fund CTE -Director • Continue to provide and implement pathways and support for CTE in grades 7-12 • Create a pathway in grades 7-8 to bridge to high school CTE pathway • Create a Career Exploration course for middle school students • Continue to fund participation costs and training • Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways. 		
3	Assessment Preparation	<p>Ensure all students have the opportunity for intensive CAASPP/ACT and SAT preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p> <ul style="list-style-type: none"> • Provide opportunities for students to take the PSAT for 8th, 9th, & 10th grade students and provide opportunities for AP courses and exams. • Provide for the cost of PSAT and SAT Fee waivers for students who are eligible low income students. • Continue providing AP courses through accredited Curriculum providers • Continue providing AP students with AP course textbook/materials 	\$100,000.00	Yes
4	Year Round Track	<p>Provide a Year-round track to increase the academic days and reduce the summer slide for low-income, SWD, EL, Foster Youth students</p>	\$200,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead. <ul style="list-style-type: none"> DASS Opportunities for graduation 		
5	Mentoring/Coaching	Creation of Mentoring and Coaching program for Middle/High School students. <ul style="list-style-type: none"> Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school. (All Students) 	\$85,000.00	Yes
6	College and Career Counseling	College and career counseling and high school courses/curriculum and tools that will be meaningfully connected to life goals. Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework. <ul style="list-style-type: none"> Create internship and project experiences to create a more diverse understanding of life opportunities. Create externships, job shadowing experiences, and internships for Career Technical Education Students. Increase relationships with community college partners to increase the number of students taking college coursework concurrently, dual enrollment, or CTE courses Develop a comprehensive college application and support series for 9- 12th-grade students Purchase of Industry Certification opportunities for CTE or college-bound Students Purchase of appropriate technology to support CTE learning goals/objectives Continue with College and Career Counselor to guide and plan students' 4-year plan and post-secondary desires, CTE completion, A- G completion, and NCAA completion 	\$178,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(All Students)		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.48%	742,127

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

Required Descriptions

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

To improve services for English Learners, an English Learner Master Plan was created to ensure that instructional services are provided to pupils with limited English proficiency, in conformity with federal requirements that are designed to ensure that all pupils have reasonable access to educational opportunities necessary for the pupils to achieve at high levels in English and in other core curriculum areas of instruction (SB1109). Since 2.9% and 48.7% of students are EL and Socio-economically disadvantaged (LI), EAA is committed to providing essential resources to remove opportunity gaps that exist for these pupils and ensure supports are in place to improve their academic outcomes and learning environment.

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (EL)
- Notices, reports, statements, or records sent to a parent or guardian will be translated as needed. ((EL)
- Low-income students are four and a half times more likely to drop out of high school; and, even those who are academically proficient, are far less likely to complete college. Programs must be implemented in a way that considers flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).]
- Provide high-quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students includes EL, FY, LI)
- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical Education (CTE) opportunities (CDE) to prepare students for the 21st-century workforce and global competencies (All Students includes EL, FY, LI)
- Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low-income, EL, Foster Youth students, and students with disabilities. (LI, FY, EL, SWD)

- Provide Year-Round Track to increase the academic days for services for low-income, EL, Foster Youth students that allow for credit recovery, reviewing of essential skills, and the opportunity for students to get ahead. (LI, FY, EL)
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI) Provide students with Community Partnerships and Athletic opportunities
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.

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

Closing the achievement gap and student outcomes are done through strategic investment, curriculum, and instruction. Elite Academic Academy is committed to ensuring all students graduate high school ready for college and career. Elite Academic Academy will establish connections and partnerships with families, community partners, and all stakeholders to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement. (All Students includes EL, FY, LI) Elite Academic Academy has budgeted a commensurate increase in funding to reach these subgroups that are principally directed and effective in meeting school-wide goals; specifically, the school will provide:

- Adaptive online/traditional content from a variety of curriculum options
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils
- Local assessments to drive instruction and needs of unduplicated pupils
- Enhanced project-based learning
- College and Career options for ELL students
- A comprehensive curriculum for EL learners
- Assessment tools that drive and provides customized instructional resources for the Response to Intervention (RTI) program.
- Increased tutoring and intensive intervention support will be provided beyond for unduplicated pupils who are struggling and, in an effort, to close the achievement gap.
- Professional Development, TOSA positions, FastForWard, and At Promise Department are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support students and give hands-on real-world experiences for learning.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,621,269.00	\$632,012.00		\$401,944.00	\$8,655,225.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,197,706.00	\$6,457,519.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student Academic Performance	\$25,000.00			\$212,500.00	\$237,500.00
1	2	English Learners Foster Youth Low Income	Targeted Monitoring	\$150,000.00			\$48,738.00	\$198,738.00
1	3	All	Equal Access to Common Core Aligned Materials/Content	\$1,100,000.00				\$1,100,000.00
1	4	All	Professional Development	\$70,000.00			\$10,706.00	\$80,706.00
1	7	English Learners Foster Youth Low Income	Expanded Student Support Team Services	\$100,000.00				\$100,000.00
2	1	All	MTSS/RTI/At-Promise	\$50,000.00				\$50,000.00
2	2	All	Highly Qualified Teaching Staff and Professional Development	\$2,850,000.00	\$450,000.00			\$3,300,000.00
2	5	All	School-Based Enrichment Activities	\$901,019.00				\$901,019.00
3	1	All	Meaningful and Transparent Communication	\$200,000.00				\$200,000.00
3	2	All	Mental and Physical Health				\$80,000.00	\$80,000.00
3	3	All	Safe Learning Environment	\$30,000.00				\$30,000.00
3	4	English Learners	English Language Family Support	\$20,000.00				\$20,000.00
3	5	All	Leadership	\$716,273.00				\$716,273.00
3	6	All	Operations	\$802,989.00				\$802,989.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	Mental and Physical Health	\$75,000.00				\$75,000.00
4	1	All	CTE Program Creation	\$17,988.00	\$182,012.00			\$200,000.00
4	3	English Learners Foster Youth Low Income	Assessment Preparation	\$100,000.00				\$100,000.00
4	4	Students with Disabilities English Learners Foster Youth Low Income	Year Round Track	\$150,000.00			\$50,000.00	\$200,000.00
4	5	English Learners Foster Youth Low Income	Mentoring/Coaching	\$85,000.00				\$85,000.00
4	6	All	College and Career Counseling	\$178,000.00				\$178,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$655,000.00	\$764,444.00
LEA-wide Total:	\$655,000.00	\$764,444.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Targeted Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$198,738.00
1	4	Professional Development	LEA-wide			\$70,000.00	\$80,706.00
1	7	Expanded Student Support Team Services	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
3	4	English Language Family Support		English Learners		\$20,000.00	\$20,000.00
3	7	Mental and Physical Health		English Learners Foster Youth Low Income		\$75,000.00	\$75,000.00
4	3	Assessment Preparation	LEA-wide	English Learners Foster Youth Low Income		\$100,000.00	\$100,000.00
4	4	Year Round Track	LEA-wide	English Learners Foster Youth Low Income		\$150,000.00	\$200,000.00
4	5	Mentoring/Coaching	LEA-wide	English Learners Foster Youth Low Income		\$85,000.00	\$85,000.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

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



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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP</p> <p>Baseline Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.</p>	<p>Our students performed well on ELA with over 58.82% of the student who were assessed met or exceeded the standards for proficiency. For the 42% of students who did not meet the standard we implemented many targeted interventions this year to support in closing the achievement gap. Math continues to be an area of focus. We only had 38.17% of our students tested meet or exceed the standards. We have hired in house tutors, used ALEKS math, held test prep and math workshops to support in providing targeted intervention to our struggling math students.</p>

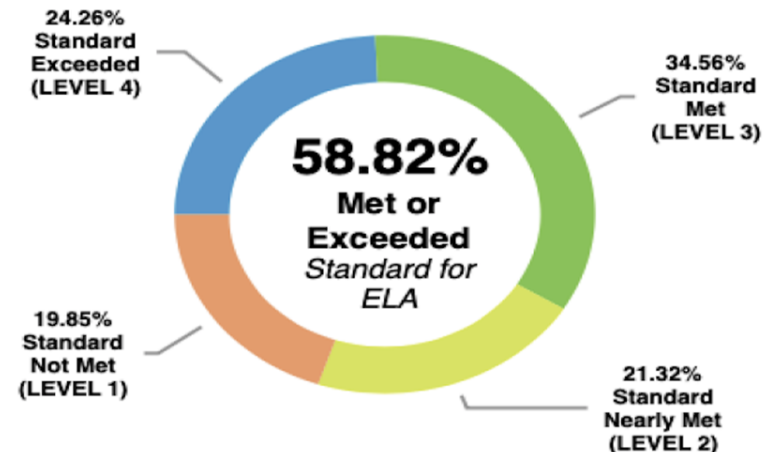
Expected

Actual

ELITE MOUNTAIN EMPIRE

ELA

Percent of students within each achievement level



MOUNTAIN EMPIRE UNIFIED

Metric/Indicator

LCFF EVALUATION RUBRIC

Baseline

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

At Elite we met all of the local indicator standards. We have a population of over 42.6% of our students are designated as low socio-economically disadvantaged that come to our school with significant achievement gaps. We have a small EL population (2.5%) but a large literacy issue. Areas for improvement that were focused on this 19/20 school year: targeted literacy and math intervention to support in accelerating our students learning to

Expected	Actual
	<p>close achievement gaps; Career Technical Courses to support in certificate high school diploma tracks to allow students to join the workforce upon graduation; and access and preparation for state assessments online, allow for practice, preparation and ensure students learn the academic vocabulary necessary to be successful on the assessment. We met all local indicators and worked to implement many programs to work and close the achievement gap.</p>

Expected

Actual

California School LCFF Evaluation

State Priority	Corrective Action
1. Basics	•
2. Implementation of State Academic Standards	•
3. Parent Engagement	•
4. Pupil Achievement	• • •
5. Pupil Engagement	• •
6. School Climate	• •
7. Access to a Broad Course of Study	•
8. Pupil Outcomes	•

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent. (All Students)</p>	<p>Assessment Tools Scantron 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>Assessment Tools Aleks Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5000</p> <p>Tutoring 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 60,000</p>	<p>Assessment Tools Scantron 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4,570</p> <p>Assessment Tools Aleks Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,300</p> <p>Tutoring 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 65,000</p>
<p>1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)</p>	<p>Student Support Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 75,000</p> <p>EL Digital Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000</p>	<p>Literacy Tools Fast Forward 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,100</p> <p>Student Support Team 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 50,000</p>
<p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core • Service vendors offering educational opportunities across geographical area • Track A Credit Recovery and Acceleration • Common core aligned enrichment 	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 425,000</p> <p>Supplemental Elective Offerings 5800: Professional/Consulting Services And Operating Expenditures LCFF 867,193</p>	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 449,019</p> <p>Supplemental Elective Offerings*(minus tutoring) 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,044,043</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided. will be provided.by lead teachers, directors and the Chief Academic Academy Officer to close achievement gaps</p> <p>Follow-up: PD and results reviewed/follow through. (WASC) (All Students)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 12,500</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 11,385</p>
<p>1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform parents. Follow Up: PD effectiveness survey and results reviewed/follow through.(WASC) (EL</p>	<p>Assessment Director 4000-4999: Books And Supplies LCFF 30,000</p> <p>EL Technology/Supplies 4000-4999: Books And Supplies LCFF 12,250</p>	<p>Assessment Director % 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25000</p> <p>EL Technology/supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000</p>
<p>1.6 Elite Academic Academy program will continue to implement processes for curricular review, creation of new proprietary curriculum, (including course rubrics) and evaluation; including graduation requirements, credits, and grading policies. (ALL)</p>		
<p>1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a post graduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)</p>		
<p>1.8 Students will be provided with instructional strategies, curriculum, and enrichment academies connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals. (WASC) (EL FY, LI)</p>		

Goal Analysis

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

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

There were many successes and challenges in implementing the actions and services needed to achieve this goal. While the pandemic played a small role in the challenges, Elite Academic Academy shifted gears to support all students to achieve academic success.

The following outlines the challenges and successes of Goal 1.

Challenges:

- Students could not meet credentialed teachers or tutors in public locations due to the pandemic and stay at home orders. Students who tend to achieve more success with in-person support had many academic and social challenges without the ability to meet for in-person support.
- SPED and EL students who received services for in-person support were unable to meet for in-person services due to the pandemic. This caused a lot of anxiety for students and hardships for the students who prefer in-person support.
- Parents who are mentored and collaborate with Highly-Qualified teachers were not able to meet for in-person support or to drop off classwork. Many parents who never used technology before, had to shift the way communication and coursework was turned into the highly-qualified teacher.
- Assessments were difficult because of connection issues with the internet.
- Support from Community Partners/vendors was limited for students due to the Pandemic.

Action item 1.1 Successes:

- All students yearly took the Scantron/iReady benchmark in the fall and the CAASPP/iReady test in the spring. This helped teachers determine course/curriculum choices, intervention strategies, as well as the necessity for an SST meeting for further support (for GE).
- Purchased iReady, ALEKS, and Fast ForWord to support student academic progress.
- High school students also meet with the Counselor to go over their 4-Year Plan to prepare for high school and post-secondary options.
- For students who did not meet academic targets required tutoring was provided by the Highly Qualified Elite Educator or Elite-trained math and ELA tutors.
- The Student Support Team implemented Literacy intervention programs for students such as FastForWord. The students work independently 30 minutes a day for 3 days a week and significant improvements were made in reading levels.

- The Student Support Team implemented ALEKS math program for students who needed addition math support or math intervention.
- Students who struggled to meet academic thresholds with tutor and teacher support, held an STT meeting to identify and target more strategies for achievement. If no improvements were shown after 12 weeks, students were recommended to Special Education for testing and support.
- Educators and Directors worked with Parents/guardians to support academic learning at home.
 - Elite hosted test prep workshops including content review and test-taking strategies.
 - Educators worked with students to implement and teach students how to use EdTech tools to schedule their day and communicate with Elite staff in order to advocate for their academic and social needs.
 - Virtual Curriculum provides regular assessments through workbooks, checkpoints, and unit exams to constantly monitor student progress and provided early intervention before students begin to show signs of academic struggles.
 - The Elite team designed mini-CAASPP assessments to mimic the content and technology of CAASPP and enrolled all students in grades 4-11 for weekly review. This helped students to become familiar with testing and the design of state testing.
 - The Academic Innovation Director set up Elite's Canvas LMS and used the reporting feature to monitor usage and engagement. This helped tremendously to monitor and support student academic success.
 - Students in Elite clubs are mentored and engage with educators and peers to gain social experience, industry experience, and increased student connection.
 - The Athletic Department prepared students for the state Physical Fitness Testing (PFT) by recording pre and post-assessments and engaging in monthly webinars to educate students about physical fitness. Students and staff participated in Elite's Fitbit Challenge, where students were given a Fitbit to track and monitor fitness goals and participate in group challenges.
 - Career Technical Education access students' interest in programs through a survey sent to parents/students, and also completed Certifications in CPR and First Aid.

Action Item 1.2 Successes:

LI/FY/EL/SWD students received the supports described below:

- Biweekly intervention in Moreno Valley (pre-COVID) by the intervention team, weekly tutoring by their Elite Educator, extra tutoring by Elite intervention teachers, or additional tutoring from community partners set in place for student support.
- An in-person SAI meets weekly with families to support their IEP.
- "Know What They Know" meetings identified students not making progress. SST's were then conducted.
- Elite Educators modified curriculum as needed for increased accessibility.
- Enrolled students in the Fast ForWord program for literacy support. The Fast ForWord and Reading Assistance Plus programs greatly benefit the EL and SPED students as seen by rising literacy scores.
- VAPA had been able to monitor Low-income pupils at Elite Academic Academy, by offering free programming to students in many regions, offering low-cost VAPA field trip/events, and partnering with VAPA enrichment vendors who are conscious of the varying needs and circumstances of our students (Pre-COVID).

The Student Support team was developed to ensure there is accountability and monitoring of students' academic progress and to develop SST and/or student intervention plans to support improved academic performance.

Action Item 1.3 Successes:

- Elite Educators worked with families to select curriculum at the student's academic level. Levels were determined by both benchmark and informal assessments.
- Students had access to free Brain Pop, ALEKS Math, Fast ForWord, and other subscriptions to support all core areas.
- Overall 32 students enrolled in virtual classes and/or local community colleges for dual enrollment.
- Continuous teacher monitoring and support via Zoom virtual meetings with teachers; Small group and one-on-one meetings with teachers; and access to outside tutors.
- Students with IEP modifications and 504 plans were provided with tools such as software for "Voice to Text", headphones, and microphones.
- All students were given enrollment into the Literacy Program as we have an unlimited contract.
- Chromebooks and Google Chrome licensing provided remote service to devices, as well as control over what web tools are available to students.
- Sprint LTE-enabled Chromebooks provided internet access for students who do not have consistent and reliable internet access.
- Implemented the use of the Quality Matters Online course rubric with our curriculum writing team to ensure our courses provide a challenging and engaging learning opportunity for all students
- Implemented the Screen reader support and enabled it on all virtual tools.
- We utilized OPS ordering system to ensure all students received access to approved common core aligned resources.

Action Item 1.4 Successes:

- Each Academy team met for 4-6 hours a month for:
 - student success and intervention needs
 - technology tools
 - engaging teaching strategies
 - compliance training
 - rubric development and usage
 - benchmark administration and data analysis
 - intervention needs, tools, and strategies
- Teachers have trained annually on Fast ForWord implementation and data analysis.
- All teachers and directors were trained on the new benchmark assessment system, i-Ready
- A monthly newsletter was published every two weeks with:
 - Teaching strategies
 - Tech tools and tips
 - Website resources for students

Training and resources for teachers

- Short YouTube Videos were created to show teachers how to troubleshoot problems.
- In order to provide Elite staff with the knowledge and understanding of CTE programs and pathways, Professional

Development and training are held annually.

- The CTE team met regularly to discuss how to support academic success, use rubrics, and integrate concepts with Common Core Standards.
- All staff PD was held every other month to support teacher growth and effective communication.
- Leadership team meetings were held twice a month to develop leadership competencies and ensure student success.

Action Item 1.5 Successes:

- The implementation of the Fast ForWord program to help strengthen EL students.
- Second language learners were given the initial ELPAC if they were new to the school and the summative ELPAC in spring.
- Elite Educators who had EL students also provide tutoring as well as phonics/curriculum knowledge to support struggling EL students.
- Teachers/ staff were trained in ELPAC testing.
- PD was provided on:
 - 'Grading for Equity
 - Using Universal Design for Learning to develop a curriculum that targets all learners
 - Online engagement strategies
 - Data and Accountability
- EL Master Plan was created and the board approved

Action Item 1.6 Successes:

- Syllabi were created and reviewed to ensure rigorous learning
 - Graduation requirements and 4-year plans were developed and discussed with high school students
 - Program-wide grading scales were developed by Directors
 - Struggling students showed greater success in their courses after they completed a minimum of 600 hours in the Fast ForWord program.
 - The course evaluation rubric was updated to include criteria for Fair Use and TeachACT compliance and to align with the National Standards for Quality Online Programs.
 - Elite Academic Academy increased the number of A-G courses offered
 - Elite Academic Academy developed a Curriculum Writing team to learn how to:
 - connect objectives to standards;
 - write engaging course work;
 - and how to better align a 9-12 grade program to meet student needs.
 - Developed Elite Educator, Content Teacher, and Tutors Roles and Expectations guidelines with Academy Directors
- VAPA, CTE, & Athletics supports curricular review/evaluation and graduation requirements, by ensuring that only students who are making academic progress are offered an allowance to participate in VAPA enrichment. VAPA graduation requirements are tracked and documented per student.
- Committees were formed to ensure systematic implementation of policy.
 - A Promotion and Retention Board Policy was approved

- The Student Handbook was revised to reflect new policies

Action Item 1.7 Successes:

Students shared with their Elite Educators their post-high school plans and complete an exit interview at their last meeting

- Elite Staff and school Counselor Encouraged Dual Enrollment
- Implemented College Tours in person (Pre-COVID) and Virtual Tours
- Engaged students to STEM trades through virtual field trips, webinars, and teacher-led projects
- School Counselor meetings and 4-year plans for all 9-12 grade students
- Mentoring of students with the college admissions process
- Provided technical support to the At-Promise Department for implementation of all surveys administered to staff and community.
 - Marketing shared the graduate success stories on our social platforms to engage with the community.
 - We provided post-graduation plans, including a senior survey, a postgraduate annual survey, and provides graduates opportunities to share their stories and progress with current students and staff members.
 - VAPA students had opportunities to share their experience and work with one another and with VAPA Lead and Directors.
 - All CTE and Athletic students met with the Elite Academic School counselor and Educators to discuss their 4-year plan. Often these plans included pathways to Career Technical Education Industry-aligned Certificates within various sectors and also lead students to a post-secondary plan of college or career.
 - Athletic students are also given counseling and webinars on NCAA and Division 1 sports for college preparation.
 - Elite hired a new School Counselor
 - Established a contract with Care Solace for family and staff mental health support

Action Item 1.8 Successes:

- Teachers met with students and provide strategies and support on objectives not yet mastered per the benchmark assessment results.
 - Elite Staff worked with parents to provide instructional strategies.
 - Academic consultations or learning period meetings occurred weekly/bi-weekly and students discussed and shared their learning with their teachers.
 - Workshops were provided on writing, test-taking, and literacy support
 - Virtual courses have content teachers to challenge our students, provide personal feedback, offer tutoring sessions (in groups or 1:1), held live sessions, and opportunities for further enrichment.

Elite has developed a CTE curriculum and courses for all students using guidelines, rubrics, and CTE Industry standards that align to CCSS, NGSS, CTE Anchor Standards, and CTE Industry standards. Visual & Performing Arts Pathway courses, Marketing, and Recreation & Tourism courses are offered this year.

Overall, Elite Academic Academy is very proud of the successes this year in improving academic achievement for ALL students through effective instruction and a challenging/engaging curriculum. While COVID-19 has affected many other schools and school

culture, Elite took the time to define and implement creative ways to support all students.

Some challenges that Elite faced when trying to meet Goal 1 are:

- COVID-19 affecting families and staff (health, home, and lifestyles)
- Some students struggled to find a balance between watching younger siblings at home (while their Essential Worker parents were at work) while trying to complete coursework or attend synchronous sessions.
- Students were not able to meet tutors in person due to COVID-19.
- Internet issues
- Mental Health due to COVID-19 (increase in student anxiety)

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 2.9%</p> <p>Baseline N/A</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student’s independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, Teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We have a very small% of students who are chronically absent. We do have some sub-groups that we are watching specifically Asian and Students with disabilities that we must work to improve attendance rates. Overall, we have students showing up and attending school each day.</p>

Expected	Actual

Expected

Actual

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Chronic Absenteeism

All Students

State



No Performance Color

2.9% chronically absent

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Expected	Actual
<p>Metric/Indicator Expulsion Rates</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, Teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We are very proud of our 0% Expulsion rating. As a non-classroom based school, we are often the answer for many students who struggled in the traditional setting.</p>
<p>Metric/Indicator Suspension Rates</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student's independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>We are proud of our 0% Suspension rate. As a non-classroom based school, we are often the answer for many students who struggled in the traditional setting.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)	School Counselor 1000-1999: Certificated Personnel Salaries LCFF 40,000	School Counselor 1000-1999: Certificated Personnel Salaries LCFF 42725
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 1,375,000 Classified Employees 2000-2999: Classified Personnel Salaries LCFF 150,000	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 1,429,170 Classified Employees 2000-2999: Classified Personnel Salaries LCFF 155,743
2.3 Excess tutoring for students who are struggling to complete courses or all falling behind academically.	Tutoring 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 83,688	Tutoring/Supplemental Support Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 191,377

Goal Analysis

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

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

There were many successes and challenges with the implementation of action/services to achieve LCAP goal #2. While the Global pandemic did cause some disturbances in day-to-day life with students, families, and staff, one thing did remain the same; Elite Academic Academy promoted positive ADA and climate outcomes by providing high-quality teachers, best practices, and interventions for all students.

Challenges:

- COVID-19 affecting students and families' health, careers, mental health, access to resources, and more. This played a large role in contributing to student absenteeism.
- COVID-19 affecting school climate in terms of students meeting with tutors, community partners, or teachers in-person to review curriculum, engage in enrichment options, or tutor in person.

Successes:

Action 2.1

- Students and families met in person (pre-COVID) or via Zoom to review expectations of the school and make a plan for the student's success.
 - Student and parent expectations were communicated to families by Elite Educators and Directors frequently, and enforced by the Student Handbook located for reference on the school website.
 - Students were engaged and supported by all stakeholders per the student interventions and plans on the student SST.
 - Students were provided Syllabi and pacing guides at the beginning of the semester.
 - Provided students with opportunities to accelerate graduation or to recover credits.
 - Students in virtual courses engage with Content Teachers in all core classes through Live Synchronous sessions. Students are expected to work daily on their schoolwork. If not, a scheduled intervention meeting was held and follow-up/tracking of progress was completed to ensure student success and ADA.
 - If academic progress and/or attendance/communication continued to be an issue, Elite Student Support Team was able to set up SST Meetings with educators, students, and parents to establish goals and determine interventions.
 - All stakeholders were invited and work collaboratively to ensure the MTSS Support Systems were in place in order to foster student growth using the Whole Child Approach. Students who needed extra support also met by stakeholders working together for the SST process, 504 processes, or IEP process.
 - Accountability data was shared every other Wednesday in Director meetings and Monday leadership meetings in order to analyze the students' access to curriculum and attendance/participation.
 - Elite Educators were trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system (SIS) at the end of each learning period and in the student's independent study file. Parents also sign and confirm student attendance.
 - Elite Educators were provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, teachers and Leads were able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.

Action 2.2

- Teachers were screened and fingerprinted by the DOJ before hiring and go through a hiring process by the Human Resources department. Teachers are trained by Directors and Compliance Staff before interacting with the parents and students.

- Professional Development in the areas of Compliance, Content Teaching, Teacher of Record Training, and Safe Schools training was held before school started.
- Professional Development for Curriculum and leadership were held throughout the school year.
- Educators were frequently in contact and meetings with their lead teachers or Directors for feedback, support, and training.
- Staff Surveys were sent to staff for feedback and suggestions/needs.
- Credentialed Educators served in their respected highly-qualified positions of content expertise.
- High-quality CTE Credentialed Teachers were hired and pathways were established to support the students in their respected pathways.
- CTE teachers and staff were sent to various Professional Development and consortium meetings via zoom.
- Internal Curriculum team was formed and several new courses were written and added to Elite's Canvas system to serve students.

Action 2.3

- Students had access to a highly qualified Content Teacher for 6-12 core classes, which are all available for personal and small-group tutoring sessions.
- Students who were struggling to complete courses or are falling behind academically were provided with a number of tutoring options as well as the option of participating in a school-wide support program.
- Students are provided tutoring from their Highly Qualified Teacher, Content Teachers, Program Lead, and other tutors as needed.
- Our school counselor worked closely to develop a plan for all students who are struggling or falling behind. The counselor provided community resources when needed and monitors academic progress to ensure students are getting back on track.
- CTE Teachers made were made available for tutoring students with high-quality instruction. Data was used to collect student progress and academic success through informal and formal testing, benchmark assessments Assessment scores, and Industry Certifications.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Survey Results</p> <p>19-20 Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.</p> <p>Baseline # Of Survey Participants we received surveys from 10% of the student population. Over 90% of them were satisfied with the school and felt supported by teaching staff.</p>	<p>Intake Survey Participation: COVID 19 Check-In Surveys: Spring Stakeholder Survey:</p>
<p>Metric/Indicator Survey Results</p> <p>19-20 Elite Academic Academy will maintain a high Satisfaction Rate.</p> <p>Baseline Satisfaction Rate 90% of families we satisfied with the school</p>	<p>Intake Survey Participation: COVID-19 Check-In Surveys: Spring Stakeholder Survey:</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input (All Students).	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 2000 Zoom/Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 3000	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 1905 Zoom/ Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 2839
3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. (All Students)	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF 126,750 Marketing Coordinator 2000-2999: Classified Personnel Salaries LCFF 30,000 Board Effects On Line Board Agenda Platform 5000-5999: Services And Other Operating Expenditures LCFF 5000	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF 130,262 Marketing Coordinator 2000-2999: Classified Personnel Salaries LCFF 27,838 Board Effects On-Line Board Agenda Platform 5000-5999: Services And Other Operating Expenditures LCFF 4900
3.3 Provide a calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 1905	Included in 3.1
3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)	N/A	N/A
3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)	Job Positions Platform 5800: Professional/Consulting Services And Operating Expenditures LCFF 5800	Job Position Platforms 5800: Professional/Consulting Services And Operating Expenditures LCFF 1875

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Admin HR Assistant 2000-2999: Classified Personnel Salaries LCFF 3761
3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)		N/A
3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated as needed and required by law. (EL)	Outsources Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 8450	Contracted Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 4000
3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the business department and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer. (All Students)	<p>Certificated Leadership 1000-1999: Certificated Personnel Salaries LCFF 550,000</p> <p>Classified Leadership 2000-2999: Classified Personnel Salaries LCFF 350,000</p> <p>Contracted Business/Operating Leadership 5800: Professional/Consulting Services And Operating Expenditures LCFF 50000</p>	<p>Certificated Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 528,221</p> <p>Classified Leadership Employees 2000-2999: Classified Personnel Salaries LCFF 379,524</p> <p>Contracted Business/Operating Leadership Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 46000</p>

Goal Analysis

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

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

LCAP Goal 3 was met with many successes and few challenges. Below are the challenges and successes Elite Academic Academy faced while implementing the actions/services to achieve this goal:

Challenges:

- In-person communication between stakeholders due to the pandemic was a challenge because a lot of stakeholders prefer face-to-face interaction.
- Student mental health services had to be completed virtually due to pandemic
- Parent workshops were moved to virtual workshops which decreased participation due to zoom fatigue
- In-person Professional Developments and conferences were held virtually which decreased collaboration with colleagues and other professionals
- In-person student workshops such as VAPA and CTE hands-on experiences were halted due to the pandemic

Successes:

Action 3.1:

- Communication was made with all Stakeholders using our Global communication system, ParentSquare, through academy newsletters which are posted in Parent Square and linked to stakeholders email accounts and Parent Square apps. These newsletters are individualized for each academy and include specific information for student opportunities such as field trips, VAPA, travel, clubs, and athletic opportunities so that all students were given access to Elite opportunities.
- Students and parents receive weekly FastForWord progress reports to view progress and participation data.
- Follow-up SST meetings are held every 6-8 weeks with parents, students, and teachers to ensure accountability and progress is being made.
- "We Care" surveys were sent quarterly to ensure family needs are met during COVID and followed up by Student Support Director and counselor with resources for families.
- Virtual field trips and webinars were scheduled and linked on ParentSquare for all students to participate.
- Due to efforts from IT and Marketing, parent engagement increased at 96% on ParentSquare.
- Marketing sent school-wide event information to each Academy to include in their newsletters
- CTE staff regularly communicate with students and families about opportunities. They host webinars, podcasts, clubs, and informational sessions about their industry.
- CTE Industry webinars held for all students to attend. 8 different industry professionals were available for a Q&A with students and families.

Action 3.2

- ParentSquare was used to notify families of events. Email and phone calls were also used as needed.
- DELAC, LCAP, and other committee meetings were posted on ParentSquare for all who wish to attend, as well as the school website.
- All Elite Activities and School Board meeting minutes were posted on the Elite website and ParentSquare for school and

public access.

- Any surveys or important information was sent to all parents through ParentSquare or Panorama so that the information is archived and searchable by all and data is accessible by Elite Admin.
- Annual Update for Developing the 2021-22 Local Control and Accountability Plan Page 25 of 62 Elite Academic Academy-Lucerne
- Board Meetings are posted on our Board and Leadership webpage immediately following the adjournment.

Action 3.3

- A variety of parent workshops held throughout the school year to support stakeholders and parents with tools for student success, education on social and emotional learning, and family engagement.

September 2nd - Find a Community Partner Pt. 1

September 3rd - ParentSquare Tutorial

September 9th - Find a Community Partner Pt. 2

September 14th - Parent Monthly Workshop: Elite 101

September 22nd - The YouSchool Parent Workshop

October 12th - Parent Monthly Workshop: Homeschool for Beginners November 10th - Parent Monthly Workshop: Technology Tips

December 14th - Kindness Program Challenge

January 12th - The YouSchool Parent Workshop

March 8th - Parent Monthly Workshop: Student Support Services March 30th - The YouSchool Parent Workshop

April 12th - Parent Monthly Workshop: Testing

- Communication to students, observer accounts (parents), teachers, and other staff through the LMS Canvas system announcement.
- Webinars on topics such as Common Core, Bullying, Suicide Prevention, and social-emotional wellbeing were coordinated by the Counseling Department and posted on ParentSquare for all to attend.
- The calendar of events was regularly updated by marketing on both the Parent Portal school webpage and the ParentSquare calendar.
- A calendar of events for VAPA, Athletics, and CTE events such as guest speakers, webinars, and field trip opportunities is provided for stakeholders, parents, and students through Parent Square app, emails, and social media. All students and parents are welcome to attend any event.

Action 3.4

- Emails are sent to address any concerns, laws, or urgent messages for stakeholders.
- Students & parents were provided a handbook that states student expectations.
- Teachers are provided a handbook that states staff expectations.
- A foreign language translator was made available to support non-English speaking families Documents are provided in the families Native language as needed.
- Our social media and website showcase many of our students, all of whom have different strengths and backgrounds.
- We encouraged students to get involved with their interests by providing information about VAPA opportunities, college campus tours, Athletic Events, etc.

- Elite's line of communication is open and transparent. Academies have Directors and Lead available to assist with staff, student, and family needs.
- The Leadership Team met weekly and collaborates on "Best Practices" for our students and families.
- Cabinet was available at all times to collaborate on any new ideas and help with any problems that arise.

Action 3.5

- Hired the Director of Finance to support and lead the business department.
- Career Tech Education, VAPA, and Athletic Leads & Director vets all new and potential enrichment vendors to ensure the quality of instruction, the safety of students, and fair partnership practices.
- Community Partners were cleared according to Elite policies (DOJ fingerprinting, Insurance, etc.)
- All of their staff were approved through legal avenues.
- Community Partners had to provide proof of insurance coverage and provide a description of the services they provided for our students.

Action 3.6

- Teachers and staff complete online safety training courses with Safe Schools.
- Teachers attend PD meetings to go over laws and school-wide practices.
- Teachers and staff were updated by HR with TB testing needs and also given proper PPE for COVID protection.
- Teachers and staff were given regular updates on CA county COVID guidelines.
- Families were provided COVID guidelines per county on the school website and through communications.
- Teachers and staff were provided COVID vaccine information per county and letters of employment for those who wished to receive the COVID vaccine when it was available for Educators.

Action 3.7

- Parent Square can automatically translate posts into Spanish for Spanish-speaking families.
- All documents were translated into a language that is appropriate for family members. Spanish-speaking staff provides translation services when needed.

Action 3.8

- Clear and consistent protocols are sent to the staff by the Compliance, Human Resources, and Business Services departments.
- Training or professional development is provided to Directors when there is a change or update in procedures.
- Compliance feedback is provided and additional training is available to support staff with corrections.

Goal 4

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


State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator From baseline/prior year data:18/19 - 9/11 Graduates = 81.82%</p> <p>19-20 Increase the graduation rate by 2% :19/20 15/18 Graduates = 83% (this includes the 12 that are expected to graduate)</p>	<p>EAA-ME attracts many high school students who are extremely credited deficient and have either dropped out or left the traditional setting. Our graduation rate is always going to be a challenge as we often do not have our students for 4 years (a cohort). Many of our students join us in their junior/senior year significantly behind in school and need additional time beyond the 4 years to catch-up and graduate. So while our numbers here are significantly lower than the state, we are comparing apples to oranges. We are honored to serve our credit deficient students and give them a second chance to complete their needed diploma. These students need a home and each one that graduate is a celebration for us! For the 20/21 school year, EAA had a 78% graduation rate.</p>

Expected	Actual
<p>Baseline 18/19 - 9/11 Graduates = 81.82%</p> <hr/> <p style="text-align: center;">All Students</p> <div style="display: flex; justify-content: center; gap: 20px;"> <div style="background-color: #6a3d9a; color: white; padding: 5px 15px; border-radius: 10px;">All Students</div> <div style="background-color: #d9d9d9; padding: 5px 15px; border-radius: 10px;">State</div> </div> <div style="text-align: center; margin: 20px 0;">  <p style="font-size: 1.2em;">No Performance Color</p> </div> <hr/> <p style="text-align: center; font-size: 1.1em;">Less than 11 students - data not displayed for privacy</p> <p style="text-align: center; font-size: 1.2em;">Number of Students: 9</p>	
<p>Metric/Indicator From baseline/prior year data: 19-20</p>	<p>EAA has made significant progress in CSU/UC A-G course participation. Each student starting in grade 9 is on track for College and Career post-secondary education. Elite has worked</p>

Expected	Actual
<p>% students enrolled in courses for UC/CSU</p> <p>Baseline % students enrolled in courses for UC/CSU</p>	<p>very hard in writing their own curriculum and having it evaluated and approved by the UCOP system. For the 20/21 school year EAA had 93% of students participate in A-G courses.</p>
<p>Metric/Indicator From baseline/prior year data:</p> <p>19-20 Increase students who complete CTE certification courses by 2%</p> <p>Baseline Increase students who complete CTE certification courses by 2%</p>	<p>20/21 was a fantastic year for Career Technical Education (CTE), as the CTEIG helped EAA to grow pathways and write new CTE courses for student participation. 47% of students participated in CTE courses this year, and we are looking forward to students completing pathways in the 21/22 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Develop a comprehensive college and career readiness program (and design curriculum) for middle and high school, students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)</p>	<p>CTE Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 83,934</p> <p>Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30000</p>	<p>CTE Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56816</p> <p>Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28553</p>
<p>4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)</p>	<p>EdJoin/Indeed 5800: Professional/Consulting Services And Operating Expenditures Title II 1000</p>	<p>Edjoin/ Indeed- Already included in goal 3 action 5</p>
<p>4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p>	<p>Test Preparation Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7000</p> <p>Assessment Director 2000-2999: Classified Personnel Salaries Title I 17000</p>	<p>Test Preparation Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 9000</p> <p>Assessment Director 2000-2999: Classified Personnel Salaries Title I 16456</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	At Promise Director 1000-1999: Certificated Personnel Salaries Title I 17000 Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000	At Promise Director 1000-1999: Certificated Personnel Salaries Title I 16456 Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 18,940
4.4 ACT preparation and Advanced Placement exam costs for low-income and foster youth pupils who cannot afford to take the exam. (LI,FY)	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,380	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

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

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

LCAP Goal 4 was met by Elite Academic Academy staff and stakeholders with open arms. While the COVID-19 Pandemic proved to be a challenge for some, it allowed our staff to grow, develop, and implement programs, curricula, and support for students to graduate from Elite Academic Academy college and career ready.

Challenges:

- 8th-grade student interest in CTE courses. A lot of 8th-grade students struggle academically, therefore, it was difficult for students to balance elective CTE courses or elective SEL courses with their traditional core courses.
- CAASPP testing equipment took a long time to order due to the demands of technology need and use because of the global pandemic.
- SAT/ACT test waivers were a challenge because our authorizing district only had so many to share.
- Applying to be a SAT/ACT testing school since we are an independent study school has proven to be a challenge

Successes:

Action 4.1

- Career Exploration courses were made available for all high school students.
- Some students utilized California Career Zone and their workbooks to explore their interests and see what type of learner they associated with and define their interests.
 - 42 students Elite wide were enrolled in Dual enrollment with community colleges
 - Offering of high-quality online electives in fields such as Fashion Design, Photography, Art History, Language, Life Skills, Study Skills, VAPA, Digital Marketing, and more.
 - To promote a college and career-going environment, the counseling department continuously worked with students in developing 4-year high school plans. These 4-year plans provided and established the college and career goals for each student based on their individual academic performance. This plan allowed students a guide on how to further explore their interests and create a post-secondary pathway to achieve their future aspirations.
 - The counseling department partnered with local community colleges to establish a relationship and dual enrollment opportunities for students.
 - Students were exposed to many college students via webinars and also had college tours in person (pre-COVID) and Virtual college tours.
 - Career Technical Education pathways align to CSU/UC, Community College, and Certificated programs for students to pipeline students to certificate completion.
 - Beginning and concentrator courses for Visual and Performing Arts, Marketing, and Tourism offered.
 - Students are also enrolled in concurrent enrollment with the Community College CTE programs in the Culinary Arts pathway and Welding Certificated program.
 - Introduction pathway courses for 8th-grade students are currently in development to bridge students from middle to high school CTE courses. Currently, Elite offers Visual and Performing Arts Introduction courses to 8th-grade students to bridge into the High School Visual and Performing Arts Courses.
 - Applied for the CTE Incentive grant and was awarded for the 20-21 school year to help expand CTE pathways.

Action 4.2

- As Elite continues to grow, marketing uses our platform on LinkedIn to spread the word about all of our job openings, opening the positions up to qualified candidates. Join and Indeed are also used.
 - The CTE Department wrote job descriptions for Highly Qualified Career Technical Education Educators to teach the Career Technical Education courses and oversee their CTE pathway departments; as a result, CTE teachers were hired.
 - Improvement through Instructional practice has been achieved by recruitment through Edjoin.org job postings and a rigorous interview process that includes a two-step interview process with tasks assigned to the potential employee to showcase skills and talents.

- Highly Qualified teachers placed in the correct positions and given training and mentoring by Directors and colleagues. Elite supports Highly Qualified teachers by ongoing Professional Development opportunities and ensuring credentials are maintained.

Action 4.3

- Students were given access to the CAASPP website to practice using the tools. Students were also guided by their teachers.
- In addition to specific CAASPP test prep, students who received a one or a two were given access to Fast ForWord reading intervention.
- Teachers attend a 4-Part CAASPP Training, including virtual implementation directions.
- Students practice Smarter Balanced Question types & Universal Tools through CAASPP Virtual Coursework on Virtual LMS.
- Documented Low & Below Grade-Level Students Tested in i-Ready (Feb/March), which correlates Content & Question Types to Smarter Balanced/CAASPP.
- Teachers administer Practice Tests with students 1:1 and Small-Group.
- Weekly CAASPP testing support and fun activities for students are sent from March-May
- Staff is trained on the test delivery system, navigational tools, supports, accommodations, and test questions.
- Students and parents were encouraged to take the online math and language arts CAASPP practice tests.
- Computers were provided for students in need so they can access online assessments and curriculum
- Using the web tool Edulastic, CAASPP-like practice assessments were created for all students.

Action 4.4

- Educational funds are used to help access community college courses.
- SAT/ACT and Advanced Placement waivers available for low-income students.
- Partnering with Authorizing districts to offer Elite students enrollment opportunities for SAT /ACT and AP testing in their schools.
- Students who chose to take an Advanced Placement course were provided with the opportunity of fee waivers by the Elite school counselor.
- Currently in contact with the College Board and starting process for offering Advanced Placement courses and SAT testing within our school

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom account purchases for increasing remote services to students	2700	2850	Yes
Webinar contracts with outside vendors to increase engagement and keep students feeling connected to school and to their local community while isolated at home	4000	500	Yes
One year partnership with YouSchool to provide SEL and mental health professional development and curriculum for both staff and students, focused on specific COVID-related wellness issues.	8750	8750	Yes
Personal protective equipment (PPE) and cleaning supplies for office locations and staff interacting with others	2000	2000	Yes

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

We did have a reduction on costs for webinars and many community partners offered them for free or little charge.

Analysis of In-Person Instructional Offerings

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

Challenges: The challenges that were presented this year in ensuring students had connections were that COVID--19 affect many Elite families and staff. The theme for the school year was “Connections” and Elite did a great job of building the connections with students; however, many students and families connected to Elite had COVID run through their households or affect their jobs and routines, which made it difficult to ensure all students were able to be consistently connected.

Successes: The above actions were very successful in implementing for the LCP for 2020-2021. Increasing the zoom account purchases allowed ALL staff to have a Zoom account and not limit the number of students they were able to meet with at a certain time, as well as the amount of time they were to meet with students. The zoom accounts also allowed for teachers to record their synchronous lessons for students to view if they were not able to attend the live session or to look back and reference the recorded lesson for clarification and understanding. The zoom accounts also allowed for several parent webinars to take place, various student club activities that allowed students to gather safely and socialize, and also allowed for staff professional development and collaboration to occur. The one-year contract with YouSchool was also successful in that YouSchool offered parents and staff members many opportunities to attend workshops virtually which offered parent social and emotional support, mental health services, and focused on specific COVID-related wellness issues. Other webinars such as CTE webinars with industry professionals, Visual and Performing Arts webinars, and Technology Webinars were offered to keep students engaged and connected.

Find a Community Partner Pt. 1

ParentSquare Tutorial

Find a Community Partner Pt. 2

Parent Monthly Workshop: Elite 101

The YouSchool Parent Workshop

Parent Monthly Workshop: Homeschool for Beginners Parent Monthly Workshop: Technology Tips

Kindness Program Challenge

The YouSchool Parent Workshop

Parent Monthly Workshop: Student Support Services The YouSchool Parent Workshop

Parent Monthly Workshop: Testing

Sports Academy Staff Movement

California Poppies Webinar

Integrating STEAM Guest Speaker Presentation

Ed Tech Webinar for Staff

VAPA Guest Speaker Series

Staff members were all mailed PPE by Elite Administration to ensure they were protected and taking safeguards from the pandemic. Cleaning supplies also kept the central office clean and staff safe while accessing the office.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent. (All Students)	7858.00	8000	Yes
Curriculum Shipment Team/Office Space: Responsible for shipping curriculum to students and staff; maintaining inventory of curriculum and reordering as necessary; collecting curriculum at the end of each learning period	75000	75000	Yes
Curriculum Shipping/Creation: Creating paper curriculum workbooks for students without internet access. Shipping curriculum to all students.	120000	89716	Yes
Team Viewer purchase: To provide remote technical assistance for students and staff	600	600	Yes
Chromebooks w/LTE Service purchase: To provide remote access to curriculum for students without devices and Internet access at home	25,000	23500	Yes
Canvas LMS purchase: To provide access to Elite-created curriculum within an LMS.	4500	4500	Yes
ParentSquare: Family communication network and calendar of events for remote functions.	2500	1900	No
Monday.com to oversee communication, student progress, and provide streamlined support to all staff	1750	1750	No
SolarWinds Help Desk to streamline technology support to staff and families via remote assistance	2000	2200	No
Sports Academy partnership to ensure students and staff receive quality physical fitness, nutrition, and health support through	5000	5000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
webinars, a custom-built app, and (when in-person services resume) access to local YMCAs			

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

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of the Distance Learning Program

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

The following lists and explains Elite Academic Academy's challenges and successes with implementing the following elements of the distance learning program in the 2020-2021 school year.

Continuity of Instruction

- Successes:

Since Elite Academic Academy is an independent study school with a Virtual program and homeschool program, the continuity of instruction was an easy adjustment for staff and some students. Elite Virtual Academy staff has already been serving students in the capacity of virtual learning since 2018; therefore, Elite educators and directors already had plans in place for student instruction and support. Live lessons, understanding scheduling, and using Zoom tools for instruction were all familiar with Virtual educators and students. Elite Virtual Educators were able to support student learning and instruction with the support of virtual tutors in math and language arts—all who are effective with online teaching pedagogy. All courses in the Virtual academy had previously been A-G approved through the UC/CSU system, and designed to instruct students virtually through the various pacing and lessons. Having Elite Educators already effective with online instruction allowed for the mentorship of our Virtual Educators to mentor the Homeschool and Flex educators with online instruction and communication with students and families. Another success with the continuity of instruction is that it allowed for our Flex program to branch out and deliver their curriculum on the Canvas LMS system. It allowed core courses such as high school English and math to be updated, added to the Canvas LMS, and to be submitted for A-G approval. The redesign of curricula, placing it in Canvas LMS, and having Highly-Qualified Credentialed educators teaching and supporting students, allowing for a bigger population of Elite students to earn A-G completion and to prepare all students for college and career.

- Challenges:

Students and staff that teach and attend our Homeschool and flex Academy were not familiar with the structure of online instruction. Elite educators in the Flex and Homeschool academy had to pivot their traditional approach of independent study learning and instruction, to online instruction and communication. For educators who were used to meeting students face-to-face, it was a difficult transition for some. In-person labs and tutoring were not available for students due to COVID-19 restrictions within the county and state, which made it difficult for students and staff to support students through lessons/labs/tutoring that usually occurs in person.

Access to Devices and Connectivity

- Successes:

Many Virtual students in EAA had already been issued Chromebooks; however, with the Distance Learning Program, all students needed access to curriculum and instruction; therefore, our IT department worked diligently to ensure that all EAA students had access to the internet and Chromebooks. Chromebooks were ordered and issued to students across EAA. Another success was that the IT department was able to double the amount of LTE-enabled Chromebook devices issued to students. This allowed students without reliable wifi at home to connect to the internet to access curriculum and instruction. To ensure students who traditionally would not take online courses had equitable access to curriculum and instruction, EAA built their own Canvas LMS for CTE and Flex Academy curriculum; making it easier to engage and interact with educators and curriculum. A Help Desk was also implemented for staff and students to create Help tickets for IT, which helped to align and prioritize IT help.

- Challenges:

Several EAA students live in rural areas that lack adequate cell service and as a result, even providing students with connected devices, it sometimes did not connect to the internet because the students' homes were so far from any type of cell service. Students were mailed curriculum via paper and pencil and had to schedule certain times to drive to cell service areas to meet with teachers virtually, as well as mail their coursework to the teacher. Due to COVID-19, the purchasing of Chromebooks was a difficult task because the supply was low and the demand was high. This resulted in larger wait times for devices for students in need. Another challenge with the access to devices and connectivity was the increase in IT support. As families and staff relied on Zoom for connecting with one another, the need for Tech support increased. With only one IT person on staff, the wait times for responses increased and led to frustration.

Pupil Participation and Progress:

- Successes:

Students all had access to high-quality instruction by certificated Elite Educators with a combination of synchronous and asynchronous lessons. Students who could not make the synchronous lesson were provided with the recording to access and complete coursework at their own time. Elite Administrators checked the LMS for student engagement daily and reported absences to teachers who were able to call and connect with students to ensure engagement was taking place. All Elite students were assigned a Teacher of Record, with who they met weekly/bi-weekly, to discuss, plan, and monitor student progress. The use of iReady and Scantron testing was also a great way for our teachers to monitor student growth and progress. The implementation of ALEKS math and FastForWard Literacy

program helped many students grow and reach their math and literacy goals. These programs also gave weekly statistics to families and teachers to help monitor student participation and growth/regression. Many students also engaged in our school clubs, webinars, and virtual field trips. This information was communicated to parents and students through our Parent Square application in the calendar section. Some examples of student engagement were: Podcast Club, Quest Crew (nature) Club, Core Us (Choir), The Art Seen (Art Club), CTE Industry Speaker Webinar Series, Yearbook Club, Athletics Webinars, Fitbit challenges with student and staff, Stacking Cup Challenges, and virtual Field trips to many zoos, The Museum of Tolerance, college tours, and National Parks. The Care Solace was also introduced to families and staff. This app was placed on our school website and is a concierge for Mental Health services free of charge to families and staff. An internal Survey called, We Care, was distributed to students quarterly, which allowed administrators to understand students' emotional challenges and needs, and to address those needs.

- Challenges:

Some challenges with pupil participation and progress were the fact that students and their families were diagnosed with COVID-19 and unable to participate or engage in school for two weeks due to feeling ill. Some students who are homeless or in a rural area with little connectivity to cell service or wifi were unable to consistently attend synchronous lessons for live support. Another challenge was student anxiety and depression. The pandemic enhanced student anxiety and depression, which resulted in some students not having the motivation or mental capacity to engage in school work and instruction. Lastly, due to the pandemic, we have several students who were left to care for their younger siblings at home while their essential parents had to work. This left older students feeling exhausted and unsure of how to structure their school day.

Distance Learning Professional Development:

- Successes:

Elite Educators were given professional development sessions in the summer and throughout the school year on how to interact and use the Canvas LMS system, Zoom, GoogleDocs, Google Classroom, and various educational apps such as nearpod, FlipGrid, and Loom. Educators were able to build and design their courses in Canvas for students to engage, and they were also able to use a variety of educational apps to keep the academic engagement moving forward throughout the school year. Elite staff was also trained on the iReady platform. The i-Ready platform allowed the Elite Educators and Administrators to evaluate student learning and use the data to design lessons and mitigate and close the learning gaps. Professional Development for Specialized Academic Instructors was also held to ensure that IEPs were effectively held via Zoom. The YouSchool was also contracted with EAA and held professional development opportunities for staff members which focused on student engagement, connections, and building social and emotional wellness. Several staff members also attended The Cue online conference/workshops to learn how to empower post-COVID Learners and a variety of other workshops. Several Professional Development Webinars were also attended to prepare staff for changes in WASC, LCAP, CTEIG, and Charter laws/changes.

Challenges:

Challenges with Professional Development were that staff was not able to attend professional development in-person, which often made it difficult to ensure all staff was able to receive the proper training and engagement. It was also difficult for staff to bond and become comfortable with one another if they were new to EAA.

Staff Roles and Responsibilities:

- Successes:

The Human Resources Department took on the role of ensuring that Community Partners, Staff, students, and our website were updated weekly with COVID-19 county restrictions. This communication was critical to ensure our students and staff were safe. The Human Resources department also ensured that families had the proper resources and needs if they were affected by COVID-19 in their home. The Community Partner Director took on the role of working with our Community Partners for Outdoor participation waivers from the county for certain community partners that offered safe outdoor extra-curricular activities. They also mailed out PPE equipment to staff to ensure safety when/if visiting the office as needed. Directors and CEO planned Webinars and Professional Development opportunities to support staff members with the transition to Distance Learning. The Shipping Department was effective in shipping materials and curriculum to students in a timely manner.

- Challenges:

Due to COVID-19 restrictions, many staff members were not allowed to work inside the central office during stay-at-home orders; therefore, it made it difficult for staff to access materials needed in the central office to print items, ship items, and receive items.

Support for Pupils with Unique Needs:

- Successes:

The student population of pupils with unique needs had many successes with the Distant Learning Program. For example, the one-on-one virtual attention was very helpful for students. Zoom proved to be a great tool to use with students who require one-on-one attention, but sometimes have a difficult time traveling to meet a teacher in a public location. Another success was the flexible schedule. Many students with unique needs need the opportunity to take breaks and then return back to their academic tasks, and the ability for the students to learn at a flexible pace and at various times in the day was a positive aspect of Distance Learning. Distance Learning also allowed for educators to connect with parents /guardians in the home and to support and train parents/guardians on how to best support their student(s). Students were also provided accommodations for Distance Learning in their IEP's as needed and accommodations were implemented.

- Challenges:

With successes, came a lot of challenges with students who have unique needs. For example, many students require a routine and structure in their schedule and if the parent did not implement this in the home, the student faced many behavioral or regulation issues. Another challenge was with the use of technology. If a student was unfamiliar with the use of technology, they were challenged with learning how to access and use technology daily in order to complete work or meet with their Specialized Academic Instructor. Lastly, the lack of in-person support services has contributed to the developmental skill plateaus or regression with students of unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELA/Math Tutoring provided by in-house and contracted tutors to assist struggling learners	50,000	99,037	Yes
Fast ForWord, an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner.	4725	5100	Yes
Aleks Math, a Web-based assessment and learning system to quickly and accurately determine exactly what a student knows and doesn't know in a course, and to provide targeted instruction in the needed areas.	2500	5300	Yes
Panorama Education contract to collect valid and reliable feedback on SEL and school climate surveys	2375	4375	Yes
Contracts for webinar-based workshops for parents on topics such as how to support their children at home; how to prepare for state and college acceptance tests; and how to effectively use technology for at-home learning	2000	2850	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures for in-person instruction.

Analysis of Pupil Learning Loss

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

In order to prevent Pupil Learning Loss, Elite Academic Academy took many necessary action plans to support all students. The following explains the successes and challenges faced while implementing the Learning Loss Prevention plan in the 2020-2021 school year.

- Successes:

Pre/Post Scantron Assessment and Pre/Post iReady Assessments were administered to all students to assess current levels of learning and then a post-assessment to indicate growth of learning. This allowed Educators and Directors to indicate which students needed extra intervention in reading and math for the school year. FastForWard, an adaptive reading, and language program was adopted by Elite and implemented for students to access at least three times a week for 30 minutes each time. Students who completed at least 40-60 hours in the FastForWard program, had significant gains of 2 years in reading and comprehension level. Students enjoyed the FastForWard program and were given headphones with a microphone and computer access to ensure they were able to access the program from their home. Students who struggled in math were given alternative math options using ALEKS math. ALEKS math provides students with a learning platform that supports students to master mathematical skills and build upon their mastery. ALEKS and FastForWard provided parents and educators with weekly reports of students' progress and analytics so that all stakeholders can see student progress or where another intervention may need to take place. In-house tutoring was also a huge success for students during the 2020-21 school year. Two tutors (math and ELA) were hired by Elite and available to tutor students 1:1 or small group via zoom. Students took advantage of free tutoring options, and to date, the tutors have had over 1,300 tutoring sessions to date. Students with an IEP were given an updated IEP to accommodate students during the Distance Learning. Students that met the criteria of DASS for high school graduation were placed on track and supported by the school counselor to ensure they were meeting the criteria for graduation. The Student Support Service team held successful SST's and monitored student progress throughout the school year to ensure all struggling students were making academic progress. Our school counselor worked with at-risk youth to ensure that mental health and wellness were a priority. EAA adopted SEL curriculum for middle and high school students to support SEL services. The Panorama Education survey was successfully communicated and distributed to stakeholders. The data was used to drive LCAP goals, determine gaps in meeting stakeholders' needs, and helped to drive instruction. Active referrals to Care Solace for follow-up treatment with mental health. The YouSchool partnership with EAA supported parents/guardians with the proper tools they needed emotionally to support their students at home. Collaboration between General Education teachers and SPED SAI was consistent to best support students.

- Challenges:

Some Challenges with Pupil Learning Loss would be the access to the internet. As stated before, many students live in rural areas and did not always have consistent wifi connectivity; therefore connecting with Elite Educators and coursework was sometimes difficult and students would miss assignments. COVID-19 diagnosis also was a cause for learning loss, as students who were affected missed out on daily instruction while recovering. Many parents were too busy with working or caring for family members, that parent involvement and engagement for workshops were often met with low attendance.

Analysis of Mental Health and Social and Emotional Well-Being

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

Monitoring the mental health and social and emotional well-being of students during 2020-2021 was especially important as students have never navigated through a global pandemic or a shift in how they are educated. Below outlines, some successes and challenges EAA encountered during the school year.

Successes:

- Elite's "We Care" survey was a success. Over 500 students completed the survey during the first two quarters. The We Care survey checked in on students' access to teachers, support from Elite staff, how the students were feeling, and anything else the student wished to declare within the survey. The survey helped Elite staff to understand the mental health and social and emotional well-being of their students, which allowed the staff and counselor to reach out with systems of support. This data was used appropriately to support students' well-being.
- The Securely computer program was also purchased and placed on student-issued Chromebooks to inform the IT Director if students were looking at websites that were flagged inappropriate, or if students were using keywords online that would be a trigger for emotional or mental health interventions. The Securely program has helped Elite staff intervene in several situations where students needed mental support and resources.
- Several school-wide events and clubs allowed all students to attend and feel a sense of connection and socialization via Zoom webinars, field trips, and club meetings. The Kindness Club and Lunch Bunch were also created to provide students with a group of teachers and friends to eat lunch with virtually and socialize via zoom.
- Staff members completed Child Abuse and Neglect mandated reporter training, suicide prevention training, and anti-bullying training.
- Our school counselor supported families and staff members with our Care Solace Referrals.
- Wellness webinars in partnership with YouSchool were held and recorded for families and staff to support student mental health and wellness.
- Individual counseling was held for students with our school counselor and then referred to outside services when applicable.
- Employee benefits packages provide ongoing mental and emotional health services.
- Updated webpage with Care Solace and other mental wellness information.
- Partnership with Sports Academy for staff Health and Wellness weekly classes and ongoing weekly health and wellness support.
- Health and Wellness Resources for all students in each county distributed by the school counselor.
- The YouSchool "Equipping Families to Soar" webinar series for parents accompanied by worksheet resources for supporting their students.
- PE Now "Minute to Win Challenges" for students to participate and move!
- Fitbit student and staff challenges helped students get outside for steps, exercise, and fresh air.
- Creation of the Student Support Services team has helped to establish a team of support for students with a clear, cohesive plan.

- Teacher participation in the San Diego Department of Education Webinar trainings such as (What I Wish My Teacher Knew: A Strength-Based Approach to Creating Trauma-Sensitive Classroom)

Challenges:

- Students that needed social and emotional help were not able to meet in person for help with staff members, community members, or the counselor due to COVID.
- Many students felt isolated and alone because of the stay-at-home orders.
- Several Suicide Risk Assessments had to be administered by our School Counselor and little in-person support or extracurricular activities for students because of the Stay-at-home orders.
- Depression was very prevalent in many students and not having in-person support.
- Not being able to meet as a whole team in person to create interventions and support plans for mental health.

Analysis of Pupil and Family Engagement and Outreach

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

Pupil and family engagement and outreach during the 2020-2021 school year were met with many challenges and successes. Throughout the school year, EAA closely monitors student engagement, participation, and attendance. Since EAA is an independent study school, we have certain strict processes in place to ensure daily engagement is met.

Successes:

- Parent Square application for streamlined communication to staff, students, and parents.
- Master Calendar of events and links for events allowed all students, staff, and parents to access events.
- Canvas LMS daily and weekly reports of student engagement and completion allowed for Directors and teachers to monitor and communicate student academic participation.
 - Non-compliance protocols were followed by Elite educators and Directors and followed up by the compliance team if a student was out of compliance (absent).
 - Multi-tiered intervention plan for students to re-engage in classes: Teacher meets weekly/bi-weekly with students. If the student is chronically absent, the Teacher makes the first contact with the student and family and offers support. Tutoring is offered to the student. If the student continues to not engage, a letter of non-compliance is sent to the parents, and attendance is monitored. A second letter is sent if the student does not engage in coursework or classes and the parents, student, and teacher meet to create an intervention plan for the student.
 - Learning Period attendance logs are sent every 8-15 days to parents for signature and samples from student coursework is also collected as evidence of learning and engagement.
 - Student Support Team was developed to help support students and parents with students who are struggling to engage and learn.

- Access to student contact information through the Student Information System
- Parent Workshops hosted by YouSchool.
- Student Webinars and clubs allowed student to participate and engage with one another and community partnerships such as: Podcast Club, Quest (Nature) Crew Club, VAPA CLub, Core Us (Choir), The Art Seen (Art Club), Equestrian Club, Golf Club, CTE Industry Webinar series, Virtual Field trips, Kindness Club, and Lunch Bunch clubs.
- Athletic gear given to students to help support health and wellness at home.
- Grasshopper phone extensions to support communication between staff and students.

Challenges:

- Students living in various counties in Southern California and not being able to hold in-person outreach and engagement activities for students and parents to attend.
- Families not answering emails or phone calls when trying to reach them due to chronic absences and not being able to complete a home visit because of Stay-at-Home orders.
- Parents not being able to adequately support or check their student's engagement in courses because of their lack of knowledge on the LMS.

Analysis of School Nutrition

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

Elite Academic Academy is an independent study school, not a site -based school, which does not provide nutritional meals to students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Website Hosting to keep our community engaged with our services	30,000	30,000	No
Pupil Engagement and Outreach	Outreach Grasshopper for remote phone services to staff so that families can continue to connect	1,500	487.12	No
Pupil Engagement and Outreach	Outreach boxes: Students each receive a box that contains physical fitness gear, art supplies, school-branded notebooks and other school supplies, and additional items that would normally be part of an in-person school experience. These are meant to not only instruct but to build connections between the student and the school community while providing a well-rounded education.	50,000	18000	Yes

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

We had a reduction in costs for outreach boxes and items placed in it.

Overall Analysis

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

Transitioning from in-person flexible support to Distance Learning has allowed Elite Academic Academy to spread its wings, readjust, and set new goals. While distance learning may have been foreign to some, Elite has always had a virtual academy, where students accessed school from a "distance". The Distance Learning Program allowed Elite to expand and refine processes and procedures with all three academies: Homeschool, Flex, and Virtual, to ensure that all students were engaged and the whole child was being served and supported by Elite staff. Some driving factors in creating the goals and actions in the 2021-24 LCAP were about supporting the student while attending Elite and post-graduation. Another driving factor is the Social and Emotional well-being of our students. Elite

has learned that students need extra support. Although students are learning from home, parents don't always have the necessary tools or time to ensure the students are academically progressing. This is why Elite has developed goals with some of the following actions for the 2021-24 school years:

- Participate in the SST process
- Receive tutor support from in house and approved partners
- Learn test-taking and time management strategies
- Enroll in Dual Enrollment, CTE, or other elective opportunities
- Social and Emotional Learning Opportunities
- 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
- Extended School year intervention for grades K-8
- Extended School year credit recovery/acceleration for grades 9-12
- Digital curriculum aligned to common core
- UC/CSU A-G approved curriculum
- Support of VAPA programs at the Elementary and Middle school level
- Support Athletics and Math Field day
- Continue to support innovative projects that support student learning and growth
- Provide meaningful and transparent communication, by the Marketing Coordinator and Administration, through social media, marketing, communication apps, technology and in-person meetings with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input.
- Establish Mental and Physical Health Services for students and staff.
- Mental health Awareness Creation of Mentoring and Coaching program for Middle/High School students.
- Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school.

Elite Academy Academy strongly believes that students need academic, social, emotional, and engagement opportunities to reach their highest potential of learning and engagement. The Distance Learning Program was a challenge but allowed the school to access the support that was in place for students, and then allowed more supports and scaffolding to be created and established in order to support students. 2020-2021 school year allowed the Elite staff to access learning and where the gaps in learning needed to be addressed over the next few years.

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

During the 2021-2024 school year, pupil learning loss will continue to be assessed and addressed-this will be driven by data. The data that will be used will come from a variety of sources such as i-Ready scores, CAASPP testing scores, ELPAC, student grades, informal assessments, and formal assessments. The SPED team and SST team will continue monitoring student progress and communicating between staff and parents about the student's progress. ALEKS math and FastForward will continue to be analyzed for student growth and regression. The newly developed Student Support Team will create SST plans with parents, teachers, and counselors to support student learning and help to close the achievement gap. The Compliance Department will continue to support teachers and Directors with student attendance and procedures. The following are some other implementations that will be used as action plans to ensure pupil learning loss is addressed:

- Ensure that instructional services are provided to pupils with limited English proficiency.
- Notices, reports, statements or records sent to a parent or guardian will be translated as needed.
- Providing high-quality instruction and curriculum that promotes college and career readiness with academic interventions.
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI)
- Provide students with Community Partnerships and Athletic opportunities
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.
- Adaptive online/traditional content from a variety of curriculum options
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils
- Enhanced project-based learning
- College and Career options for ELL students
- Comprehensive curriculum for EL learners
- The use of Assessment tools that drives and provides customized instructional resources for the Response to Intervention (RTI) program.
- Increased tutoring and intensive intervention support will be provided beyond for unduplicated pupils who are struggling and, in an effort, to close the achievement gap.
- Professional Development, TOSA positions, FastForWard and At Promise Department (Student Support Team) are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support student and give hands-on real-world experiences for learning

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

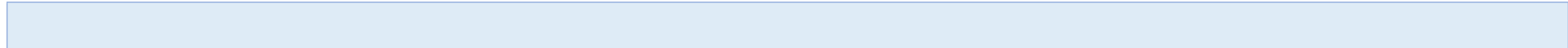
N/A

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

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

For the 2019-2020 LCAP, Elite was able to implement and work toward completing the goals outlined. Elite opened its doors in Summer 2018 and has worked hard at gaining trajectory toward reaching and accomplishing LCAP goals. Just like every other school in the world, the COVID-19 Pandemic has played a significant impact on the school and its stakeholders; however, because Elite has worked with students in a Virtual setting, we felt very prepared and empowered to keep up the rigorous instruction and support for all Elite students. With the COVID-19 pandemic and Elite in its third year of operation, we have decided to keep the current LCAP goals but added more Planned Actions within each goal in order to better support our students with Social and Emotional Learning, Mental Health Services, Career Technical Education, A-G completion, Teacher Professional Development, and College and Career Readiness. One thing the 2020-21 school year has taught us is that only the virtual employees of our staff knew how to serve students, communicate, and instruct students through a virtual platform. This evaluation has led us to add additional Planned Actions for Professional Development for our homeschool teachers, Flex teachers, and virtual teachers. Also, implementing instruction and curriculum in our Canvas platform has become a new focus as it is a great tool for our students to access the curriculum and collaborate with staff and students. We want to be sure that we are serving students with the best instructional practices and curriculum to prepare students for college and career, as well as bridging the achievement gap. Another Planned Action we added to our 21-24 LCAP is to add mental health services and Social and Emotional Learning opportunities for students. The pandemic played a huge role in adding this Planned Action, as we found many students to be depressed or suicidal due to the stresses of the pandemic, the fear of the pandemic, or even the stresses of taking care of younger siblings at home while their parents worked during Stay-at-Home orders. We see a need for mental health support and feel it is our best interest to support students not just academically, but creating a space where students feel their best, so they can learn and reach their highest potential. Social and Emotional Learning courses are also important to add to our middle and high school catalog of courses because so many students lack the ability to manage their own emotions. By adding Social and Emotional Learning courses in Elite, it will allow students to gain the skills necessary to understand and manage their own emotions and the ability to set and achieve positive goals. Career Technical Education pathways has also been added to our LCAP under Planned Actions. We realized throughout the pandemic school year, that students needed outlets and the ability to build industry-related skills and soft skills within the realm of something that interests them. Adding a variety of CTE pathways for the upcoming school year will help the students develop skills necessary for post-secondary college or career.

Overall, our goals for the 21-24 school years have remained the same, but several Planned Action items have been added since having the time to shift focus from in-person meetings with students and in-person tutoring options to being completely remote. Elite Academic Academy staff was able to evaluate our programs and student needs and develop a new LCAP for the upcoming years to serve students and staff while providing a supportive, inclusive, and academically robust environment. We have used local data from stakeholder meetings, surveys, and assessments to determine our actions and services.



Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,462,850.00	4,765,778.00
LCFF	4,032,348.00	4,247,825.00
LCFF Supplemental and Concentration	383,002.00	473,656.00
Title I	34,000.00	32,912.00
Title II	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00
	13,500.00	11,385.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	4,462,850.00	4,765,778.00
1000-1999: Certificated Personnel Salaries	2,140,934.00	2,123,388.00
2000-2999: Classified Personnel Salaries	577,000.00	636,875.00
4000-4999: Books And Supplies	514,250.00	501,929.00
5000-5999: Services And Other Operating Expenditures	68,000.00	72,739.00
5800: Professional/Consulting Services And Operating Expenditures	1,162,666.00	1,430,847.00
	1,104,866.00	386,804.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	4,462,850.00	4,765,778.00
1000-1999: Certificated Personnel Salaries	LCFF	1,965,000.00	2,000,116.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	158,934.00	106,816.00
1000-1999: Certificated Personnel Salaries	Title I	17,000.00	16,456.00
2000-2999: Classified Personnel Salaries	LCFF	530,000.00	566,866.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	30,000.00	53,553.00
2000-2999: Classified Personnel Salaries	Title I	17,000.00	16,456.00
4000-4999: Books And Supplies	LCFF	467,250.00	449,019.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	47,000.00	52,910.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00	7,739.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	60,000.00	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,062,098.00	1,224,085.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	87,068.00	195,377.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	13,500.00	11,385.00
		13,500.00	11,385.00
		13,500.00	11,385.00
		126,750.00	180,042.00
		3,380.00	195,377.00
		13,500.00	11,385.00
		126,750.00	180,042.00
		3,380.00	4,000.00
		13,500.00	11,385.00
		13,500.00	11,385.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,501,943.00	1,669,417.00
Goal 2	1,648,688.00	1,819,015.00
Goal 3	1,132,905.00	1,131,125.00
Goal 4	179,314.00	146,221.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$244,208.00	\$212,166.00
Pupil Learning Loss	\$61,600.00	\$116,662.00
Additional Actions and Plan Requirements	\$81,500.00	\$48,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$404,758.00	\$391,415.12

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$11,250.00	\$10,850.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$31,500.00	\$30,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$42,750.00	\$41,337.12

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$232,958.00	\$201,316.00
Pupil Learning Loss	\$61,600.00	\$116,662.00
Additional Actions and Plan Requirements	\$50,000.00	\$18,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$362,008.00	\$350,078.00



CP NAME

RE: Payment Schedule

CP ADDRESS

This payment agreement is between “(Community Partner Name)” and “Elite Academic Academy- Mountain Empire and Elite Academic Academy- Lucerne” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “(CP Services Offered)”.

Important items to remember:

1. **(CP Name)** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **(CP Name)** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

2. **(CP Name)** understands that EAA can only pay you once services are rendered for up to a total of **(number)** students.
3. All invoices submitted by **(CP Name)**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); (Community Partner Name) information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
4. Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

Schedule A: Full Services (COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

Schedule B: Social Distancing (COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **(CP Name)** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **(CP Name)** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **(CP Name)** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **(CP Name)** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **(CP Name)** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **(CP Name)** and Elite Academic Academy. Should **(CP Name)** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **(CP Name)** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **(CP Name)**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____

Meghan Freeman- CEO
Elite Academic Academy

Date:

Signature: _____

(CP Name)- CEO/Owner
(CP Name/Company)

Date:

Type	Number	Community Partner	Address	City	State	Zip	Email
EMR	273	42 Electronics	13200 Strickland Road Suite 114-143	Raleigh	NC	27613	julie@42electronics.com
EMR	392	4Imprint	101 Commerce St	Oshkosh	WI	54901	cmeilahn@4imprint.com
EMR	388	Accelerate Education	3655 W. Anthem Way Suite A-109237	Anthem	AZ	85086	paulg@accelerate.education
EMR	204	Aceable, Inc	610 West Fifth Street #603	Austin	TX	78701	invoices@aceable.com
EMR	121	Acorn Naturalists	14742 Plaza Drive Suite 100	Tustin	CA	92780	customerservice@acornnaturalists.com
EMR	350	AGiRepair (AssetGenie, Inc.)	220 Huff Ave Suite 400	Greensburg	PA	15601	sales@agirepair.com
EMR	120	All About Learning Press, Inc.	615 Commerce Loop	Eagle River	WI	54521	po@allaboutlearningpress.com
EMR	189	Amazon (Admin Only)					vendors@eliteacademic.com
EMR	418	Ambassadors Media Group, LLC	28562 Oso Pkwy, D-132	Rancho Santa Ma	CA	92688	2erh@cox.net
EMR	147	Art of Problem Solving	10865 Rancho Bernardo Rd. Suite 100	San Diego	CA	92127	orders@aops.com
EMR	145	Art Supplies Wholesale	4 Enon St	Beverly	MA	1915	artsupply@nii.net
EMR	119	Arts Attack Publications	4615 Rancho Reposa	Del Mar	CA	92014	sara@artsattack.com
EMR	127	Athena's Advanced Academy, LLC	2312 Quail Run Circle	Modesto	CA	95355	Athena@AthenasAcademy.com
EMR	149	B & H Foto & Electronics Corp	420 Ninth Ave	New York	NY	10001-2404	california@bhphoto.com
EMR	309	Bagger Sports	23460 Cinema Drive Suite K	Valencia	CA	91355	
EMR	133	Beautiful Feet Books, Inc.	1306 Mill Street	San Luis Obispo	CA	93401	letters@bfbooks.com
EMR	206	Blick Art Materials	P O Box 1267	Galesburg	IL	61402	purchaseorders@dickblick.com
EMR	114	BookShark, LLC	8022 S Grant Way	Littleton	CO	80122	purchaseorders@bookshark.com
EMR	394	BrainPop	PO Box 28119	New York	NY	10087-8119	purchaseorders@brainpop.com
EMR	146	Brave Writer	7723 Tylers Place Blvd #165	West Chester	OH	45069	charter@bravewriter.com
EMR	243	Build Your Library	12 Pond View Drive	Litchfield	NH	3052	emily@buildyourlibrary.com
EMR	191	BYU Independent Study	413 HCEB	Provo	UT	84602	ispo@byu.edu
EMR	348	CDW Government LLC	230 N Milwaukee Ave	Vernon Hills	IL	60061	jeffpol@cdwg.com
EMR	404	Cidi Labs, LLC	55 W 900 S	Salt Lake Ciy	UT	84101	sales@cidilabs.com
EMR	429	Class of Recognition, Inc.	31805 Temecula Pkwy #141	Temecula	CA	92592	mark.boyer@jostens.com
EMR	136	Clear Water Press, Inc	PO Box 62	Olathe	KS	66051	info@clearwaterpress.com
EMR	274	College Prep Genius	400 Woodland Ct.	Hurst	TX	76053	jim@collegeprepgenius.com
EMR	172	Crafty School Crates	2491 Alluvial Ave Suite # 606	Clovis	CA	93611	orders@craftyschoolcrates.com
EMR	397	Curiosity Chronicles	1913 Saddlehorn Way	Marysville	OH	43040	contact@curiositychronicles.org
EMR	396	CuriosityStream					robert.gold@curiositystream.com
EMR	134	Dino Lingo, Inc	4720 SE 15th Ave. #121	Cape Coral	FL	33904	info@dinolingo.com
EMR	183	Drawn to Discover, LLC	205 Herrick Rd.	Riverside	IL	60546	billing@drawntodiscover.com
EMR	130	Edmentum, INC.	5600 West 83rd Street, Suite 300-8200 To	Bloomington	MN	55437	orders@edmentum.com
EMR	281	Elemental Science, Inc.	Po Box 79	Niceville	FL	32588	brad@elementalscience.com
EMR	176	From Jennifer, LLC	344 State Road MM	Buffalo	MO	65622	treasuresfromjennifer@gmail.com
EMR	398	Gravitas Publications Inc.	PO Box 40631	Albuquerque	NM	87196	theresa@gravitaspublications.com
EMR	262	Hewitt Homeschooling Resources	PO Box 9	Washougal	WA	98671	jlewis@hewittlearning.org
EMR	125	Home Science Tools	665 Carbon St	Billings	MT	59102	service@homesciencetools.com
EMR	193	Homeschool Buyers Co-op	3984 Washington Blvd Suite 109	Fremont	CA	94538	charterschools@homeschoolbuyersco-op.org
EMR	153	Horrible Books	6574 Edmonton Ave.	San Diego	CA	92122	ray@horriblebooks.com
EMR	1472	Hyperion C/O Sprint, Part of T-Mobile	7485 W. Badura Avenue, Suite 101	Las Vegas	NV	89113	john.lologo@sprint.com
EMR	431	ILEAD Online	3720 Sierra Hwy Unit A	Acton	CA	93510	orders@ileadonline.com
EMR	126	Institute for Excellence in Writing	8799 N. 387 Rd.	Locust Grove	OK	74352	Accounts@IEW.com
EMR	385	Instructure Inc.	6330 South 3000 East Suite 700	Salt Lake City	UT	84121	ar@instructure.com
EMR	390	Ivy Kids Kits	152 79th Street	Brooklyn	NY	11209	taseea@ivy-kids.com

EMR	123	JackKris Publishing, LLC	23110 State Road 54 #118	Lutz	FL	33549	sales@growingwithgrammer.com
EMR	238	Kitchen Stewardship, LLC	8566 Woodruff Dr. SW	Byron Center	MI	49315	support@kidscookrealfood.com
EMR	151	Lakeshore Learning Materials	2695 E. Dominguez Street	Carson	CA	90895	orderdept@lakeshorelearning.com
EMR	166	Learning A-Z, LLC	1840 East River Road # 320	Tucson	AZ	85718	Faxes@learninga-z.com
EMR	420	Learning Unbound	69 Lincoln Blvd, Suite A Box 130	Lincoln	CA	95648	support@learningunbound.net
EMR	112	Learning Without Tears	806 W. Diamond Ave Suite 230	Gaithersburg	MD	20878	emailorders@lwtears.com
EMR	115	Lego Education North America	501 Boylston Street, Suite 4103	Boston	MA	2116	orders@LEGOeducation.us
EMR	233	Little Passports, Inc	27 Maiden Lane Suite 400	San Francisco	CA	94108	support@littlepassports.com
EMR	163	Logic of English	4871 19th Street NW Suite 110	Rochester	NY	55901-7079	sales@logicofenglish.com
EMR	137	Mad Dog Math	4562 Ocana ave	Lakewood	CA	90713	julie@maddogmath.com
EMR	374	MANGO Math Group	73186 Somera Road	Palm Desert	CA	92260	mary@mangomath.com
EMR	415	Master AI, Inc.	10036 Milla Circle	Austin	TX	78748	joyce@autoauto.ai
EMR	188	McGraw Hill Education - ALEKS	8787 Orion Place	Columbus	OH	43240	k12orders@aleks.com
EMR	155	McGraw-Hill School Education, LLC	8787 Orion Place	Columbus	OH	43240	Orders_MHE@mheducation.com
EMR	261	MEL Science U.S., LLC	200 Continental Drive Suite 401	Newark	DE	19713	homeschool@melscience.com
EMR	236	Memoria Press	10901 Shelbyville Rd	Louisville	KY	40243	sales@memoriapress.com
EMR	160	Mercurius USA Inc.	4323 Anthony Court Unit 4	Rocklin	CA	95677	info@mercurius-usa.com
EMR	239	Money Munchkids	7320 Reseda Blvd # 371932	Reseda	CA	91337	moneymunchkids@gmail.com
EMR	148	Montessori for Everyone	PO Box 6572	Elgih	IL	60121	montessoriforeveryone@gmail.com
EMR	122	Montessori Research & Development	101 Callan Ave. Suite 408	San Leandro	CA	94577	info@MontessoriRD.com
EMR	162	Moving Beyond the Page	3548 Shoshoni court	College Station	TX	77845	shipping@movingbeyondthepage.com
EMR	375	MoxieBox Art Inc.	28039 Scott Rd. Suite D-393	Murrieta	CA	92563	accounting@moxieboxart.com
EMR	135	Museum of Science	1 Science Park	Boston	MA	2119	eie@mos.org
EMR	295	Mystery Science	1887 Whitney Mesa Dr #9350 Area 62380	Henderson	NV	89014	po@mysteryscience.com
EMR	118	Nancy Larson Science	PO Box 688	Old Lyme	CT	6371	orders@nancylarson.com
EMR	140	Nature-Watch	5312 Derry Ave Suite 12	Agoura Hills	CA	91301	info@nature-watch.com
EMR	333	Nicole the Math Lady	1437 Amaryllis Circle	Orlando	FL	32825	admin@nicolethemathlady.com
EMR	116	Notebooks For Students	140 E Stetson Ave Suite 176	Hemet	CA	92544	cs@notebooksforstudents.org
EMR	131	Oak Meadow, Inc	PO Box 1346	Brattleboro	VA	05302-1346	temond@oakmeadow.com
EMR	178	Online G3, Inc.	207 E 5th Avenue Suite 240	Eugene	OR	97401	admin@onlineg3.com
EMR	417	Outschool, Inc.	P.O. Box 77107	San Francisco	CA	94107	support@outschool.com
EMR	393	Pandia Press	312 Forest Rd	Mount Dora	FL	32757	mike@pandiapress.com
EMR	226	Papers Scissors Stone	PO Box 428	Viroqua	WI	54665	orders@waldorfsupplies.com
EMR	308	Pearson K12 Learning LLC	PO Box 409496	Atlanta	GA	30384-9496	k12customerservice@pearson.com
EMR	138	Rainbow Resource Center	655 Township Rd 500E	Toulon	IL	61483	info@rainbowresource.com
EMR	139	Raymond Geddes & Co Inc.	7110 Belair Rd. Suite 200	Baltimore	MD	21206	dwalker@raymondgeddes.com
EMR	386	Renaissance Learning, Inc.	PO Box 8036	Wisconsin Rapids	WI	54495-8036	electronicorders@renaissance.com
EMR	190	Rightstart Math	321 Hill Street	Hazleton	ND	58544	order@rightstartmath.com
EMR	391	Rosetta Stone	135 West Market Street	Harrisonburg	VA	22801	jmadgitz@rosettastone.com
EMR	199	Royal Fireworks Publishing	PO Box 399	Unionville	NY	10988	mail@rfwp.com
EMR	378	San Diego County Office of Education	6401 Linda Vista Road	San Diego	CA	92111	
EMR	315	Scantron	1313 Lone Oak Road	Eagan	MN	55121	billing@scantron.com
EMR	341	Scientific Learning	PO Box 847668	Dallas	TX	75284	tjefferson@scilearn.com
EMR	367	Securely Inc.	111 N. Market Street Suite 400	San Jose	CA	95113	billing@securely.com
EMR	132	Singapore Math Inc.	19535 SW 129th Ave.	Tualatin	OR	97062	school@singaporemath.com
EMR	174	South Meadow Ventures, LLC	6655 Shelburne Rd Suite 100	Shelburne	VT	5482	ap@someadow.com

EMR	111	Staples Advantage	PO Box 105638	Atlanta	GA	30348-5638	
EMR	111a	Staples Technology Solutions	PO Box 95230	Chicago	IL	60694-5230	
EMR	150	Studies Weekly, Inc.	1140 North 1430 West	Orem	UT	84057	orders@studiesweekly.com
EMR	110	Summer Solutions	24755 Highpoint Road	Beachwood	OH	44122	
EMR	184	TalkBox.Mom	12100 Ford Rd. Suite B356	Dallas	TX	75234	kirsten@talkbox.mom
EMR	301	Teachers Pay Teachers	75 Remittance Drive Dept 6759	Chicago	IL	60675	purchaseorders@teacherspayteachers.com
EMR	203	Teaching Textbooks, LLC	6501 Broadway Ext, Suite 300	Oklahoma City	OK	73116	purchaseorders@teachingtextbooks.com
EMR	143	Tek4Kidz	18000 Studebaker Rd. Suite 700	Cerritos	CA	90703	sales@tek4kidz.com
EMR	128	The Animation Course, LLC	21008 N. Panorama Rd.	Colbert	WA	99005	Kayla@theanimcourse.com
EMR	387	The BEarth Institute	1804 74th Street	Windsor Heights	IA	50324	customerservice@thebearhinstitute.com
EMR	182	The Classical Historian	1019 Domador	San Clemente	CA	92673	John@classicalhistorian.com
EMR	257	The Great Courses	4840 Westfields Blvd Suite 500	Chantilly	VA	20151	libcustserv@teachco.com
EMR	389	The Lampo Group dba Ramsey Solutio	1011 Reams Fleming Blvd	Franklin	TN	37064	help@ramseyeducation.com
EMR	313	The Madden House	27475 Ynez Rd # 191	Temecula	CA	92591	purchaseorders@themaddenhouse.com
EMR	362	The Regents of the University of Califo	3175 Bowers Avenue	Santa Clarita	CA	95054	ucscout@ucsc.edu
EMR	117	The Snake and Lily	3547 Altadena Ave	San Diego	CA	92105	snakeandlily@waldorfsandiego.org
EMR	124	Thinkwell Corp	505 E. Huntland Dr. Suite 150	Austin	TX	78752	order@thinkwell.com
EMR	212	Time4Learning	6300 NE 1st Ave Ste 203	Fort Lauderdale	FL	33334	T4LPurchaseOrders@time4learning.com
EMR	294	Time4Writing	6300 NE 1st Ave. Suite 203	Fort Lauderdale	FL	33334	info@time4writing.com
EMR	154	TOPS Learning Systems	724 Elliott Road Unit B	Paradise	CA	95969	customerservice@topscience.org
EMR	129	Usborne Books & More	5402 S. 122nd Ave	Tulsa	OK	74146	booksteachkids@gmail.com
EMR	307	Vista Print					
EMR	224	Waldorf Essentials	4817 Narragansett Ave	San Diego	CA	92017	waldorfessentials@gmail.com
EMR	113	Well Trained Mind Academy	18021 The Glebe Lane	Charles City	VA	23030	info@wtmacademy.com
EMR	144	Well Trained Mind Press	18021 The Glebe Lane	Charles City	VA	23030	order@welltrainedmind.com
EMR	292	Western Association of Schools and C	533 Airport Blvd Suite 200	Burlingame	CA	94010	mail@acswasc.org
EMR	192	Williamsburg Learning LLC	1173 S 250 W Ste.107	St George	UT	84770	billing@williamsburglearning.com
EMR	277	WriteShop, Inc.	PO Box 9214	Rancho Cucamon	CA	91701	orders@writeshop.com
EMR	395	Zingy Learning	245 East 93rd Street, #6J	New York	NY	10128	info@zingylearning.com

Type	Number	Community Partners	Address	City	State	Zip	Email
VCI	321	A Space to Grow	8424 El Paso St	La Mesa	CA	91942	aspacetogrow8424@gmail.com
VCI	304	Asteme Learning Center	11672 Gateway Blvd	Los Angeles	CA	90064	airri@asteme.com
VCI	216	ATH Academy	855 S. Main St Ste K150	Fallbrook	CA	92028	dougbakerath@gmail.com
VCI	169	Barnes, David	1204 Starview Dr.	Vista	CA	92084	david0x7f@cox.net
VCI	360	Beus, Caroline	728 Camino Magnifico	San Marcos	CA	92069	beusbc@aol.com
VCI	311	Bionerds	PO Box 81004	Rancho Santa Margarita	CA	92688	diana@bionerdsllc.com
VCI	419	Bounce Back Tutoring Services	1430 E. 37th Street	Long Beach	CA	90807	mdiwa0305@gmail.com
VCI	411	Brain Builders STEM Education	725 El Camino Way	Tustin	CA	92780	shane@brainbuildersed.org
VCI	161	Burhans, Erin	1274 Farmington Place	San Marcos	CA	92078	erin.burhans@cox.net
VCI	173	Caratti, Marcelle	30497 Lilac Road	Valley Center	CA	92082	marsic@carrfamily.com
VCI	103	Cece's Artistic Touch	82955 Wheatley Ct	Indio	CA	92201	cececruzen333@gmail.com
VCI	158	Coastal Music Studios	425 South Coast Hwy	Oceanside	CA	92054	Andy@coastalmusicstudios.com
VCI	325	Code Ninjas North Carlsbad	1850 Marron Rd. #112	Carlsbad	CA	92008	northcarlsbadca@codeninjas.com
VCI	383	Community Rowing of San Diego	PO Box 2326	National City	CA	91951	communityrowingsd@gmail.com
VCI	282	Creative Creatures & Co.	33141 Paseo Pinto	San Juan Capistrano	CA	92675	info@ccartcollective.com
VCI	340	Dan Gauthier Acting Studio	PO Box 617	Pioneertown	CA	92268	dangauthieractingstudio@gmail.com
VCI	379	Desert Baseball Network	44460 Avenida Atwater	Indio	CA	92201	coachgil2014@gmail.com
VCI	369	Desert Storm Basketball	39225 Jefferson Street	Indio	CA	92203	rtowner3@gmail.com
VCI	423	Ed West's Classes	18171 Lisa Lane	Huntington Beach	CA	92646	edwestsays@gmail.com
VCI	339	EM Sports LLC	12067 Arrow Rte	Rancho Cucamonga	CA	91739	frontdeskem@gmail.com
VCI	171	EMH Sports USA, Inc	PO Box 892491	Temecula	CA	92589	accounting@emhsports.com
VCI	403	Finley Tutoring	2359 Boundary Avenue	Ramona	CA	92065	finleytutor@gmail.com
VCI	156	Freedom in Motion Gym, LLC	41513 Cherry St	Murrieta	CA	92562	Classes@freedominmotiongym.com
VCI	180	Friends of Willow Tree	PO Box 1505	Bonsall	CA	92003	fowt@willowtreelearning.org
VCI	402	Frohlich Sports Academy	9650 9th Street Unit D4	Rancho Cucamonga	CA	91730	atodd@trifyttsports.com
VCI	314	Groundworks Theatre Arts	14781 Pomerado Rd # 184	Poway	CA	92064	katrina@groundworkstheatrearts.com
VCI	410	Home School Campus	32941 Danaspruce	Dana Point	CA	92629	connollyshultz@yahoo.com
VCI	412	Home School Coaches	1220 Highland Avenue, Ste.# 1593	Duarte	CA	91009	PO@homeschoolcoaches.com
VCI	106	HOPE CDC	24532 La Barca Way	Moreno Valley	CA	92551	tammie.engledow@gmail.com
VCI	401	JKW Innovations	4205 60th Street	San Diego	CA	92115	jkwinnovations@gmail.com
VCI	198	Johnson, Jeff	1820 Jeffrey Ave	Escondido	CA	92027	jjohnson@clcfamily.org
VCI	142	Keeth, Kimberly	1608 Sagewood Way	San Marcos	CA	92078	kimkeeth1@gmail.com
VCI	347	Kelly Mac Kay	4166 36th St #6	San Diego	CA	92104	conciierge@kellymackay.com
VCI	400	Laura Wedemeyer Music Studio	4903 Alta Camino Dr	Redding	CA	96002	wrshpr4lf@yahoo.com
VCI	371	Leading Note Studios	760 S. Rancho Santa Fe Rd	San Marcos	CA	92078	info@leadingnotestudios.com
VCI	413	Lemos, Maricela	26117 Shady Brook Circle	Murrieta	CA	92563	lemosam827@hotmail.com
VCI	422	Lina Ibrahim Tutoring	42726 Settlers Ridge	Murrieta	CA	92562	librahim15@apu.edu
VCI	428	Martinelli, Melissa	1812 West Burbank Blvd, Apt# 632	Burbank	CA	91506	melissa@melissamartinelli.com
VCI	175	Meridian Academy	1507 E. Valley Parkway Suite 3-489	Escondido	CA	92027	ereade@meridianacademysd.org
VCI	363	Monart School of Art	2590 Truxtun Rd # 204	San Diego	CA	92106	info@monartsandiego.com
VCI	368	MusicLand	7426 Cherry Ave Ste 240	Fontana	CA	92336	info@musicinme.org
VCI	354	My Learning Studio	17086 Van Buren Blvd	Riverside	CA	92504	info@mylearningstudio.com
VCI	251	North County Gymnastics and the Gymniny	17022 Camino San Bernardo	San Diego	CA	92127	info@gymninykids.com
VCI	427	Paint Box Art Studio	3721 Albatross Street	San Diego	CA	92103	jaimeebec@gmail.com

VCI	430	Parnassus Preparatory Academy	28 Moccasin Lane	Rolling Hills	CA	90274	shawna@parnassusprepacademy.org
VCI	414	Paul Kurokawa	1890 Cathan Lane	Vista	CA	92084	pkurokawa@hotmail.com
VCI	355	Platinum Athletics Prep Academy	13373 Perris Blvd Ste B110-B114	Moreno Valley	CA	92553	platinumathletics1@gmail.com
VCI	318	Portal Languages Mission Viejo	27601 Forbes Road, Suite 59	Laguna Niguel	CA	92677	missionviejo@portallanguages.com
VCI	432	Rage Entertainment Complex	16911 Devonshire Street	Granada Hills	CA	91344	office@ragecomplex.com
VCI	186	Reimbursement for Outside Services					
VCI	217	Rock Creek Education	2263 Warmlands Ave	Vista	CA	92084	jhobbs@rockcreek.education
VCI	275	Rockside Music Studios	11498 Pierce St Suite E	Riverside	CA	92505	info@rocksidemusic.com
VCI	424	Rosenberg, Sonya	1361 Reche Road	Fallbrook	CA	92028	sonyabfarrell@gmail.com
VCI	200	Sheffield Educational Services	9230 Lake Murray Blvd Unit F	San Diego	CA	92119	vsheffield@yahoo.com
VCI	322	Spin STEAM	2372 Morse Ave Suite 481	Irvine	CA	92614	kelly@spinSTEAM.org
VCI	384	Sports Academy, LLC	1011 Rancho Conejo Blvd	Thousand Oaks	CA	91320	carolyn@sportsacademy.us
VCI	164	Studio 1 Dance Academy	23460 Cinema Dr. Suite F	Santa Clarita	CA	91355	studio1danceacademy@ymail.com
VCI	287	Sundance Hills Equestrian Center	32109 Caminito Quieto	Bonsall	CA	92003	sundancehills@aol.com
VCI	425	The Sk8 Coach	211 Rainbow Lane	Oceanside	CA	92054	Matt@thesk8coach.com
VCI	213	U.S. Music Lessons	17150 Via Del Campo Suite 306	San Diego	CA	92127	info@usmusiclessons.com
VCI	312	Write On! Webb	24930 Washington Ave #388	Murrieta	CA	92564	melissa@writeonwebb.com

Elite Academic Academy - Mountain Empire

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2021 to June 30, 2022

In accordance with governing board approval dated June 3, 2021.

Signature _____ Clerk (Secretary) of the Board

Typed Name Ronnie Jackson Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
Morgen Oelckers	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Ronnie Jackson	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Patrick Keeley	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
Meghan Freeman	
TITLE Chief Executive Officer	
SIGNATURE	INITIALS
TYPED NAME	
Teresa Schaffer	
TITLE Director of Educational Business Services	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

HATCH & CESARIO

ATTORNEYS-AT-LAW

May 27, 2021

Sent Via Email Only: (mfreeman@eliteacademic.com)

Meghan Freeman
Chief Executive Officer
Elite Academic Academy - Mountain Empire
43414 Business Park Drive
Temecula, CA 92590

Re: Legal Services Agreement

Dear Meghan:

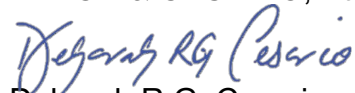
Attached for your consideration is Hatch & Cesario's Agreement for Legal Services for the 2021-2022 fiscal year. Please note, unlike last year, we raised our hourly rates. However, our rates remain lower than other firms that specialize in special education law.

If this agreement meets with your approval, please place your initials and signature on page 3 and provide me with a copy of this page. Also, attached is Hatch & Cesario's W-9 form with our tax identification number for your records.

Thank you for choosing Hatch & Cesario, and we look forward to continuing to support Elite Academic Academy - Mountain Empire.

Appreciatively,

HATCH & CESARIO, Attorneys-at-Law



Deborah R.G. Cesario

Enclosures: 1. 2021-2022 Agreement for Legal Services
2. W-9

10531 4S Commons Drive, Suite 583
San Diego, CA 92127
(858) 943-4200 Office & Fax
www.hatchcesariolaw.com

HATCH & CESARIO

ATTORNEYS-AT-LAW

AGREEMENT FOR LEGAL SERVICES

July 1, 2021 – June 30, 2022

This Agreement is by and between Elite Academic Academy - Mountain Empire (“Client”) and Hatch & Cesario, Attorneys-at-Law (“Attorney”).

Attorney’s Services

Attorney agrees to provide Client with consulting, representational and legal services pertaining to special education and general student matters, including representation in administrative and judicial proceedings, as requested by Client, or as required by law. A separate agreement may be required for legal proceedings in state or federal court.

Attorney shall provide legal services as reasonably required to represent Client in such matters, take reasonable steps to keep Client informed of significant developments, and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation.

Hourly Rates

Client agrees to pay Attorney for services rendered based upon the following rate schedule:

Partners	\$300.00
Of-Counsel	\$300.00
Senior Associate	\$275.00
Associate	\$260.00
Education Consultant	\$200.00
Law Clerk	\$185.00
Paralegal	\$185.00

Attorney shall bill Client for legal services in one-tenth (.10) increments.

Costs, Expenses and Other Requirements Applicable to Client

Client agrees to reimburse Attorney for necessary costs and expenses incurred by Attorney on behalf of Client, including the following:

In-office Photocopying	\$0.25 per page
Outside Photocopying	Actual usage

Facsimile/Scanning
Postage
Mileage

None
Actual usage
IRS mileage rate

Costs, such as electronic legal research services, messenger, meals, and lodging shall be charged on an actual and necessary basis.

Payment for Services

Attorney shall send Client a statement for fees and costs incurred every calendar month. Such statements shall set forth the amount, rate, and description of services provided. Payment by Client against monthly billings is due upon receipt of statements and is considered delinquent if payment is not received within thirty (30) days of the date of the invoice.

The California Business & Professions Code requires Attorney to inform you whether we maintain errors and omissions insurance coverage applicable to the services to be rendered to you. We hereby confirm that Attorney does maintain such insurance coverage.

Legal Fees and Costs Covered by JPA or Insurance Policy

When the Client is named as a party in an administrative or court proceeding, the Client may have coverage under a joint powers authority ("JPA") memorandum of understanding or liability insurance policy for legal fees and related costs. We recommend that any new filings against Client be tendered to a representative of the JPA or your insurer as soon as you are served.

If you have coverage and wish to work with Attorney, it will agree to represent you at the rates set forth by this Agreement unless the Attorney and Client agree otherwise. Attorney will also agree to follow all litigation guidelines in effect and will not charge for expenses not otherwise authorized.

At times, a JPA or insurer may decline to pay for legal fees or expenses that are otherwise covered and acceptable under the applicable guidelines. Attorney will follow all established appeal procedures to negotiate any declined items with the JPA or insurer.

If, after the appeals process, the JPA or insurer continues to deny payment without a good faith basis, Attorney will require that Client pay those fees directly. Any fees chargeable to the Client will continue to be at the rates set forth by this Agreement unless the Attorney and Client agree otherwise.

Discharge of Services

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further legal services hereunder after receipt of such notice. Attorney may withdraw its services with Client's consent or as allowed or required by law, upon ten (10) days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others, as Client shall direct.

Mediation

If a dispute arises out of or relating to any aspect of this Agreement between Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Client and Attorney agree to first try in good faith to settle the dispute in private by the use of mediation before initiating any arbitration, litigation, or any other dispute resolution procedure. The cost of such mediation shall be borne equally by the parties, unless otherwise stipulated in a settlement agreement between the parties. Either party may initiate mediation through service of a written demand in-person or by mail or, if agreed to by the parties in advance, by e-mail to the opposing party. The mediation session will occur at a time mutually agreed upon by the parties in consultation with a mutually selected mediator, though no later than 60 days after the date of service of the initial notice, unless otherwise agreed by the parties and mediator.

By initialing below, Client and Attorney confirm that they have read and understand the paragraph above, and voluntarily agree to mediation. By this Agreement, Attorney has advised Client of the right to have an independent lawyer of Client’s choice to review this mediation provision, and this entire agreement, prior to initialing this provision or signing this Agreement.

_____ (Client Initial Here) JRC (Attorney Initial Here)

Term of Agreement

The term of this Agreement is effective July 1, 2021 through June 30, 2022, and may be modified in writing by mutual agreement of Client and Attorney. This Agreement shall be terminable by either Attorney or Client upon thirty (30) days written notice.

Elite Academic Academy –
Mountain Empire

Hatch & Cesario – Attorneys-at-Law

Meghan Freeman
Chief Executive Officer

Deborah R.G. Cesario
Deborah R.G. Cesario, Partner

Date

May 27, 2021
Date

**Request for Taxpayer
Identification Number and Certification**

**Give Form to the
requester. Do not
send to the IRS.**

► Go to www.irs.gov/FormW9 for instructions and the latest information.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
Law Offices of Deborah R.G. Cesario

2 Business name/disregarded entity name, if different from above
Doing business as Hatch & Cesario, Attorneys-at-Law

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor or single-member LLC

C Corporation

S Corporation

Partnership

Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ► _____

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
10531 4S Commons Drive, Suite 583

6 City, state, and ZIP code
San Diego, CA 92127

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-			-				
--	--	--	---	--	--	---	--	--	--	--

or

Employer identification number

4	7	-	2	9	0	8	1	8	5
---	---	---	---	---	---	---	---	---	---

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ► *Deborah R.G. Cesario* Date ► **May 27, 2021**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Curriculum Associates

Elite Academic Academy

Quote ID: 241043.1

Quote Date: 3/31/21; quote valid for 90 days

Account	Address	PID	Item Num	Descriptio	Quantity
Elite Flex Academy	43414 Business Park Dr	FY210027	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 66			(RS14928.	i-Ready As	33
K-8 - 139			(RS26010.	i-Ready As	172
			(RS14936.	i-Ready As	33
Elite Homeschool Academy	43414 Business Park Dr	FY210025	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 50			(RS14928.	i-Ready As	25
K-8 enrl: 360			(RS26010.	i-Ready As	385
			(RS14936.	i-Ready As	25
Elite Virtual Academy	43414 Business Park Dr	FY210026	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 101			(RS14928.	i-Ready As	50
K-8 enrl: 165			(RS26010.	i-Ready As	216
			(RS14936.	i-Ready As	50

Profession	1	1
Profession	1	1
i-Ready As	33	25
i-Ready As	172	385
i-Ready As	33	25

Unit Price	Discounted u	Total
\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 6,192.00
\$6.00	\$ -	\$ -

\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 13,860.00
\$6.00	\$ -	\$ -

\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 7,776.00
\$6.00	\$ -	\$ -

Merchandise Total:	\$ 33,828.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$ 33,828.00

1	3
1	3
50	108
216	773
50	108

14432	Professional Development i-Ready	\$1,500.00	1
14434	Professional Development i-Ready	\$1,500.00	1
16954	Professional Development i-Ready	\$1,500.00	3
13086	i-Ready Assessment Math Per Stu	\$6.00	350
14928	i-Ready Assessment Math Per Stu	\$6.00	231
13178	i-Ready Math Instruction Add On I	\$24.00	110
26010	i-Ready Assessment and Personali	\$36.00	250
13088	i-Ready Assessment Reading Per S	\$6.00	350
14936	i-Ready Assessment Reading Per S	\$6.00	231
13171	i-Ready Reading Instruction Add On Per Student License 1 Year		

Curriculum Associates®

Prepared For:

Antonette Sims
Elite Academic Academy
43414 Business Park Dr,
Temecula, CA 92590

3/31/2021

Dear Antonette Sims,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 241043.1 Valid through: 12/31/2021

Product	List Price	Net Price
i-Ready	\$29,124.00	\$27,828.00
Professional Development	\$7,500.00	\$6,000.00
	List Total:	\$36,624.00
	Savings:	\$2,796.00
	Shipping/Tax/Other:	\$0.00
	Total:	\$33,828.00

Thank you again for your interest in Curriculum Associates.

**Total Cost Split
Between Schools**

Sincerely

**LU= \$16,914.00
ME= \$16,914.00**

Kathryn Oxhorn
(520) 488-9715
koxhorn@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 241043.1 Date: 3/31/2021 Valid through: 12/31/2021

Prepared For:
Antonette Sims
Elite Academic Academy
43414 Business Park Dr,
Temecula, CA 92590
asims@eliteacademic.com

Your Representative:
Kathryn Oxhorn
(520) 488-9715
koxhorn@cainc.com

i-Ready						
Product Name	Item #	Qty	List Price	Net Price	Total	
i-Ready Assessment Math Per Student License Grades 9-12 1 Year	14928.0	108	\$6.00	\$0.00	\$0.00	
i-Ready Assessment and Personalized Instruction Math and Reading Virtual School Per Student License 1 Year	26010.0	773	\$36.00	\$36.00	\$27,828.00	
i-Ready Assessment Reading Per Student License Grades 9-12 1 Year	14936.0	108	\$6.00	\$0.00	\$0.00	
i-Ready Subtotal:					\$27,828.00	

Professional Development						
Product Name	Item #	Qty	List Price	Net Price	Total	
Professional Development i-Ready Assessment and Personalized Instruction Practicing User - Delivering Differentiated Instruction Session (up to 6 hrs)	16965.0	3	\$2,000.00	\$1,500.00	\$4,500.00	
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Session - Relaunching i-Ready Webinar (Teacher Year 2)	30058.0	3	\$500.00	\$500.00	\$1,500.00	
Professional Development Subtotal:					\$6,000.00	

Total	
List Total:	\$36,624.00
Savings:	\$2,796.00
Merchandise Total:	\$33,828.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
Total:	\$33,828.00

Special Notes
 All i-Ready purchases require professional development.

F.O.B.: N. Billerica, MA 01862
 Shipping: Shipping based on MDSE total
 Terms: Net 30 days, pending credit approval
 Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Placing an Order

Email: orders@cainc.com | **Fax:** 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	8% of order
\$100,000 and more	6% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBIUS6S
- Tax ID: 26-3954988

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit CurriculumAssociates.com/support/shipping-and-returns.



School Pathways, LLC
 181 Commercial Street, Portola, CA 96122
 Phone: 866-200-6936

Customer Name:	Elite Academic Academy - Mountain Empire	*Enrollment:	825
Customer Contact Name:	[REDACTED]	Customer Contact Title:	COO
Contact Email:	<cheredia@eliteacademic.com>	Number of Schools:	1
Customer Contact Phone:	866-354-8302 x701	Contract Term:	12 months
Proposal Issue Date:	5/21/2021	Start Date:	7/1/2021
Proposal Expiration Date:	6/15/2021	End Date:	6/30/2022

Product Subscriptions	Quantity	Unit	Annual Subscription Fee
Google Apps Bridge - Software Subscription	1	School	\$201.25 / annual
Clever Bridge - Software Subscription	1	School	\$201.25 / annual
OPS Bridge - Software Subscription	1	School	\$575.00 / annual
ParentSquare Bridge - Software Subscription	1	School	\$115.00 / annual
PLS - Software Subscription		Student	\$3.33 / month
PLSIS - Software Subscription	1	School	\$5,750.00 / annual
PLSIS Oversight - Software Subscription	1	School	\$1926.25 / annual
RegOnline - Software Subscription		Student	\$1.44 / annual
SPArchiving - Software Subscription		Student	\$0.58 / month

Professional Services & Custom Development	Quantity	Unit	One-Time Training, Services, Development Fee

Total One-Time Setup and Training Fees: NA

*Enrollment is an estimate only, student subscription fees are based on usage
 Any applicable state sales tax has not been added to this quote.

Invoices shall be sent monthly.
 Payment is due within 30 days of the invoice date.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Elite Academic Academy - Mountain Empire
 By:
 Printed Name:
 Title:
 Date:

School Pathways, LLC.
 By:
 Printed Name:
 Title:
 Date:



**Board of Directors Meetings
2021/22 School Year
EAA- Mountain Empire at 10:00 am**

August 5, 2021
September 2, 2021
October 7, 2021
November 4, 2021
December 2, 2021
February 3, 2022
March 3, 2022
April 7, 2022
May 5, 2022
June 2, 2022
June 16, 2022