



## Elite Academic Academy - Lucerne

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United States: +1 (646) 749-3129

February 04, 2021 at 9:00 am

43414 Business Park Drive Temecula, CA 92590

37941 Rudall Ave. Palmdale, CA 93550

9921 Carmel Mountain Road #170 San Diego, CA 92129



## Elite Academic Academy - Lucerne February 4, 2021

### Board Of Directors - Elite Academic Academy - Lucerne

Time:

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#### 1.0 Call To Order

Roll Call:  
Susan McDougal, Kent Christensen

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#### 2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of February 4, 2021.

Motion: Second:  
Vote:

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#### 3.0 Board Organization

##### 3.1 Resignation of Board Vice President

It is recommended that the board approve the resignation and release of the Vice President for the Board of Directors for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[Adam Hasper Board Resignation Letter \(1\).pdf](#)

##### 3.2 Election of Board President

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

Motion: Second:  
Vote:

##### 3.3 Election of Treasurer/Clerk

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

Motion: Second:  
Vote:

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#### 4.0 Public Comment -Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under section 9.0 Public Comments at Board Meetings.

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#### 5.0 Closed Session

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

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#### 6.0 Adjourn to Closed Session

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

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

6.2 Employer/Employee Relations (With respect to every item of business to be discussed in closed session pursuant to

# Government Code Section 54957.6)

Time:

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## 7.0 Pledge Of Allegiance

Led By:

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## 8.0 Open Session

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## 9.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing [galtamirano@eliteacademic.com](mailto: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.

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## 10.0 General Functions

### 10.1 Informational Items

#### A. CEO Report

[Jan 2021 CEO Report - Lucerne.pdf](#)

### 10.2 Consent Agenda

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

Motion: Second:  
Vote:

#### A. Meeting Minutes from December 10, 2020 Board Meeting

[EAA-LU 12.10.20.pdf](#)

#### B. Warrant Register

[Warrant Register - Lucerne Dec 2020 and Jan 2021 with Dec CC Trans for Feb Board Mtg.pdf](#)

#### C. Job Descriptions

[JD Remote Adventure Academy Lead \(Certificated\) \(pending\).pdf](#)

[JD Independent Study Preliminary Internship Program Teacher \(pending board approval\) .pdf](#)

[JD Student Support Services Liason \(pending\).pdf](#)

[JD Remote Flex Elite Educator \(pending board approval\).pdf](#)

#### D. New Educational Materials Community Partners

[Elite Academic Educational Materials Partner\\_Jan\\_2021.pdf](#)

#### E. New Supplemental Instructional Services Community Partners

## 11.0 Personnel Services

### 11.1 Employment Changes in Relationship

It is recommended that the Board ratify the following Employment Changes in Relationship for Elite Academic Academy - Lucerne.

[2021129- 1.22.21.pdf](#)

[2021129- 12.14.20.pdf](#)

[2021127.pdf](#)

[2021013.pdf](#)

Motion: Second:  
Vote:

### 11.2 Certificated Employees

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

[2021---.pdf](#)

Motion: Second:  
Vote:

### 11.3 Classified Hires

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

[2021285.pdf](#)

Motion: Second:  
Vote:

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## 12.0 Business Services

### 12.1 Flip Switch Website Design Agreement

It is recommended that the Board approve the following Flip Switch Website Design Agreement for Elite Academic Academy - Lucerne.

[FlipSwitch Website Design Agreement.pdf](#)

Motion: Second:  
Vote:

### 12.2 Curriculum Associates Materials Quote

It is recommended that the Board approve the following Curriculum Associates Materials Quote for Elite Academic Academy - Lucerne.

[Elite Academic Academy - RepQuote232911.4.pdf](#)

Motion: Second:  
Vote:

### 12.3 Elite Academic Academy Audit Report

It is recommended that the board approve the Elite Academic Academy Audit report where there were zero audit exceptions for the 19/20 school year.

[EliteAcademicAcademy-LucerneRpt20.pdf](#)

Motion: Second:  
Vote:

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## 13.0 Educational Services/Policy Development

### 13.1 Safety Plan 20-21 School Year

It is recommended that the board approve the following Safety Plan 20-21 for Elite Academic Academy - Lucerne.

[20.21 Final Elite Academic Academy Safety Plan.pdf](#)

Motion: Second:  
Vote:

### 13.2 IIPP Addendum - COVID Prevention Plan and School Guidance Checklist

It is recommended that the board approve the following IIPP Addendum - COVID Prevention Plan and School Guidance Checklist for Elite Academic Academy - Lucerne.

[IIPP Addendum - COVID Prevention Plan - EAA Lucerne.pdf](#)

Motion: Second:  
Vote:



### 13.3 School Plan for Safe Reopening

It is recommended that the board approve the School Plan for Safe Reopening for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[20.21\\_School\\_Plan\\_for\\_Safe\\_Reopening\\_Elite\\_Academic\\_Academy\\_-\\_Lucerne\\_20210125.pdf](#)

### 13.4 Title 1 Local Education Agency Family Engagement Policy

It is recommended that the board approve the following Title 1 Local Education Agency Family Engagement Policy for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[EAA-Family Engagement Policy 01.28.21.pdf](#)

### 13.5 School Accountability Report Cards

It is recommended that the board approve the School Accountability Report Cards for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[2020\\_School\\_Accountability\\_Report\\_Card\\_\(CDE\)\\_Elite\\_Academic\\_Academy\\_-\\_Lucerne\\_20210203.pdf](#)

### 13.6 Retention/Promotion Policy

It is recommended that the board approve the Retention/Promotion Policy for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[Promotion and Retention.pdf](#)

### 13.7 School Calendars for 2021-2022

It is recommended that the board approve the School Calendars for 2021-2022 for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[2021-2022 Calendar - Track A.pdf](#)

[2021-2022 Calendar - Trak B.pdf](#)

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## 14.0 Report of Action Taken in Closed Session

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

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## 15.0 Calendar

The next scheduled meeting is March 4 , 2021 at 9:00 a.m.

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## 16.0 Board Comments and Future Planning

Time:

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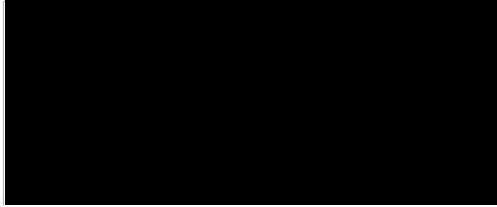
## 17.0 Adjournment

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

Motion: Second:  
Vote:

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

January 22, 2021



To: Elite Academic Academy - Lucerne

It has been my pleasure to serve as the Vice President on the board of Elite Academic Academy – Lucerne; however, I am writing this letter to inform you of my resignation from this position effective immediately.

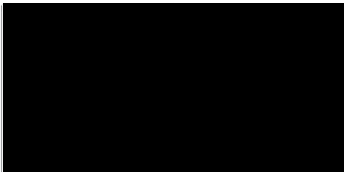
It has been such an honor being a part of the board, and I am so very proud of all that has been accomplished.

I am thrilled to be joining the Prime Educational Solutions team, which of course partners with Elite Academic Academy. I will be assisting in the Community and Marketing Department.

I, of course, regret any inconvenience that my resignation may cause to the board, and will make any necessary efforts to help decrease any such inconvenience.

I have greatly enjoyed serving on the board during my term, and working with the other board members and staff. I am thankful for all of your help and kindness along the way.

Sincerely,



# *Elite Academic Academy*

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



## **Monthly Update**

*January 2021*

*#BeElite*

ELITE ACADEMIC ACADEMY



**School:** Elite Academic Academy–Lucerne  
**Authorizer:** Lucerne Valley Unified School District  
**Leader:** Ms. Meghan Freeman, CEO  
**Month:** January 2021

# January 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:**

- We worked as a team to raise the bar for our students and are looking to implement the assessment program iready. Each academy also received money to increase tutoring and intervention.
- We are so excited to launch many new Elite courses this second semester. A big focus has been on CTE, Flex courses as well as our new Social Emotional Courses, Ambassadors of Compassion.



January has been a very busy month as teachers and families completed the first semester of the school year. **We had three early graduates:** Graham Bennett (pursuing his acting career), Evy Haynes (completing prerequisites to transfer to Stanford, Rice or Cal Poly for engineering/physics), and Alexander Hodson (also continuing with community college this spring). **We had 37 students successfully complete at least one community college class.**

Elite homeschool teachers are continuing to support via weekly tutoring. Additionally we met with each family and completed semester reflections for the report cards: What went well? What can you improve on? What grade did you earn? It is a time for honest evaluation for the Elite teacher, parent, and student. Overall, students are making great progress; but some parents are needing some "mommy time," and one dad said that school was taking too long, so he instituted no homework after he gets home from work.

Homeschool students who scored below average, and low average, were given a second scantron in late December/early January to see if homeschooling is working. Students who didn't make sufficient progress will be receiving more tutoring soon. COVID has forced Homeschool families to be more creative. The Helfrich family made a movie utilizing both archery skills (a COVID hobby) and old stuffed animals that Goodwill wouldn't take due to COVID. Hadley created a Lego World during her spare time, Leon loves learning about the Human Body, Graham's graduation story, and little brothers joining the family to learn.

Link to Hadley's Youtube:

You Tube Link:

<https://youtu.be/U8wWT-bRPCU>

### **Grahams's Graduation Summary**

**Graham Bennett** has been an actor since he was 9 years old. He started his career playing Tiny Tim in the American Conservatory Theater's annual production of Charles Dickens' A Christmas Carol in San Francisco – 30 sold-out shows in a 1,000-seat theater. In addition to more theater work, he has since starred in a number of short films that have been accepted to and won awards at numerous film festivals across the country.

As a student, Graham was never much of a reader, despite playing in numerous Shakespeare plays and loving stories of all kinds. After spending middle school at a Waldorf school, his family moved to Southern California and enrolled him in a private college prep school with a Tony award-winning acting teacher. While the drama program and choir were great, Graham became increasingly miserable as he struggled with his academics, getting D grades despite spending many hours on homework. He withdrew from the school and enrolled at Elite Academy halfway through his sophomore year, just as he was finally diagnosed with a severe case of dyslexia, a condition his previous school failed to acknowledge or help him with.

**At Elite, Graham finally got the individual attention, encouragement, and support he so desperately needed, and his D's quickly turned to A's.** In fact his turnaround was so profound that with some community college classes and extra work over the summer, he actually graduated early, finishing high school on January 15th.





## Virtual Academy At-A-Glance

Virtual Academy Staff: 8 Teachers of Record, 2 in-house tutors, 7 Content Teachers

Virtual Academy Students: 274 students (141 LU, 133 ME)

Current Live HQT-Supported Virtual Courses Offered: 38

Virtual Students enrolled in CTE-Pathway Courses: 70

Flex Students enrolled in Virtual Courses: 102

Homeschool Students enrolled in Virtual Courses: 11

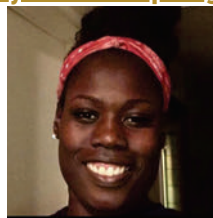
## Spring Courses up and running!

Our Virtual Courses for Spring Semester 2021 are up and running, including LIVE Office Hours from HQT in each course, Scheduled On-Demand 1:1 Tutoring with Content Teachers, and Weekly Lessons.

## ON-DEMAND In-House Virtual Tutoring

We have ramped up additional student support for foundational ELA/Math learners. Our in-house virtual tutoring services have provided **703 scheduled hours of FREE ONE-ON-ONE On-Demand tutoring for our virtual students as of 01/27/21**

## Virtual Academy Teacher Spotlight: Cicely Mallett



Ms. Mallett has been teaching Part-Time Elite Virtual Academy for two years teaching Biology, Chemistry and Physical Science within the Virtual Academy. Given the construct of this Academy, Ms. Mallett works with our Virtual Students a lot via email and via zoom during her office hours. She continuously communicates with her students and their Teachers of Record to provide feedback on assignments and enrich our student's learning experience with her knowledge on the subject.

"As a part-time teacher, I feel so engaged with the school. The morale of the staff is great and the interaction with the students and parents are easy and successful. The goodies that are giving to us frequently is not expected but I do love those too!"

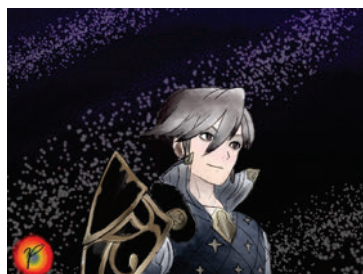
[Check out more about Cicely Mallett on the Elite Blog.](#)

## Virtual Academy Student Spotlight: Phoenix Cassell

Phoenix is a 7th grade student in the Virtual Academy who is passionate about art, and integrates art into her schoolwork here at Elite.

Phoenix started with Elite Virtual Academy in 2019 while living within Death Valley National Park. Phoenix has been drawing from a young age and one day it caught the eye of Mrs. Reardon, their teacher. Phoenix has also started a business of her own, and is exploring what she wants to do after high school.

Here are a few samples of Phoenix's Art. Be sure to check out the Elite Blog to see more of her art and her goals after graduation!



Elite Virtual Student  
Phoenix Cassell



Jazmyne Guyton submitted her application for the Bank of America Student Leaders Program. Jazmyne has worked extremely hard all year. She is self-motivated and does a fantastic job advocating for herself and siblings. We are very proud of her and have high hopes that she will be chosen to participate in this amazing program for young leaders. Here are her responses to some of the questions she was asked on the application.

\*As you consider qualities of a successful leader, where do you see your opportunities for personal growth?

"I believe there are always opportunities for growth. I can see myself expanding my creativity more and being more confident in myself and in the things I do. I can see myself communicating more and empowering more people. I also see myself having more empathy because it'll make me and others feel closer to each other. It will also help others trust me. I see myself being more resilient and being even more positive. Leaders serve others. To do this I will need all of the qualities I just described."

\*Please share a personal statement focused on what you feel is the most important issue facing young people today.

"I feel like the most important issue young people face today is social media. Many young people are stuck on social media. They spend many hours on social media. Since the Covid-19, young people are spending even more hours on social media because there is nothing else to do. I feel like people don't notice important issues anymore because they are so focused on how many likes they get or how many followers they have. When people do things to help the environment they don't do it out of the kindness of their hearts anymore, they do it in hopes of gaining more followers or trying to make people see a different version of them. There is also a lot of false information on social media and this influences many young people today. Young people struggle to make good decisions based on facts because they don't know what's real and what's false. This makes it very difficult to stand for what they believe in because they don't know what to stand for anymore."

The Flex Academy is committed to #BeElite by continuously finding creative ways to engage students, helping them to access and to successfully complete high quality curriculum and creating personalized pathways. With these commitments in mind, we focused our time and energy in three areas: 1) Reviewing student Fall progress and data and evaluating support systems; 2) Creating new courses; and 3) Connecting learning with career readiness and creating new opportunities for enrichment.

**#1 Flex teachers held progress meetings to go over Fall semester data and grades.**

- New individualized goals were created and tutoring was requested for every student who did not meet grade level expectations.
- 102 of our 212 students are currently participating in tutoring or intervention services in addition to receiving support from their Teacher of Record.
- Hired a part-time in-house Math tutor to give 6-12 grade students additional support in Math.
- 26 students took the STAR Math assessment - This gave us more data on how to close achievement gaps for students performing below grade level. Out of these students, 3 students scored average low and 15 students scored at or above average. All students were given focus skills to work on during targeted intervention.
- Almost all of our K-5 students (74 students) are participating in Freckle ELA and/or Math (Renaissance Learning) for supplemental support on common core aligned standards.

**#2 Flex HS content teachers are actively writing and teaching courses in our Canvas platform. Six new courses were launched this month.**

Flex Created Courses	
Course Name	# of students enrolled
English 9B	16
English 10B	13
Algebra 1B	25
Geometry B	10
Economics	6
World History	13

Flex HS content teachers offer weekly class meetings to provide instruction and opportunities for discussion and class collaboration. They also utilize Calendly to offer 1:1 support for students.

**#3 Connecting Students and Enrichment Opportunities**

Flex HS students are participating in CTE courses. Flex went from 0 students participating in the 2019/20 school year to 39 students participating this year.

CTE Courses	
Course Name	# of students enrolled
Surfing (introduction)	8
Coastal Preparedness	4
Choir 1	1
Digital Marketing	3
Digital Publishing - Yearbook	3
Principles of Marketing	9
Musical Theater B	2
Criminal Justice	9
Total = 39	

Flex middle and HS students are participating in our socio-emotional courses. This is the first year this course was offered to students and we are excited to witness their socio-emotional growth.

Ambassadors of Compassion Courses	
Course Name	# of students enrolled
AOC Rise	10
AOC Life	9



CAREER TECHNICAL EDUCATION



### Performing Arts Academy

Students in the Performing Arts Academy are now enrolled and completing their second semester CTE Courses. **The students are taking Choir 1 B, Musical Theatre 1B, and Acting 1B.** Mrs. Ciceri, our Academy Lead, has lined up several opportunities for students to engage with various career professionals in the Performing Arts realm. Soon students will be able to have internship opportunities and job shadow opportunities with an award-winning screenplay writer (virtually, of course!). **Students work Samples!**

### Marketing Academy

Students in the Marketing Academy have started Spring semester courses! Students have the amazing opportunity to help create the **first-ever Elite Academic Academy Yearbook** in the Capstone course, **Digital Publishing Yearbook**. Students will learn a variety of digital marketing and digital creation tools to build and market the yearbook! Our wonderful Academy Lead teacher, Mr. Smith, has created this course to be submitted for A-G Approval with the UC Doorways!

The **Digital Publishing Yearbook course** is the third and final course in the CTE Marketing Pathway. This course is designed to have students understand the role of visual art, photojournalism, digital media, graphic design, and the publication process. Students will apply the artistic process to create designs for the yearbook publication. Students in this course will expand upon the skills they gained in the introductory course by continuing to develop skills to use computer programs to design advanced layouts; to take and edit digital photography; to write and edit copy to journalistic standards; to interview others; to successfully plan and implement sales and marketing; and to utilize available social media sources to augment the yearbook.



### Adventure Academy

The Adventure Academy introduced two new courses this Spring Semester for students. In addition to the Introduction to Surfing and Introduction to Sailing, students also have access to the Mechanics of Surfing and Coastal Preparedness. Students in the Coastal Preparedness will be earning their Red Cross CPR and First Aid certification through their course. Students will leave the Adventure Academy ready to take on any adventurous job in the Recreation and Hospitality Industry.



The Coastal Preparedness course is centered on understanding the dangers, logistics of planning a coastal adventure. Preparation is key to having a successful trip, and this course introduces the key fundamentals to ensure a successful adventure. Topics of meal preparation, route planning, gear recommendation, first aid techniques, and survival skills are all incorporated into this course. Coastal Preparedness culminates with a project where students build a trip plan surrounding a coastal adventure while using technology to mitigate dangers and better prepare for potential disasters.

Career Technical Education Incentive Grant #BeElite ELITE ACADEMIC ACADEMY

### Great News!

**Elite Academic Academy applied for the Career Technical Education Incentive grant and has been awarded the grant!** This money will be used to support the Career Technical Education department in implementing more Career Technical Pathway options for students, enhance curriculum, and provide job shadowing and internship opportunities for students to learn industry skills to prepare them for College and Career!



# Elite CTE Academy (continued)

Director: Ms. Ashlea Kirkland- Haynes



## BE ELITE PODCAST Club

The **Be Elite Podcast** has continued to thrive and evolve this year! The podcast currently has eight episodes up on YouTube, SoundCloud, Spotify, Apple Podcasts and more.

The most recent episode has our podcast students interviewing two of the Kindness Ambassadors at Elite. The students talk about the upcoming Kindness Challenge and more!



[Watch the episode on YouTube: https://www.youtube.com/watch?v=QfdftAS9rzQ](https://www.youtube.com/watch?v=QfdftAS9rzQ)

On the next episode, which has already been recorded, students interview Dr. Patrick Keeley of Mountain Empire Unified School District and learn about his current position, his career path and core values. Below is a screenshot from the episode:



The Be Elite Podcast was created to shine the spotlight on the Elite Academic Academy family. From students and parents, to teachers and staff members, as well as our community partners, our podcast club will interview guests on a regular basis, with episodes being uploaded to YouTube, Spotify, Apple Podcasts, Google Podcasts and more. Students will learn first hand how to conduct an interview, how to create, edit and promote online, and more!

**The #BeElite Podcast club is open to all students enrolled in Elite Academic Academy! Meetings are Thursdays at 2:00 p.m.**, which alternate between meetings and episode recordings.

There are so many different roles in the #BeElitePodcast Club! Some of these roles include:

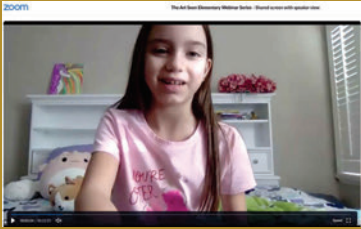
Interviewers- Conduct interviews, develop and ask questions, etc.

Graphic Design- Create artwork needed for media channels for podcast- like an album cover

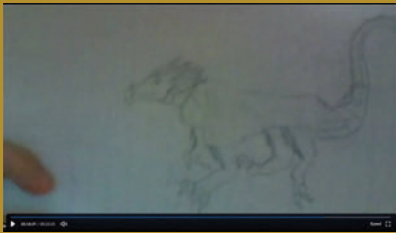
Film Editing- Edit videos, add music and graphics as needed.

Social Media Marketing: Place and promote episodes, learn best practices, etc.

Students brainstorm the topics, creating an underlining theme for each month's podcast episodes. From being thankful to planning for the future. Current episodes lined up for filming include the introduction to the podcast team episode, interview with Mr. Olson to learn about the Adventure Academy and more!



Brooklyn from the 3rd-5th ArtSeen group shares a story about her new puppy



Emi from the 3rd-5th ArtSeen group shares her passion for drawing dragons.



Original animation and voiceover work by 11th grade student Arianna.



8th Grader Bella sings virtual 3-part harmony for Sleigh Ride

## The ArtSeen

We are just four club meetings in, and there are currently 7 active members in The Art Seen 3rd-5th group; 5 members in the 6th-8th group; and 4 active members in the 9th-12th group -- totaling 16 students participating in this social club intended to inspire creativity and positive human connection and unity. **December's meeting topic was empathy**, allowing students to share their unique stories...that in many ways, turned out to be generous acts of "gift" giving, especially when students shared various pieces of their own art they are working on.



## The CoreUs:

Students who recently joined The CoreUs choir club invited staff and family to join them in singing a brief medley of some of their favorite holiday songs. This marks their first of many music projects to come!

The CoreUs is a student club that meets twice a month for one hour, and is open to all Elite students grades 3rd-12th who enjoy music and singing as a way to create positive and meaningful experiences together.

The original animation and voiceover parts were created by 11th grader Arianna -- a member of The ArtSeen club -- who, like several of The CoreUs students, stepped outside their comfort zones to sing publicly for the first time and create a new and shared learning experience they could now build upon.

[https://www.youtube.com/watch?v=VdjMc8IKuvQ&feature=emb\\_logo](https://www.youtube.com/watch?v=VdjMc8IKuvQ&feature=emb_logo)

## The Connection Seen

Visual and Performing Arts Academy students have been actively engaging in their CTE performance arts, choir, and acting courses. **Students are thrilled to engage in the CTE Performing Arts Career Industry webinar series -- The Connection Seen**, coordinated and hosted by VAPA Lead Amy Ciceri. Students will have an opportunity to engage with Emmy Award Winning Foley Artist Anita Cannella to ask questions related to the Visual and Performing Arts industry!

BeElite's  
**VISUAL & PERFORMING ARTS**  
*presents*  
**THE CONNECTION SEEN**  
*webinar series*  
**ANITA CANNELLA**  
EMMY AWARD WINNER  
— special guest —  
*foley artist*

Anita Cannella is a Foley Artist & has worked on many films including Southpaw, 13 Reasons Why, & The Interview. Join us to **chat with Anita**, learn all about her career, & see her in action! Don't miss Anita speaking about a segment featured on Good Day America, her day to day in her career, and how she got to where she is now!

FEB 4TH 5-6PM | HOSTED BY VAPA LEAD, MRS. CICERI | ZOOM ID 94938765848 | #BeElite



## Quest Crew

The Quest Crew has not been very active during the month of January as our focus has been put towards curriculum development and transitioning into the new semester. Our January offering was going to be a learn to ice skate lesson hosted at the Yorba Linda ICE rink, however, due to the pandemic the event was canceled.

Future aspirations to have events where students can attend an in-person lesson will be on hold until conditions allow. February will have a virtual event for students to experience a facet of the natural world from the comfort of their home.

**Much of the focus for the past webinars has been centered on the mechanics of ecology and how different facets influence an ecosystem.** Topics of aspect & elevation, forest fire devastation and campfire cooking were included, however, we feel that more student engagement would come from a change of content.

**This semester, the Quest Crew's focus will shift towards the living world and how we interact with its different facets, primarily plants and animals.** Ideas for upcoming events include a trip to an animal rehabilitation center, touring an old growth forest, exploring ancient rock carvings and interviews with people from the industry.

**While we wait for the world to reopen, we will continue to find opportunities for our students to engage in the natural world via technology.**





## PFT & The 5-7-9 Club

In preparation for the California Physical Fitness Test, Elite Athletics launched the 1st of 5 **schoolwide Fitbit Challenges** January 25th – 29th, with over 125 participants. Challenge Teams: Flex Academy vs Homeschool Academy vs Virtual Academy vs Administration vs Alumni-Friends-Guest.  
Look out for our feature in Fitbit.com’s blog! Coming soon!



## Elite Golf

Elite Golfers began in November, receiving their **SCGA Junior Golf Club membership**. Last week each received their Elite Golf Shirts!!!! Elite Golf will hold next meeting February 3rd. This group will meet virtually at 10am, the 1st Wednesday of each month.

“Welcome Caitlin Kim”

Elite Home School 8th grade golfer, Caitlin Kim is the newest member to Elite Golf.

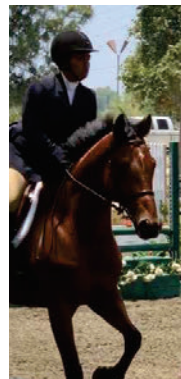


## Elite Equestrian & Riding Club

Elite Equestrians and the Riding Club will hold next meeting February 3rd. This club will meet 11 am, the 1st Wednesday of each month virtually.

- § Announce CIF Team Captains
- § Team/Club Wristbands
- § Team Pullovers
- § Elite Saddle Pads

To Register: Complete Parent Square “Elite Equestrian Team Registration” Form



*Captain Shreya Sakthive & Kody*

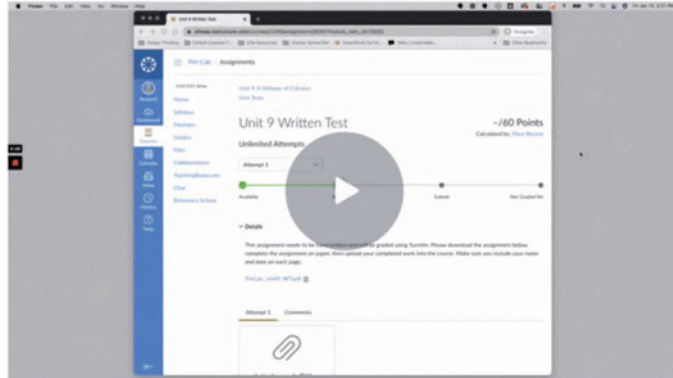






This month, the main focus of the Academic Innovation Department was setting up semester 2 courses in our Canvas Learning Management System. **19 Elite-created courses, both in core content areas and CTE, plus two new social-emotional courses from Ambassadors of Compassion, are offered this semester.** Students from Flex, Virtual, and Homeschool are all taking courses in the platform this term.

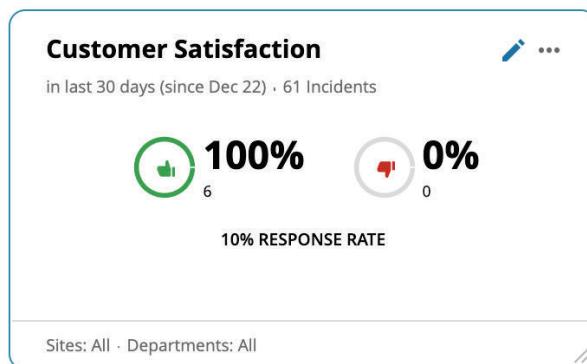
To support the new platform, help videos created by the department were sent to students and staff to help with logging on, turning in assignments, and using the Canvas mobile app. A Canvas Set Up Guide was produced as well.



You may have been part of VAPA's Christmas Production event, or watched the video later, but did you know that **our Technology Support Coordinator Chris Waithe** helped produce the video? In addition to his IT skills, Chris has an extensive background in video production. I'm sure there will be many more of these videos in the future!



When not producing videos, Chris is hard at work meeting staff and student technology needs. Over 60 Help Desk submissions were received in the past month, and Chris maintained his 100% customer satisfaction rating for his handling of them.

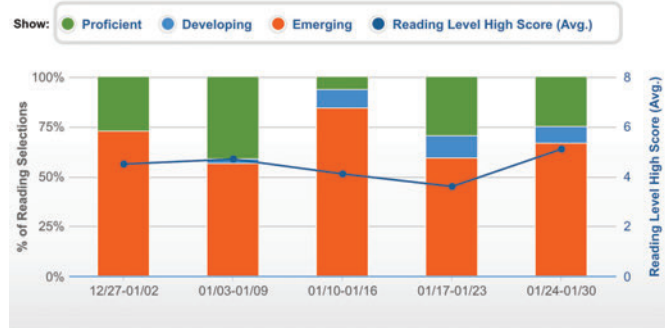




## At Promise Department

- Worked closely with the Assessment Department to review and update First Semester Data.
- Held 2nd SST Meetings for Virtual students and parents
- Students who did not earn a 70% grade or higher in their Fall courses will be receiving additional intervention support.
- Fast ForWard : 77 students working in the program. All reading level 3 and 4 students are now working in the Reading Assistant Plus Program.
- Reading Assistant Plus : 55 students working in the program.

The Reading Assistant Plus chart shows the breakdown of students' progress in the program.



### Averages by School

School	Total Enrolled	Minutes per Week	Selections per Week	Reading Level High Score	Developing or Above	Alerts
Elite Academic Academy	55	111.7	1	4.2	33%	14

The Fast ForWard chart below shows the students attendance rate and participation has improved for the month of January.



### Usage Averages

77 Students in 1 School

Implementation	Completion Rate	Attendance	Participation	Alerts
On Target	✓ 90%	⚠ 63%	⬆ 80%	28

### Usage by School

School	Enrolled	Implementation	Completion Rate	Attendance	Participation	Alerts
Elite Academic Academy	77	✓	✓ 90%	⚠ 63%	⬆ 80%	28

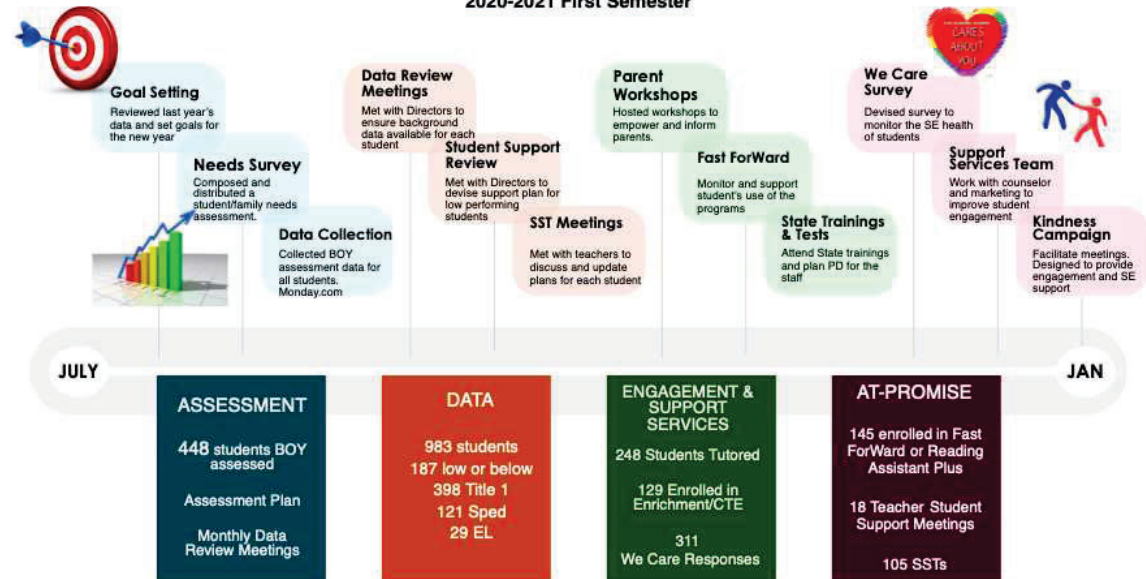
- Great Kindness Challenge 1/25 - 1/29
- 26 Student Ambassadors leading Elite with the Great Kindness Challenge
- Our school goal is to have our community participate in 2,000 Acts of Kindness. See some of our recordings in our FlipGrid Kindness Account Kindness Flipgrid Videos. Help us by recording your Acts of Kindness too.
- Elite Cares Check-In Survey was sent out before Winter Break - over 70 responses



Worked closely with the At-Promise Department and reviewed and updated first semester data. Shared data with the Directors, teachers and staff and worked to revise the second-semester Assessment plan accordingly.

## ASSESSMENT & AT-PROMISE MILESTONES

2020-2021 First Semester



### Semester Review Meetings Outcome

- Total Students Who Performed Below in Math and/or ELA = 187
- Working to increase tutoring and intervention engagement for low/below students
- Adopt a new comprehensive Assessment program that includes resources for teacher, students, parents and the academic support team
- Review CDE approved programs, gathered information, shared with staff and Directors, and distributed feedback survey to all credentialed staff. Agreed to adopt iReady.
- Coordinated and scheduled iReady training.
- Students who score low or below in ELA or Math along with students not making adequate progress will be iReady assessed by or before Feb 26th. A personalized support plan will be developed for each student based on their results.

### English Language Learners

- Worked with Directors to complete ELL progress reports
- (2) students reclassified (RFEP)
- Completed Summative ELPAC training

### CAASPP

- Organized Interim Assessment training for each Academy
- Students will practice with Smarter Balanced Tools this month and begin Interim practice in March
- Formed CAASPP team to assist with the logistics of virtually administering the test this year



## Social/Emotional Learning & Supporting Academic Growth

This month, the counseling department provided 30 hours of academic, group, individual and crisis counseling. The focus of the department at this time is responding to the **emotional wellness needs of students**, many of whom are stressed and fatigued from a yearlong pandemic. Additionally, the counseling department participated in professional development and research to gain expertise about the rights of homeless, foster and juvenile court youths in order to best serve them in their academic, social and emotional success.

### Graduation Planning

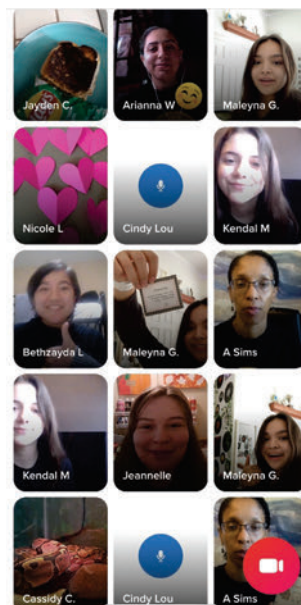
This month, we began preparing for graduation this Spring including scheduling meetings with upcoming graduates, analyzing transcripts and preparing diploma and regalia orders. We are thrilled to have 6 early January graduates this year!



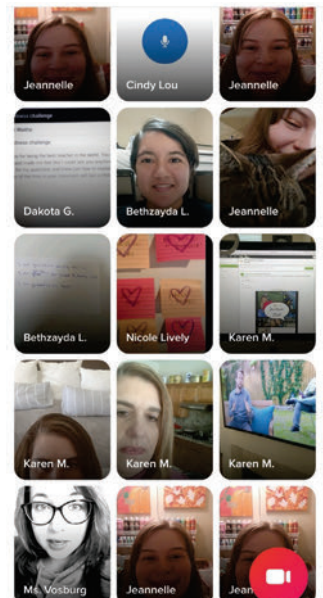
### Community Engagement

The Counseling Department collaborated with the At Promise Team in their launch of the **Great Kindness Challenge**. Students shared their acts of kindness on FlipGrid as we strived to record 2000 acts of kindness throughout Elite.

Additionally, Counseling collaborated with the CTE team to take an active role in our **new Ambassadors of Compassion courses**. The School Counselor worked with 61 middle and high school students as they participated in discussions about habits, goals, dreams and personal responsibility.



Students and staff sharing their acts of kindness on FlipGrid!







## Increase Engagement

Events added this month: Ocean Institute, USS Midway Virtual Tour, National Museum of Computing Students have joined our marketing team and put content together for our Elite Podcast and participation in the Great Kindness Challenge.

Students are putting together presentations, videos and social media posts.

Student success stories: Showcasing our students that are thriving in Elite's environment. This includes Phoenix Castell, a Virtual Academy student who shows off her incredible artistic side, and our student athletes Marcus and Matthew who helped their football team win a National Championship in the 14u division.

## Effective Communication

- Communicating with families on our waitlist to invite them to join informational webinars in order to stay in communication with them and offer support.
- 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.
- Hosting Elite's virtual events. Communicating with external participants and Elite families about all events.

## Blog Spot

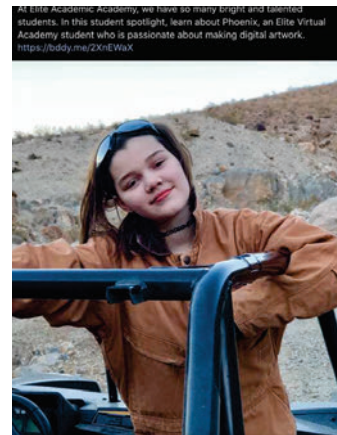
- We continuously highlight staff and students who inspire our community by their awesome attitude and achievements. Here are a few of the blogs written within the month of January.

Phoenix Castell: Incredible Artist with Passion and Ambition  
Patrick Navas: Virtual Academy Content Teacher  
Cecily Mallett: Virtual Academy Content Teacher

In the month of January, here are our top two social media posts:



1.5k Reach  
38 Reactions



5k Reach  
85 Reactions

## Student Outreach

We had a decoration contest at the end of December, which included awards for best ugly sweater, best indoor decorations and outdoor decorations.



## Digital Marketing - Google and Facebook Ads

We are continuing to use the "boost" feature on Social Media posts, to reach a broader audience. We started this initiative in August 2020 and we have seen an uptick in engagement on all of our platforms!

School Wide Christmas Party - Funny Face



NED Assembly - Live Life Like a Champion



Our Kindness Ambassadors - Student Leaders who were nominated by staff - are putting together videos and presentation to get the whole school involved in a kindness initiative for the week of January 25th-29th.

[Click here to view video created by our student ambassadors.](#)

# Elite Accomplishment Summary



With a focus on **family and community** we launched our Kindness Campaign



Our **CTE Department** received the **CTEIG grant** so we can increase our course offerings!



Held **staff professional development on SEL learning** and our new **Ambassadors of compassion courses**. We also held CTE **professional development** to help promote our new courses.



Grade Span	ADA Projection
Tk-3	131
4-6	119
7-8	161
9-12	213
Total	624

\*As of 01/21/21

## Goals For Next Month

- Continue to gather **student information and data** and review assessment plans for this year in preparation for CAASPP.
- Review our **Safety Plan** with all staff and ensure proper implementation.
- Begin to prepare for **Credit Recovery and Advancement Learning Period** in July
- Continue our **Kindness Campaign** with Elite Kindness Ambassadors!





## Elite Academic Academy - Lucerne December 10, 2020

### Board Of Directors - Elite Academic Academy - Lucerne

Time: 9:01 am

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#### 1.0 Call To Order

Roll Call:

Susan McDougal, Adam Hasper, Kent Christensen  
**Present Present Present**

Kent Adam

Motion: Second:

Vote: **Susan; Aye, Adam; Aye, Kent; Aye.**  
**Item carries 3-0.**

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#### 2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of December 10, 2020.

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#### 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.

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#### 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.

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#### 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: 9:02 am

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#### 6.0 Pledge Of Allegiance

Led By: **Adam Hasper**

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#### 7.0 Open Session

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#### 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](mailto:galtamirano@eliteacademic.com). Please complete and return the form for agenda items or non-agenda items, prior to the meeting. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written copy and an administrator will provide answers at a later date.

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## 9.0 General Functions

### 9.1 Informational Items

#### A. CEO Report

[EAA-LU Nov. 2020.pdf](#)

#### B. 20/21 Audit Report

[Elite-Lucerne Draft Audit Report v12.9.20.pdf](#)

### 9.2 Consent Agenda

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

#### A. Minutes from November 05, 2020

[EAA-Lucerne Agenda 11.05.20.pdf](#)

#### B. Warrant Register

[Warrant Register - Lucerne December 2020.pdf](#)

#### C. Job Descriptions

[JD Part-Time Assistant Instructional Designer \(pending\).pdf](#)

[JD Part-Time SPED Liaison \(pending\).pdf](#)

[JD - Part-Time Educational Business Liaison \(pending\) .pdf](#)

#### D. New Educational Materials Community Partners

It is recommended that the Board ratify the New Educational Materials Community Partners for Elite Academic Academy - Lucerne.

[Elite Academic Educational Materials Partner\\_Dec\\_2020.pdf](#)

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

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## 10.0 Personnel Services

### 10.1 Employment Changes in Relationship

It is recommended that the Board ratify the following Employment Changes in Relationship for Elite Academic Academy - Lucerne.

[2021037.pdf](#)

[2021135.pdf](#)

### 10.2 Certificated Employees

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

[2021136.pdf](#)

### 10.3 Classified Hires

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

[2021124.pdf](#)

Adam Kent

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

Adam Kent

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

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## 11.0 Business Services

### 11.1 First Interim

It is recommended that the Board approve the First Interim for Elite Academic Academy - Lucerne.

[EAA LU\\_First Interim 2020-21.pdf](#)

[EAA LU\\_Cash Graph\\_First Interim 2020-21.pdf](#)

[2020-2021-CharterBUDGETandINTERIMReporting-EAA LU\\_TEMPLATE 7-7-20.xlsx](#)

### 11.2 Parent Friendly Budget 20-21

It is recommended that the board approve the 20/21 Parent-Friendly Budget for Elite Academic Academy- Lucerne.

[budgetoverviewparent2020\\_EAA LU.xlsx](#)

### 11.3 Staff Equipment

It is recommended that the board approve the purchase of ergonomic chairs to support our remote workers who spend long hours at their home office.

[Chairs-LU.xlsx](#)

Adam Kent

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

---

## 12.0 Educational Services/Policy Development

### 12.1 Special Education Handbook

It is recommended that the Board approve the Special Education Handbook for Elite Academic Academy - Lucerne.

[EAA SPED HANDBOOK.pdf](#)

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

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## 13.0 Report of Action Taken in Closed Session

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

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## 14.0 Calendar

The next scheduled meeting is February 04, 2021 at 9:00 a.m.

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## 15.0 Board Comments and Future Planning

Kent Adam

Motion: Second:

Vote: Susan; Aye, Adam; Aye, Kent; Aye.  
Item carries 3-0.

Time: 9:32 am

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## 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.

### Staff Present

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



## Elite Academic Academy - Lucerne

Date	Vendor Name	Account Name	Invoice Number	Amount
12/1/2020	Multi-Health Systems, Inc.	Special Education Services	SIPO0052248	\$110.25
12/1/2020	FEDEX 534772932	Postage & Delivery - Educational	Credit Card Ending 8679	\$29.91
12/2/2020	FEDEX 534955002	Postage & Delivery - Educational	Credit Card Ending 8679	\$159.94
12/3/2020	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	904761	\$191.75
12/3/2020	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1QVL-H4MG-M916	\$9.69
12/3/2020	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1RJV-71YF-YJ93	\$24.07
12/3/2020	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1NY1-PHVH-39QR	\$24.07
12/3/2020	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1TV4-L7PD-LSPR	\$22.62
12/3/2020	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1D9T-WNJW-6N4C	\$44.11
12/3/2020	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals & Textbooks	215965	\$157.60
12/3/2020	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	13340	\$238.39
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31081399	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082481	\$68.50
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082115	\$37.70
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082225	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082227	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082287	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082215	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082269	\$4.49
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082482	\$37.79
12/3/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31082263	\$4.49
12/3/2020	Ivy Kids LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2519	\$251.40
12/3/2020	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	1695084	\$94.51
12/3/2020	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2338	\$99.00
12/3/2020	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	115139	\$387.00
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3093349	\$1,269.34
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179362	\$24.42
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179359	\$53.20
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179350	\$71.13
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179357	\$89.18
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179370	\$164.14
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179366	\$24.42
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3179356	\$158.23
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3180721	\$122.26
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3183479	\$29.35

## Elite Academic Academy - Lucerne

12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3183480	\$93.29
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3186040	\$44.11
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3190241	\$25.81
12/3/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3192668	\$86.56
12/3/2020	Renaissance	Approved Core Curriculum, Teacher Manuals & Textbooks	INV5190464	\$24.00
12/3/2020	Renaissance	Approved Core Curriculum, Teacher Manuals & Textbooks	INV5189596AG-7846871	\$24.00
12/3/2020	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	372384	\$32.35
12/3/2020	Write On! Webb	Approved Core Curriculum, Teacher Manuals & Textbooks	1684	\$106.25
12/3/2020	Write On! Webb	Approved Core Curriculum, Teacher Manuals & Textbooks	1685	\$17.95
12/3/2020	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QVF-MPPM-9DNH	\$147.57
12/3/2020	Staples Business Credit	Core Teaching/Student Supplies	7317030591-0-1	\$183.16
12/3/2020	Staples Business Credit	Core Teaching/Student Supplies	7317044596-0-1	\$18.67
12/3/2020	Staples Business Credit	Core Teaching/Student Supplies	7317116363-0-1	\$56.20
12/3/2020	Guardian	Health Insurance	12Dec2020-1	\$181.66
12/3/2020	Guardian	Health Insurance	12-Dec-20	\$2,833.32
12/3/2020	Amazon Capital Services, Inc.	Materials & Supplies - Office	1J6W-4QD9-HJWP	\$267.46
12/3/2020	Amazon Capital Services, Inc.	Materials & Supplies - Office	1THV-C76J-74HX	\$195.60
12/3/2020	Amazon Capital Services, Inc.	Materials & Supplies - Office	1G3H-VNTT-NTL7	\$30.44
12/3/2020	San Diego County Office of Education	Professional Development	099-032635	\$3,500.00
12/3/2020	McColgan & Associates, Inc	Special Education Services	3886	\$9,434.36
12/3/2020	NCS Pearson, Inc.	Special Education Services	12145003	\$237.03
12/3/2020	Riverside Insights	Special Education Services	INV053083	\$354.72
12/3/2020	TSW Therapy, Inc.	Special Education Services	790	\$625.00
12/3/2020	TSW Therapy, Inc.	Special Education Services	791	\$468.75
12/3/2020	TSW Therapy, Inc.	Special Education Services	804	\$62.50
12/3/2020	Staples Business Credit	Technology Equipment - Staff	7316607748-0-1	\$183.16
12/3/2020	Staples Business Credit	Technology Equipment - Staff	7317443189-0-1	\$85.91
12/3/2020	Sprint	Technology Equipment - Students	203114558-012	\$553.79
12/4/2020	UNLIMITEDVILLE	Phone / Internet / Website Fees	Credit Card Ending 642	\$249.00
12/4/2020	FEDEX 535256932	Postage & Delivery - Educational	Credit Card Ending 8679	\$45.35
12/4/2020	CUBESMART 713	Rent - Facilities Lease	Credit Card Ending 2421	\$189.00
12/7/2020	SBCSS	STRS	11NovSTRS2020	\$60,149.68
12/8/2020	Scientific Learning	Technology Services & Software - Educational	00040945_048	\$5,100.00
12/8/2020	FEDEX 535802691	Postage & Delivery - Educational	Credit Card Ending 8679	\$174.17
12/8/2020	FEDEX 535529125	Postage & Delivery - Educational	Credit Card Ending 8679	\$173.12
12/9/2020	Salvador Becerra	Pupil Support & Counselors	12/2/2020	\$131.69

## Elite Academic Academy - Lucerne

12/9/2020	FEDEX 535932979	Postage & Delivery - Educational	Credit Card Ending 8679	\$145.82
12/10/2020	Staples Business Credit	Core Teaching/Student Supplies	7311890952-0-1	\$96.24
12/10/2020	Staples Business Credit	Technology Equipment - Staff	7316995581-0-1	\$1,991.63
12/10/2020	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card Ending 8679	\$117.50
12/10/2020	SPL*Sand Canyon Self Stor	Rent - Facilities Lease	Credit Card Ending 8679	\$189.00
12/11/2020	FEDEX 536040683	Postage & Delivery - Educational	Credit Card Ending 8679	\$208.97
12/11/2020	FEDEX 536159489	Postage & Delivery - Business	Credit Card Ending 8679	\$65.84
12/13/2020	FEDEX 536482908	Postage & Delivery - Educational	Credit Card Ending 8679	\$315.50
12/14/2020	AMERICAN RED CROSS	Misc. Operating Expense	Credit Card Ending 8679	\$17.00
12/14/2020	AMERICAN RED CROSS	Misc. Operating Expense	Credit Card Ending 8679	\$22.00
12/15/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31084385	\$15.17
12/15/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31085181	\$21.98
12/15/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31086424	\$16.28
12/15/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31086419	\$126.36
12/15/2020	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31086993	\$170.55
12/15/2020	Lakeshore Learning Materials	Approved Core Curriculum, Teacher Manuals & Textbooks	5452531120	\$186.08
12/15/2020	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2592	\$49.00
12/15/2020	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2828	\$149.00
12/15/2020	Pandia Press	Approved Core Curriculum, Teacher Manuals & Textbooks	17121	\$62.99
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3193601	\$28.51
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3197942	\$97.74
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3200220	\$115.32
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3200225	\$56.50
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3200228	\$38.65
12/15/2020	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3199816	\$56.53
12/15/2020	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	50733	\$239.22
12/15/2020	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	372383	\$32.57
12/15/2020	Well Trained Mind Press	Approved Core Curriculum, Teacher Manuals & Textbooks	53110	\$44.60
12/15/2020	Prime Educational Solutions	Back Office Fees	1012	\$64,215.92
12/15/2020	Adam R Hasper	Board Stipends - Attendance	12Dec2020LU	\$300.00
12/15/2020	Kent Christensen	Board Stipends - Attendance	12Dec2020LU	\$300.00
12/15/2020	Susan Ann McDougal	Board Stipends - Attendance	12Dec2020LU	\$300.00
12/15/2020	Damian Potrero Rosas**	Business Services	EAA07	\$140.00
12/15/2020	Valley Office Equipment**	Copier Lease, Service, Toner & Repair	IN2009-1628	\$29.75
12/15/2020	All About Learning Press, Inc.	Core Teaching/Student Supplies	903610	\$26.80



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12/15/2020	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N1N-6DJ3-FFCR	\$126.43
12/15/2020	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G9H-PPTD-1HHM	\$96.87
12/15/2020	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RYT-1JYP-3QL3	\$192.83
12/15/2020	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M1P-3D6W-47DF	\$65.83
12/15/2020	Blick Art Materials	Core Teaching/Student Supplies	4485434	\$262.22
12/15/2020	Prime Educational Solutions	Educational Services	1012	\$8,666.67
12/15/2020	Knight Security & Fire Systems	Fire, Alarm & Pest control	102613	\$40.00
12/15/2020	Anthem Blue Cross	Health Insurance	0202012918897-J93935	\$11,255.54
12/15/2020	Anthem Blue Cross	Health Insurance	0202012918892-J93903	\$3,429.94
12/15/2020	Kaiser Foundation Health Plan	Health Insurance	001Jan2021LU	\$12,962.21
12/15/2020	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13372	\$4,684.00
12/15/2020	Bagger Sports	Marketing	3957	\$168.30
12/15/2020	Bagger Sports	Marketing	3963	\$307.97
12/15/2020	Staples Business Credit	Materials & Supplies - Office	7317871592-0-2	\$7.44
12/15/2020	Staples Business Credit	Materials & Supplies - Office	7317871592-0-1	\$54.74
12/15/2020	Staples Business Credit	Materials & Supplies - Office	7317871300-0-2	\$7.39
12/15/2020	Staples Business Credit	Materials & Supplies - Office	7317871300-0-1	\$54.39
12/15/2020	Wildomar Valley Wood Products, Inc., Rent	Facilities Lease	12Dec2020Lease	\$2,518.00
12/15/2020	McColgan & Associates, Inc	Special Education Services	3916	\$13,761.62
12/15/2020	NCS Pearson, Inc.	Special Education Services	12085195	\$74.00
12/15/2020	The Speech and Language Group, Inc	Special Education Services	Oct-20	\$1,500.00
12/15/2020	The Speech and Language Group, Inc	Special Education Services	Sep-20	\$1,062.50
12/15/2020	Prime Educational Solutions	Special Education Services	1012	\$8,000.00
12/15/2020	Sprint	Technology Equipment - Students	203114558-013	\$602.98
12/15/2020	OPS	Technology Services & Software - Educational	2058	\$768.47
12/15/2020	Southern California Edison	Utilities - Gas/Electric/Water	012DecSCE2020LU	\$81.10
12/15/2020	Marsh & McLennan Agency, LLC	Workers Compensation	1321745	\$1,366.00
12/15/2020	Marsh & McLennan Agency, LLC	Workers Compensation	1337825	\$949.00
12/15/2020	Marsh & McLennan Agency, LLC	Workers Compensation	1337913	\$3,370.50
12/15/2020	FEDEX 536882381	Postage & Delivery - Educational	Credit Card Ending 8679	\$345.29
12/15/2020	FITBIT INC. RWZTJJ6HF	Technology Equipment - Students	Credit Card Ending 8679	\$6,356.99
12/17/2020	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card Ending 8679	\$117.50
12/17/2020	FEDEX 537184357	Postage & Delivery - Educational	Credit Card Ending 8679	\$77.00
12/17/2020	*1-800-FLOWERS.COM INC.	Misc. Operating Expense	Credit Card Ending 8679	\$49.54 Reimbursed
12/20/2020	FEDEX 537331486	Postage & Delivery - Educational	Credit Card Ending 8679	\$21.68

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12/20/2020	FEDEX 537775518	Postage & Delivery - Educational	Credit Card Ending 8679	\$138.77
12/22/2020	Country Club Storage	Rent - Facilities Lease	25226	\$183.00
12/23/2020	FEDEX 538412436	Postage & Delivery - Educational	Credit Card Ending 8679	\$757.09
12/23/2020	J2 EFAX SERVICES	Technology Services & Software - Business	Credit Card Ending 8679	\$16.95
12/24/2020	FEDEX 538653240	Postage & Delivery - Business	Credit Card Ending 8679	\$64.51
12/25/2020	FEDEX 538998907	Postage & Delivery - Business	Credit Card Ending 8679	\$178.20
12/27/2020	FEDEX 539344721	Postage & Delivery - Educational	Credit Card Ending 8679	\$543.45
12/28/2020	LATE FEE	Interest	Credit Card Ending 8679	\$39.00
12/29/2020	Guardian	Health Insurance	001Jan2021	\$2,985.12
12/29/2020	Danielle Woodard	Marketing	6	\$315.00
12/29/2020	Frontier	Phone / Internet / Website Fees	001Jan2021	\$293.06
12/29/2020	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	01Jan2021Lease	\$2,518.00
12/29/2020	Franchise Tax Board	Teachers	313370467559260401a	\$200.00
12/30/2020	FEDEX 539803268	Postage & Delivery - Educational	Credit Card Ending 8679	\$186.55
1/4/2021	SBCSS	STRS	12DecSTRS2020	\$59,862.42
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1JYQ-FPHD-DNK7	\$5.35
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	193C-M1D3-QDRF	\$45.91
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1YFR-GDLW-VHKH	\$33.69
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	16C1-7P3P-TLVR	\$55.13
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1KWX-9N3J-QHXJ	\$88.32
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	16C1-7P3P-PWTR	\$41.52
1/5/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1VW4-MXJQ-R31Y	\$58.88
1/5/2021	Anika Cozart	Approved Core Curriculum, Teacher Manuals & Textbooks	COZ112020	\$145.18
1/5/2021	Art of Problem Solving	Approved Core Curriculum, Teacher Manuals & Textbooks	216497	\$96.00
1/5/2021	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	13451	\$276.52
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091496	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091497	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091393	\$12.58
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091493	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091476	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091481	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091479	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091478	\$12.49
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091881	\$12.59
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31092015	\$25.07

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1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31092232	\$25.08
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091883	\$12.59
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091857	\$12.59
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31092098	\$27.67
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31091999	\$12.58
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31092164	\$12.58
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31096810	\$7.14
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31096791	\$7.14
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31096789	\$7.14
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098106	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098157	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098096	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098098	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098180	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098100	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098171	\$4.45
1/5/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31098155	\$4.45
1/5/2021	Lego Education	Approved Core Curriculum, Teacher Manuals & Textbooks	1190445195	\$342.48
1/5/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	114236136	\$209.58
1/5/2021	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals & Textbooks	238710	\$68.00
1/5/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3207993	\$25.41
1/5/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3212347	\$24.82
1/5/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3212301	\$37.30
1/5/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	375799	\$64.54
1/5/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals & Textbooks	1717	\$106.95
1/5/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals & Textbooks	1746	\$106.95
1/5/2021	Valley Office Equipment**	Copier Lease, Service, Toner & Repair	IN2011-1709	\$29.75
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VD1-F3FR-XLGD	\$39.71
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QJ4-PQWR-ND4X	\$282.46
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X7D-G9VW-PJDK	\$181.64
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VWC-1NNH-JQTL	\$75.37
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VWL-RKH6-LWG4	\$106.65
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YFR-GDLW-RJP9	\$191.91
1/5/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VWL-RKH6-V91X	\$21.96
1/5/2021	Anika Cozart	Core Teaching/Student Supplies	COZ121620	\$29.95
1/5/2021	From Jennifer, LLC	Core Teaching/Student Supplies	D396	\$228.00

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1/5/2021	Vari Sales Corporation	Core Teaching/Student Supplies	IVC-2-1663103	\$280.25
1/5/2021	Cece's Artistic Touch	Educational Services	534220483	\$165.00
1/5/2021	Cheryl Votruba	Educational Services	VOT111720	\$455.00
1/5/2021	Cheryl Votruba	Educational Services	VOT111720A	\$455.00
1/5/2021	Desert Baseball Network**	Educational Services	534220481	\$1,200.00
1/5/2021	Desert Baseball Network**	Educational Services	534220516	\$1,181.25
1/5/2021	Desert Baseball Network**	Educational Services	534222648	\$1,610.00
1/5/2021	Desert Storm Basketball	Educational Services	534197846	\$206.25
1/5/2021	Desert Storm Basketball	Educational Services	534197845	\$206.25
1/5/2021	EM Sports, LLC	Educational Services	6058	\$200.00
1/5/2021	HOPE CDC	Educational Services	338	\$5,800.74
1/5/2021	HOPE CDC	Educational Services	339	\$9,450.00
1/5/2021	HOPE CDC	Educational Services	340	\$9,787.50
1/5/2021	Jeannette Reeves	Educational Services	REE120120	\$120.00
1/5/2021	Lisa Doran	Educational Services	DOR120120	\$275.00
1/5/2021	Lorna Jenkins	Educational Services	534220476	\$555.00
1/5/2021	Megan Purcell	Educational Services	PUR111620	\$125.00
1/5/2021	Michele Grossi	Educational Services	GRO111720a	\$84.00
1/5/2021	Michele Grossi	Educational Services	GRO111720B	\$108.00
1/5/2021	Michele Grossi	Educational Services	GRO111720c	\$1,000.00
1/5/2021	Michele Grossi	Educational Services	GRO111720	\$42.00
1/5/2021	Platinum Athletics Prep Academy	Educational Services	534210399	\$800.00
1/5/2021	Platinum Athletics Prep Academy	Educational Services	534234372	\$320.00
1/5/2021	Platinum Athletics Prep Academy	Educational Services	534246360	\$320.00
1/5/2021	Platinum Athletics Prep Academy	Educational Services	534257906	\$640.00
1/5/2021	Rebecca Pacini	Educational Services	PAC111820a	\$60.00
1/5/2021	Rebecca Pacini	Educational Services	PAC111820	\$60.00
1/5/2021	Silvia Rashad	Educational Services	RAS120120	\$250.00
1/5/2021	Studio 1 Dance Academy	Educational Services	534246364	\$940.00
1/5/2021	U.S. Music Lessons	Educational Services	534234391	\$499.50
1/5/2021	Winona McCullum	Educational Services	MCC111820	\$13.99
1/5/2021	Certifix Live Scan	Fingerprinting	49663	\$12.50
1/5/2021	Department of Justice	Fingerprinting	485090	\$81.00
1/5/2021	CSC	Legal Fees	79849045	\$42.00
1/5/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13413	\$224.00
1/5/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13414	\$3,009.30

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1/5/2021	Amazon Capital Services, Inc.	Materials & Supplies - Office	1DJX-QJVV-TT7P	\$60.84
1/5/2021	Vari Sales Corporation	Materials & Supplies - Office	IVC-2-1663098	\$470.25
1/5/2021	Vari Sales Corporation	Materials & Supplies - Office	IVC-2-1663100	\$470.25
1/5/2021	Vari Sales Corporation	Materials & Supplies - Office	IVC-2-1663101	\$470.25
1/5/2021	Vari Sales Corporation	Materials & Supplies - Office	IVC-2-1663105	\$280.25
1/5/2021	Vari Sales Corporation	Materials & Supplies - Office	IVC-2-1663107	\$280.25
1/5/2021	McColgan & Associates, Inc	Special Education Services	3927	\$6,709.39
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1MNJ-LY6T-Q66Q	\$328.24
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1XD3-Y4HP-L66H	\$217.49
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1NKK-7V1N-XW39	\$244.24
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1Y1Q-7JWL-GGX9	\$245.89
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1NKK-7V1N-W1L6	\$233.19
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1NKK-7V1N-P9HN	\$243.14
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1NKK-7V1N-XVVN	\$244.24
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1W39-Y3MX-TR3C	\$244.24
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	11CK-TVMP-XDLG	\$244.24
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1PCM-KNT6-XCV1	\$242.04
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1973-7T4D-4HXG	\$245.10
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1973-7T4D-4HWJ	\$245.10
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	13XW-GYCT-3WRQ	\$245.10
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1VLN-XM3D-3H9P	\$245.10
1/5/2021	Amazon Capital Services, Inc.	Technology Equipment - Staff	1VW4-MXJQ-F46L	\$94.00
1/5/2021	School Pathways, LLC	Technology Services & Software - Educational	66987	\$1,813.23
1/7/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1K7X-3VQW-VR1L	\$419.76
1/7/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2905	\$49.00
1/7/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3233014	\$23.38
1/7/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	375800	\$64.54
1/7/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T7Y-4JFM-XKLL	\$9.69
1/7/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q6M-F3NX-J1MH	\$80.81
1/7/2021	Alicia Wofford	Educational Services	WOF121820	\$299.00
1/7/2021	Crystal Johnson	Educational Services	JOH121720	\$720.00
1/7/2021	Desert Storm Basketball	Educational Services	534257907	\$206.25
1/7/2021	Jacinta Weitz	Educational Services	WEI121720	\$40.00
1/7/2021	Jacinta Weitz	Educational Services	WEI121720c	\$80.00
1/7/2021	Jacinta Weitz	Educational Services	WEI121720b	\$80.00
1/7/2021	Jacinta Weitz	Educational Services	WEI121720a	\$40.00

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1/7/2021	Kenneth Hu	Educational Services	HU121720	\$450.00
1/7/2021	Laura Palada	Educational Services	PAL121820	\$500.00
1/7/2021	Michelle Wood	Educational Services	WOO121720a	\$120.00
1/7/2021	Michelle Wood	Educational Services	WOO121720	\$160.00
1/7/2021	Tracy J Hasper	Educational Services	HAS121720	\$254.96
1/7/2021	Prime Educational Solutions	Special Education Services	1014	\$4,906.25
1/7/2021	Prime Educational Solutions	Special Education Services	1014	\$4,906.25
1/8/2021	Kaiser Foundation Health Plan	Health Insurance	002Feb2021LU	\$19,841.04
1/11/2021	Renaissance	Approved Core Curriculum, Teacher Manuals & Textbooks	INV5179748B-7846871	\$24.00
1/11/2021	Damian Potrero Rosas**	Business Services	EAA08	\$145.00
1/11/2021	Valley Office Equipment**	Copier Lease, Service, Toner & Repair	IN2012-1564	\$29.75
1/11/2021	Knight Security & Fire Systems	Fire, Alarm & Pest control	106043	\$40.00
1/11/2021	Aflac	Health Insurance	825764	\$553.29
1/11/2021	Country Club Storage & Wine Cellar	Rent - Facilities Lease	25552	\$210.45
1/11/2021	Pro-Ed, Inc.	Special Education Services	2862132	\$141.89
1/11/2021	Southern California Edison	Utilities - Gas/Electric/Water	001JanSCE2021LU	\$91.22
1/11/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1350589	\$1,366.00
1/12/2021	CliftonLarsonAllen LLP	Accounting Fees / Audit	2695809	\$1,260.00
1/12/2021	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	905218	\$191.75
1/12/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1KVX-F19V-19G1	\$140.39
1/12/2021	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	52570	\$105.60
1/12/2021	Alexandria Lee	Core Teaching/Student Supplies	LEE121820	\$30.65
1/12/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KG4-XR1Y-YVCT	\$4.92
1/12/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LN1-CDKF-LYFC	\$47.09
1/12/2021	Cheryl Votruba	Educational Services	VOT121720	\$520.00
1/12/2021	Lisa Doran	Educational Services	DOR121720a	\$275.00
1/12/2021	Lisa Doran	Educational Services	DOR121720	\$299.00
1/12/2021	McColgan & Associates, Inc	Special Education Services	3974	\$8,924.41
1/12/2021	TSW Therapy, Inc.	Special Education Services	819	\$437.50
1/12/2021	TSW Therapy, Inc.	Special Education Services	821	\$687.50
1/12/2021	TSW Therapy, Inc.	Special Education Services	820	\$750.00
1/14/2021	Prime Educational Solutions	Back Office Fees	1016	\$63,840.92
1/14/2021	Prime Educational Solutions	Educational Services	1016	\$8,666.67
1/14/2021	Prime Educational Solutions	Special Education Services	1016	\$8,000.00
1/19/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250671	\$9.64
1/19/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250672	\$63.77

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1/19/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250673	\$158.91
1/19/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	376415	\$32.57
1/19/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	376421	\$64.54
1/19/2021	Amazon Capital Services, Inc.	Materials & Supplies - Office	1PXT-THFR-X9GG	\$458.60
1/19/2021	NCS Pearson, Inc.	Special Education Services	12343511	\$15.50
1/19/2021	NCS Pearson, Inc.	Special Education Services	12353924	\$114.24
1/19/2021	Sprint	Technology Equipment - Students	203114558-014	\$588.76
1/20/2021	CliftonLarsonAllen LLP	Accounting Fees / Audit	2673107	\$5,250.00
1/20/2021	MoxieBox Art Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	6820	\$151.98
1/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3260367	\$164.56
1/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250670	\$16.81
1/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3260342	\$15.05
1/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3260350	\$125.76
1/20/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3260376	\$57.13
1/20/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	373773	\$32.27
1/20/2021	Studies Weekly	Approved Core Curriculum, Teacher Manuals & Textbooks	377114	\$32.27
1/20/2021	California Charter Schools Association	Dues & Memberships	A-05042- 12/31/20	\$2,910.00
1/20/2021	Alexandria Lee	Educational Services	LEE122920	\$91.81
1/20/2021	Great American Insurance Group	General Liability Insurance	001Jan2021LU	\$2,697.59
1/20/2021	Anthem Blue Cross	Health Insurance	2.02102E+11	\$1,673.77
1/20/2021	Anthem Blue Cross	Health Insurance	2.02102E+11	\$11,338.26
1/20/2021	Staples Business Credit	Technology Equipment - Staff	7317095049-0-1	\$390.48
1/22/2021	McColgan & Associates, Inc	Special Education Services	3984	\$8,829.17
1/25/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	1HRQ-D3PM-JKFP	\$84.19
1/25/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	1711038	\$1,091.25
1/25/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	2932	\$49.00
1/25/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	117014	\$295.00
1/25/2021	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	117002	\$845.00
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3268783	\$164.80
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250674	\$69.90
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3273442	\$202.62
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3276987	\$287.35
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3276989	\$159.41
1/25/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3276983	\$129.26
1/25/2021	Alexandria Lee	Core Teaching/Student Supplies	LEE010521c	\$16.41
1/25/2021	Alexandria Lee	Core Teaching/Student Supplies	LEE011221a	\$131.39

## Elite Academic Academy - Lucerne

1/25/2021	Alexandria Lee	Core Teaching/Student Supplies	LEE011221	\$30.65
1/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TNJ-W39Y-CJ1D	\$680.95
1/25/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F3T-9RP9-KL3G	\$87.59
1/25/2021	Home Science Tools	Core Teaching/Student Supplies	1088921A	\$56.17
1/25/2021	Jostens	Core Teaching/Student Supplies	25352559	\$52.90
1/25/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1708658	\$409.60
1/25/2021	Staples Business Credit	Core Teaching/Student Supplies	7321885314-0-1	\$84.45
1/25/2021	Staples Business Credit	Core Teaching/Student Supplies	7321954071-0-2	\$58.70
1/25/2021	Staples Business Credit	Core Teaching/Student Supplies	7321954071-0-3	\$30.66
1/25/2021	Yustina Nashed	Core Teaching/Student Supplies	NAS011421	\$263.64
1/25/2021	Alexandria Lee	Educational Services	LEE010421	\$300.00
1/25/2021	Alexandria Lee	Educational Services	LEE010521a	\$183.62
1/25/2021	Alexandria Lee	Educational Services	LEE010521	\$180.00
1/25/2021	Alexandria Lee	Educational Services	LEE010521b	\$180.00
1/25/2021	Becky Southwell	Educational Services	SOU011221	\$825.00
1/25/2021	Jeannette Reeves	Educational Services	REE010421a	\$120.00
1/25/2021	Jeannette Reeves	Educational Services	REE010421	\$160.00
1/25/2021	Kayla Kendall	Educational Services	KEN010421	\$187.91
1/25/2021	Michele Grossi	Educational Services	GRO011421	\$191.00
1/25/2021	Ocean Institute	Educational Services	128668	\$125.00
1/25/2021	Ocean Institute	Educational Services	128669	\$125.00
1/25/2021	Ocean Institute	Educational Services	128667	\$50.00
1/25/2021	Online G3, Inc.	Educational Services	1033	\$498.00
1/25/2021	Platinum Athletics Prep Academy	Educational Services	534299295	\$335.00
1/25/2021	Silvia Rashad	Educational Services	RAS010421	\$250.00
1/25/2021	Studio 1 Dance Academy	Educational Services	534299306	\$795.00
1/25/2021	Touch-It Productions	Educational Services	534281355	\$640.00
1/25/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13464	\$2,994.00
1/25/2021	Mimeo.com, Inc	Marketing Supplies	1711038	\$1,091.25
1/25/2021	Frontier	Phone / Internet / Website Fees	002Feb2021	\$293.75
1/25/2021	School Pathways, LLC	Technology Services & Software - Educational	67242	\$1,901.13
1/26/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	17N4-ML1Y-J1QG	\$11.84
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31099447	\$17.51
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31099280	\$7.13
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31099279	\$7.13
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31099448	\$22.79



## Elite Academic Academy - Lucerne

1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31099829	\$93.06
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101893	\$31.42
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101803	\$33.60
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31102097	\$26.97
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101750	\$37.63
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101444	\$42.08
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101449	\$39.99
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101791	\$37.63
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31102087	\$26.97
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31101801	\$37.63
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31102718	\$28.67
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31102569	\$26.97
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31102711	\$28.67
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31106331	\$26.76
1/26/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals & Textbooks	31106332	\$26.76
1/26/2021	Cassandra Otto	Approved Core Curriculum, Teacher Manuals & Textbooks	OTT012021	\$128.78
1/26/2021	Cheryl Votruba	Approved Core Curriculum, Teacher Manuals & Textbooks	VOT012021b	\$399.00
1/26/2021	Cheryl Votruba	Approved Core Curriculum, Teacher Manuals & Textbooks	VOT012021c	\$399.00
1/26/2021	Cheryl Votruba	Approved Core Curriculum, Teacher Manuals & Textbooks	VOT012021a	\$520.00
1/26/2021	Cheryl Votruba	Approved Core Curriculum, Teacher Manuals & Textbooks	VOT012021	\$520.00
1/26/2021	Esther Joo	Approved Core Curriculum, Teacher Manuals & Textbooks	JO0011921	\$660.00
1/26/2021	Little Passports, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	114924129	\$134.63
1/26/2021	Maria Ching	Approved Core Curriculum, Teacher Manuals & Textbooks	CHI012121	\$106.94
1/26/2021	Milena Milkin	Approved Core Curriculum, Teacher Manuals & Textbooks	MIK012021b	\$184.50
1/26/2021	Milena Milkin	Approved Core Curriculum, Teacher Manuals & Textbooks	MIK012021	\$499.00
1/26/2021	Milena Milkin	Approved Core Curriculum, Teacher Manuals & Textbooks	MIK012021a	\$425.00
1/26/2021	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals & Textbooks	1712529	\$688.87
1/26/2021	Nathan Cowan	Approved Core Curriculum, Teacher Manuals & Textbooks	COW011921	\$96.00
1/26/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals & Textbooks	12345680614	\$90.00
1/26/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3250669	\$118.94
1/26/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3276984	\$23.50
1/26/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals & Textbooks	3277008	\$54.91
1/26/2021	Yustina Nashed	Approved Core Curriculum, Teacher Manuals & Textbooks	NAS012021b	\$20.00
1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MRJ-QF9M-DJD1	\$75.04
1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19FM-Q6VK-6T1Q	\$276.65
1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RP-GR3X-76V6	\$57.84

## Elite Academic Academy - Lucerne

1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LM6-69PD-17T9	\$8.59
1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G1T-M6MIK-PNQF	\$22.64
1/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CFP-R6TC-FNJF	\$55.59
1/26/2021	Anika Cozart	Core Teaching/Student Supplies	COZ011921	\$158.39
1/26/2021	Lorrene Miller	Core Teaching/Student Supplies	MIL012121	\$59.00
1/26/2021	Yustina Nashed	Core Teaching/Student Supplies	NAS012021a	\$333.38
1/26/2021	Yustina Nashed	Core Teaching/Student Supplies	NAS012021	\$333.38
1/26/2021	Lucerne Valley Unified School District	District Oversight Fees	001OVsightLuc20-21	\$158,834.00
1/26/2021	All For KIDZ	Educational Services	516534-01	\$700.00
1/26/2021	Ambassador Media Group, LLC	Educational Services	15	\$12,500.00
1/26/2021	Cece's Artistic Touch	Educational Services	534281075	\$165.00
1/26/2021	Douglas Kim	Educational Services	KIM012021	\$120.00
1/26/2021	EM Sports, LLC	Educational Services	6148	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6145	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6124	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6131	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6130	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6149	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6132	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6129	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6123	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6146	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6120	\$600.00
1/26/2021	EM Sports, LLC	Educational Services	6147	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6122	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6150	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6119	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6133	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6136	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6151	\$100.00
1/26/2021	EM Sports, LLC	Educational Services	6135	\$200.00
1/26/2021	EM Sports, LLC	Educational Services	6134	\$200.00
1/26/2021	Lisa Doran	Educational Services	DOR012121	\$355.00
1/26/2021	Nancy Moore	Educational Services	MOO012121a	\$135.00
1/26/2021	Nancy Moore	Educational Services	MOO012121b	\$65.00
1/26/2021	Nancy Moore	Educational Services	MOO012121	\$185.00

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1/26/2021	Rebekah Norman	Educational Services	NOR012121	\$165.00
1/26/2021	Silvia Rashad	Educational Services	RAS012121	\$250.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121a	\$100.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121	\$100.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121b	\$100.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121e	\$100.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121c	\$100.00
1/26/2021	Theresa Rubio	Educational Services	RUB012121d	\$100.00
1/26/2021	Tracy J Hasper	Educational Services	HAS012021	\$339.00
1/26/2021	Guardian	Health Insurance	002Feb2021	\$3,194.76
1/26/2021	San Diego County Office of Education	Professional Development	099-032635	\$250.00
1/26/2021	The Speech and Language Group, Inc	Special Education Services	Dec-20	\$687.50
1/26/2021	Securly, Inc.	Technology Services & Software - Educational	106254	\$2,256.25
1/26/2021	Marsh & McLennan Agency, LLC	Workers Compensation	1378194	\$1,366.00
1/28/2021	Desert Storm Basketball	Educational Services	534246373	\$1,306.25

\* School Reimbursed for this expenditure



## Remote Adventure Academy Lead

### *Job Description*

<b>Position Title:</b>	Remote Adventure Academy Athletic Lead
<b>Reports To:</b>	Director of CTE (or designee)
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Certificated
<b>Pay Range:</b>	\$60,000-\$80,000
<b>Work Schedule:</b>	225 days
<b>Location:</b>	Remote Office (Travel Required)

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**Position Summary:** *The immediate goal is to develop connections with various outdoor adventure or backpacking outfits and specific outdoor (sailing, surfing, white water rafting, rock climbing, wilderness expert and more) vendors making current opportunities for outdoor certification. The long-term goal is to develop a comprehensive independent study adventure track that would serve students in an independent study model and provide certification in this area with the goal of employment upon graduation.*

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

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.
- A minimum of five years of experience working with TK-12 students.
- Knowledge of California laws and regulations for Public and Charter Schools.
- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

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

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

#### **Responsibilities:**

- Provide parents/students with information and tools to make an informed choice when selecting from current adventure academy tracks, as they would be vetted by a qualified professional.
- Ensure Elite Academic Academy is set apart from similar schools/programs, none of which are offering any outdoor adventure certification or tracks focused on outdoor adventure jobs.
- Increase retention of high school students who often leave the homeschool model in high school.
- Increase opportunities for our students, such as outdoor adventure clinics and outdoor certification specific workshops, online adventure consulting and virtual training.
- Ensure students will have the opportunity to attend an Outdoor Adventure event and benchmark where they stand as they start any certification, and how many complete certification and are successful in obtaining jobs in the field.
- Recruiting/Exposure - create and work with the marketing firm to recruit and expose current students to the Adventure Academy offerings.
- Ability to use instructional funds to support a passion they may otherwise not be afforded.
- Provide students an opportunity to engage socially with other students and to make connections. This is an important area of need for homeschooling/virtual students.

#### **General Expectations**

- Develop a clear mission and vision for our Adventure Academy program.
- Vet current outdoor school vendors and organize them by type to share with parents/students.
- Outdoor clinics/camps – one in Los Angeles County, Orange County, and Riverside County (at minimum).
- Support Elite Administrators with individual program specific goals such as setting up a program/track for student success and certification.
- Develop new relationships with quality vendors and create partnerships between them and the programs.
- Work with programs to offer virtual and online physical education classes, training, and workshops.
- 

#### **SMART Goals**

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

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



**Independent Study**  
**Preliminary Internship Program Teacher**  
*Job Description*

**Position Title:** Independent Study Preliminary Internship Program Teacher  
**Reports To:** Program Director  
**FLSA Status:** Exempt  
**School Classification:** Classified/Certificated if already credentialed  
**Pay Range:** \$55,000/annually  
**Work Schedule:** 188-225 days  
**Location:** Onsite/Remote Office

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**Position Summary:** *Provide stimulating learning experiences to ensure academic success and to motivate students according to their individualized learning plan. This is a classified position that leads to a certificated position, once credentialed. This position will be under the director supervisor, lead teacher, and/or designee.*

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

- A valid, current, or pending Preliminary Internship Program (PIP) through the California State teaching credential for teaching staff. A copy of the Preliminary Internship Program Teaching Credential to be provided and kept current. (Employee may file for the PIP credential shortly after hire.)
- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

- Working towards getting their complete credential.

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

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

### **Other Duties**

- Proctoring duties as needed during the testing season



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

## **KNOWLEDGE AND ABILITIES**

### **Knowledge of:**

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

### **Ability to:**

- Demonstrate effective interpersonal skills.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with students, adult students and parents.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability.
- Maintain professional, cordial relationships with students, parents, and staff.
- Monitor students in classrooms and other learning environments.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Provide leadership to students in emergency preparedness drills and during actual emergencies, following the charter's Safety Plan. the site emergency preparedness plan.

Supervise and lead students during monthly site disaster drills and an annual “charter wide” disaster drill.

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



## Student Support Services Liaison Job Description

<b>Job Title:</b>	Student Support Services Liaison
<b>Department:</b>	Assessment Department
<b>Reports To:</b>	Director of Assessment (or designee)
<b>FLSA Classification:</b>	Non-Exempt
<b>Classification:</b>	Classified
<b>Pay Range:</b>	\$20.00 - \$25.00/hr
<b>Work Schedule:</b>	12 months
<b>Location:</b>	Remote/Onsite Office (Temecula)

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**Position Summary:** *Provide support to the Assessment Director, administrators, and staff by helping to ensure that students are receiving the academic, social and emotional support needed to: access their curriculum; make adequate academic progress; and prepare for State testing. Use communication, interpersonal, organizational and computer skills to monitor and collect student support services data, prepare weekly and monthly reports, coordinate direct student support services, and connect with families, students and Elite staff to resolve complaints and concerns.*

### ESSENTIAL DUTIES AND RESPONSIBILITIES

- Supports the Support Services Department by doing the following:
  - Work with Department leads to track support services and student engagement
  - Preparing and managing student data board (Monday.com).
  - Weekly updates.
- Use assessment program to help coordinate and monitor tutoring and intervention services.

*Student Support Services Coordinator Job Description  
Pending Board Approval*

- Monthly enrollment and demographic data update using SIS.
- Ordering supplies.
- Weekly and monthly reports.
- Preparing documents for families.
- Help coordinate assessment proctoring.
- Prepare forms and manage student support service files.
- Assist in coordinating State testing

**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:** 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:**

- 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.

**Requirements:**

- DOJ Fingerprint Clearance
- Valid CA Driver's License

**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.

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**Employee Acknowledgement:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date



## Remote Flex Elite Educator

### *Job Description*

<b>Position Title:</b>	Remote Flex Elite Educator
<b>Reports To:</b>	Program Director
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Certificated
<b>Pay Range:</b>	Starting at \$52,000 - \$64,000 (plus travel stipend)
<b>Work Schedule:</b>	185 -225 days
<b>Location:</b>	Remote Office (travel required)

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**Position Summary:** *Provide stimulating learning experiences to ensure academic success and to motivate students according to their individualized learning plan. Required duties include administrative responsibilities and completion of all required paperwork as outlined below. Remote Flex Elite Educators are required to participate in all staff meetings and trainings. Remote Flex Elite Educators are expected to uphold the school's mission and shared values, philosophy, and policies and procedures. Remote Flex Elite Educators must carry and maintain a valid California teaching credential. Remote Elite Educators must meet virtually with K-8 students at least once every 35 days but communicate weekly. High School students will be supported weekly. Remote Elite Educators may have to tutor students weekly if they are not making sufficient academic progress and an intervention plan is in effect. This position requires travel to California approximately 4 to 6 times per year.*

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

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

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

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

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

### **Other Duties**

- Proctoring duties as needed during the testing season.



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

## **KNOWLEDGE AND ABILITIES**

### **Knowledge of:**

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

### **Ability to:**

- Demonstrate effective interpersonal skills.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with students, adult students and parents.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability.
- Maintain professional, cordial relationships with students, parents, and staff.
- Monitor students in classrooms and other learning environments.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Provide leadership to students in emergency preparedness drills and during actual emergencies, following the charter's Safety Plan. the site emergency preparedness plan.

Supervise and lead students during monthly site disaster drills and an annual “charter wide” disaster drill.

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

---

**Employee Acknowledgement:**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

**Elite Academic Academy - Instructional Services Community Partner (January 2021)**

<u>Partner Name</u>	<u>Description of Services</u>	<u>Application</u>
Bounce Back Tutoring Services	Mutli-subject tutoring	<a href="#">Bounce Back Tutoring Services</a>
Lina Ibrahim Tutoring	Mutli-subject tutoring (specializes in SPED)	<a href="#">Lina Ibrahim Tutoring</a>
Sonya Rosenberg	Horse riding instructor	<a href="#">Sonya Rosenberg</a>
The Sk8 Coach	Skateboarding instructor	<a href="#">The Sk8 Coach</a>
Ed West's Classes	Online instructor of social studies, literature and history classes for upper elementary and junior high students	<a href="#">Ed West's Classes</a>

**Elite Academic Academy - Instructional Services Community Partner (January 2021)**

<u>Partner Name</u>	<u>Description of Services</u>	<u>Application</u>
Bounce Back Tutoring Services	Mutli-subject tutoring	<a href="#">Bounce Back Tutoring Services</a>
Lina Ibrahim Tutoring	Mutli-subject tutoring (specializes in SPED)	<a href="#">Lina Ibrahim Tutoring</a>
Sonya Rosenberg	Horse riding instructor	<a href="#">Sonya Rosenberg</a>
The Sk8 Coach	Skateboarding instructor	<a href="#">The Sk8 Coach</a>
Code Ninjas North Carlsbad	Computer coding and STEAM classes for students between 5-14 years of age	<a href="#">Code Ninjas North Carlsbad</a>
Ed West's Classes	Online instructon of social studies, literature and history classes for upper elementary and junior high students	<a href="#">Ed West's Classes</a>



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

**Date:** January 21, 2021

**Re:** [REDACTED]

Effective as of February 1, 2021, your current temporary employment position with Elite Academic Academy - Lucerne (as a ***Temporary Instructional Aide***) will be changed to a ***Part-Time Instructional Aide***. Please see the attached contract, and job description for your review and consideration.

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

DocuSigned by:

[REDACTED]

Meghan Freeman  
CEO

[REDACTED]

[REDACTED]

e





**AT-WILL EMPLOYMENT AGREEMENT**

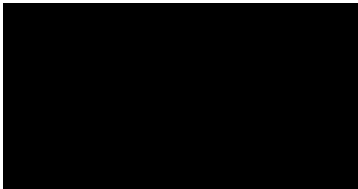
**Between Elite Academic Academy Charter - LUCERNE**

**Name:** [REDACTED]

in the position of

**Title: Part-Time Instructional Aide**

January 21, 2021



We are pleased to offer you the position of **Part-Time (NON-Exempt) Instructional Aide** with Elite Academic Academy – LUCERNE (the “School”) commencing **February 1, 2021**. The terms of your employment with us are set forth in this At-Will Employment Agreement (the “Agreement”) and are as follows:

1. Your job duties are detailed in the attached job description, and you will report to the Remote Director of Virtual, Evan Jorgensen. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability perform all of the duties that may be required of you which shall include:
  - a. Fulfilling the functions enumerated in the job description, attached hereto as Exhibit A;
  - b. Such other duties as assigned by the Board of the School or your supervisor from time-to-time as necessary in the School’s discretion and judgment to effectuate the purposes of this Agreement. You understand that the School may at times make assignments that are in addition to those expressly described in this Agreement.
  - c. Attending any scheduled School events or training or planning sessions before or

during the school year if requested by your direct supervisor; and

- d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that while you are working for the School you will not render services in person or by electronic means, paid or otherwise, to any other entity, unless prior written approval is given by the CEO.
4. You will be paid \$25.00 an hour, for a maximum of 30 hours per week, less applicable withholdings, for 225 days of work (see calendar attached). We anticipate that there may be occasions when we will ask you to work over 30 hours per week, and/or ask you to work overtime. Any additional hours over 30 in a week, and/or any overtime hours, must be pre-approved, in advance, by your supervisor. For any overtime hours worked, you will be paid at the appropriate overtime rate in accordance with all applicable laws. You will be paid twice a month on, or around, the 10th<sup>h</sup> and 26th of each month.
5. As a part-time employee you will not generally be eligible for benefits (including health and welfare benefits), except for those required by law such as paid sick time.
6. You shall be provided with a duty-free, uninterrupted unpaid meal period of at least thirty minutes for a work period of over 5 hours in a day and one rest break of 10 minutes for every 4 hours worked or major fraction thereof. Your supervisor will schedule the times for your meal and rest periods.
7. You are required to record your time via our timekeeping system, Paycom. You will be responsible for reviewing, approving, and submitting your time to your supervisor. You must report any instance where you believe your time, or pay, is inaccurate to the payroll department.
8. Your employment at Elite Academic Academy is "at will," which means that it is of no definite duration and will continue only as long as both you and the School consider it of mutual benefit. Either you or the School is free to terminate the employment relationship at any time, with or without cause and with or without notice. Although your job duties, title, compensation and benefits, as well as our personnel policies and procedures, may change from time-to-time, the "at will" nature of your employment may only be changed in a document signed by you and the Chief Executive Officer of the School.
9. It is a condition of your employment that you sign the School's Arbitration Agreement (which you previously signed) which provides that any disputes between you and the School be submitted to binding arbitration. You should notify the School in writing of any complaints you have with respect to your employment so that any issues can immediately be addressed and rectified.
10. It is also a condition of your employment that, upon starting employment, you sign our Confidentiality Agreement, which contains additional requirements for the protection of the school's trade secret, confidential and proprietary information as well as an assignment to Elite Academic Academy of the ideas, concepts and other intellectual property that you create

while you are employed by the school.

11. The School is an equal opportunity employer. Company policy prohibits discrimination, retaliation, or harassment based on race, color, creed, religion, sex, gender, gender identity, gender expression, marital status, pregnancy, transgender, transsexualism, sexual orientation, age (over 40), national origin, physical handicap, disability, medical condition, genetic characteristic, veteran or military status, ancestry, or other consideration made unlawful by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.
14. On your first day of work you will be required to complete the INS form I-9. Please bring appropriate identification that shows your eligibility to work in the United States.

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

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

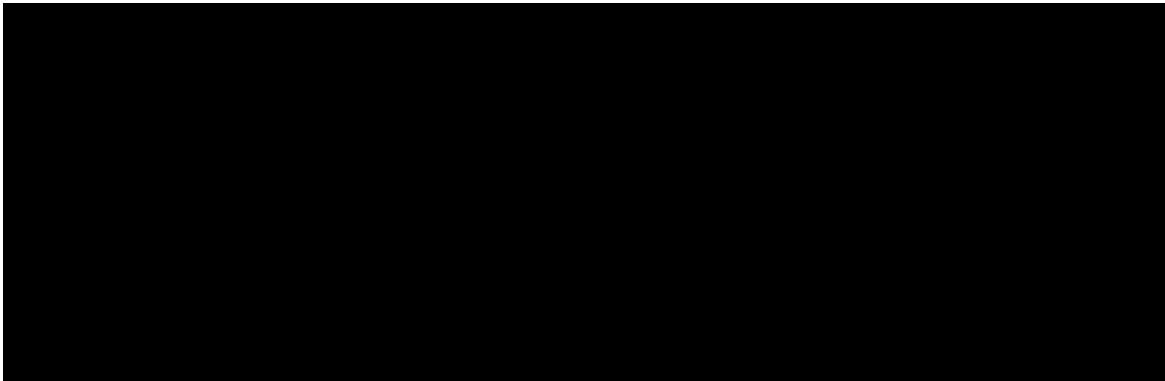
Sincerely,

DocuSigned by:

Megnan Freeman, CEO

CEO/Designee Signature

Date: 1/21/2021





## Instructional Aide

### *Job Description*

<b>Position Title:</b>	Instructional Aide
<b>Reports To:</b>	Director
<b>FLSA Status:</b>	Non-Exempt
<b>School Classification:</b>	Classified
<b>Pay Range:</b>	Based on experience
<b>Work Schedule:</b>	Varies
<b>Location:</b>	Onsite Office

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**Position Summary:** *The Instructional Aide supports the staff by completing various duties outlined in this job description to support learning, planning, and maintenance of the classroom.*

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

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

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

- Carry out tasks assigned by the admin/teacher.
- Assume responsibility for small learning groups of children.
- Assist in the maintenance/preparation of instructional materials.
- Assist in maintenance of student attendance and achievement.
- Assist with supervision of students.

#### **Other Duties**

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

**Knowledge and Abilities:** 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.

- Effective written and oral communication form.
- Develop and maintain effective working relationships.
- Display sensitivity, tact and responsiveness in various situations and needs.
- Handle public contact and relations effectively.
- Plan short and long range activities.
- Analyze and resolve problems.
- Creative and able to work independently and coordinate with others.
- Maintain accurate and orderly records.
- Ability to work collaboratively with a team.
- Maintain high level of confidentiality.
- Handle feedback and constructive criticism.

#### **Use of Computer Technology:**

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



**Physical Demands:**

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

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

**Work Environment:**

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

- Office environment.
- 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.

**Hazards:**

- Contact with dissatisfied individuals
- 

**Employee Acknowledgement:**





# EAA 2020/21 Calendar - Payroll

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	7/3
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	Labor Day
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	11/11
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	11/23 - 11/27				
							30	31													12/21 - 1/1							
																					1/18							
																					2/15							
																					3/15 - 3/19							
																					5/31							
																					Memorial Day							

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6					
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15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
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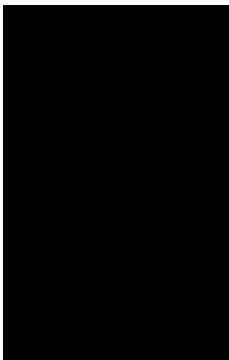
  

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	1	2	3	1	2	3	4	5	1	2	3	4	5									
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22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

**Key**

- Semi-Monthly Payroll
- Monthly/Semi-Monthly Pay
- Paid Holidays

Approved by Board 05/07/2020



1/21/2021



**Temporary Contract Addendum**

December 14, 2020

**Re: Temporary Instructional Aide Position – [REDACTED]**

Your temporary contract (attached) will be amended (by virtue of this contract addendum) to now include an end date of January 29, 2021. All other terms of your contract will remain in effect.

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

DocuSigned by:

[REDACTED]

12/14/2020

Meghan Freeman  
CEO

[REDACTED]



**Temporary Contract Addendum**

August 10, 2020

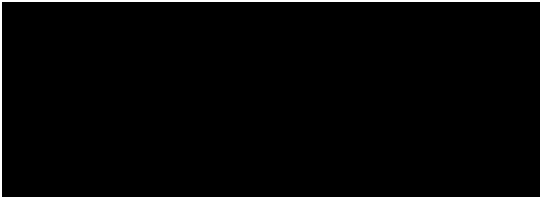
**Re: Temporary Instructional Aide Position – [REDACTED]**

Per your conversation with Evan Jorgensen, your temporary contract (attached) will be amended (by virtue of this contract addendum) to now include an end date of December 18, 2020.

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

DocuSigned by:

[REDACTED]  
\_\_\_\_\_  
Meghan Freeman  
CEO





Date of Offer: June 16, 2020

Assignment Offered: Temporary Instructional Aide

[REDACTED] Elite Academic Academy - Lucerne (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 - Lucerne and Tancy Aldridge (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 22, 2020 and continue until August 8, 2020.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as an Instructional Aide (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 Riverside, 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:  
*Brent Woodard* 6/16/2020  
8DD05A65A5E74C3...

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Dr. Brent Woodard-CEO Date

AGREED TO AND ACCEPTED BY:



Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- COMPENSATION.
  - The Temp shall be entitled to receive an hourly rate of \$25.00 (the "Compensation") for performance of the duties described in the Temporary Employment Contract.
  - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
  - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law after 90 days of employment.
  - Payments to the Temp shall be subject to employer withholding.



## **Instructional Aide**

### *Job Description*

<b>Position Title:</b>	Instructional Aide
<b>Reports To:</b>	Director
<b>FLSA Status:</b>	Non-Exempt
<b>School Classification:</b>	Classified
<b>Pay Range:</b>	Based on experience
<b>Work Schedule:</b>	Varies
<b>Location:</b>	Onsite Office

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**Position Summary:** *The Instructional Aide supports the staff by completing various duties outlined in this job description to support learning, planning, and maintenance of the classroom.*

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

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

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

*Instructional Aide Job Description  
Board Approved: September 7, 2019*

- Carry out tasks assigned by the admin/teacher.
- Assume responsibility for small learning groups of children.
- Assist in the maintenance/preparation of instructional materials.
- Assist in maintenance of student attendance and achievement.
- Assist with supervision of students.

**Other Duties**

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

**Knowledge and Abilities:** 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.

- Effective written and oral communication form.
- Develop and maintain effective working relationships.
- Display sensitivity, tact and responsiveness in various situations and needs.
- Handle public contact and relations effectively.
- Plan short and long range activities.
- Analyze and resolve problems.
- Creative and able to work independently and coordinate with others.
- Maintain accurate and orderly records.
- Ability to work collaboratively with a team.
- Maintain high level of confidentiality.
- Handle feedback and constructive criticism.

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

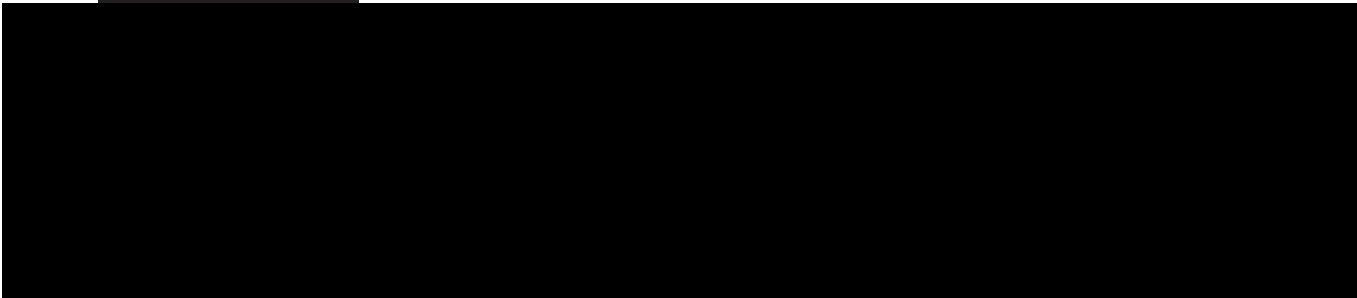
- Office environment.
- Noise level is generally moderate.
- Work conducted in a public setting.
- Indoor in varying temperature.
- Employee must have available transportation and be able to drive up to 100 miles in a day.

**Hazards:**

- Contact with dissatisfied individuals

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**Employee Acknowledgement:**





### **MUTUAL AGREEMENT TO ARBITRATE CLAIMS**

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

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

#### **I. Claims Covered by the Arbitration Agreement**

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

#### **II. Claims Not Covered by the Arbitration Agreement**

Nothing in this Agreement is intended to require arbitration of any Claim which may not be subject to arbitration in accordance with applicable law. Specifically, “Covered Disputes” shall not include representative claims or actions

arising under the California Private Attorneys General Act of 2004 (“PAGA”) which are not covered by this Agreement. Additionally, claims filed with the Workers’ Compensation Appeals Board, the Employment Development Department, the National Labor Relations Board, the U.S. Department of Labor, and the Equal Employment Opportunity Commission (“Administrative Claims”) are not covered by this agreement, and EMPLOYEE is not barred from filing or cooperating in any Administrative Claim. However, if after initiating an Administrative Claim, EMPLOYEE is permitted to pursue a private cause of action against the COMPANY, the private cause of action must be resolved through arbitration pursuant to this Agreement.

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

**V. Notice of Claims Must be Timely**

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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



rendered by the arbitrator may be entered in any court having proper jurisdiction.

**IX. Arbitration Fees and Costs**

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

**X. Severability**

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

**XI. Sole and Entire Agreement Regarding Dispute Resolution**

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

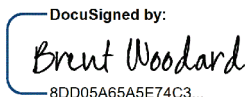
**XII. Binding Effect**

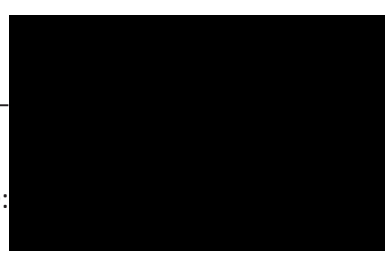
This Agreement is binding upon the COMPANY and EMPLOYEE and each of their respective subsidiaries and affiliates, and upon their heirs, successors, permitted representatives, and permitted assigns.

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

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

**Both the COMPANY and the EMPLOYEE further acknowledge that they are entering into this agreement voluntarily and that EMPLOYEE will not be fired or, in the case of a new hire, be denied a job, for declining to sign this agreement.**

COMPANY:  8DD05A65A5E74C3...  
By: \_\_\_\_\_  
Dr. Brent Woodard  
6/16/2020  
DATED: \_\_\_\_\_

EMPLOYEE:   
By: \_\_\_\_\_  
DATED: \_\_\_\_\_

# EAA 20/21 - Temporary Employee (Year-Round) Calendar

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

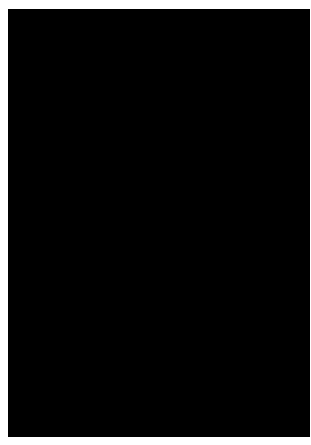
**Holidays**

- 7/1 First Day of School
- 7/3 Fourth of July (observed)
- 8/8 Last Day of School

**Key**

- First & Last Day of School
- Holiday - No School
- Non-Work Days
- PD Days

Approved by Board 05/07/2020



6/16/2020



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

**Date:** December 17, 2020

[Redacted]

As a result of obtaining your credential, effective January 1, 2021, your current full-time employment position with Elite Academic Academy - Lucerne, as **Remote Adventure Academy Lead (Classified)**, will be changed to **Remote Adventure Academy Lead (Certificated)**, as outlined in the attached contract and job description.

Your annual salary will be increased to \$64,000, for 225 days of work. Your monthly income will be \$5,333.33, to be paid on, or around, the 26<sup>th</sup> of each month. You will continue to receive a \$10,000 "Travel" stipend (\$833.33 a month), to be used in order for you to travel to California, approximately 5 times in a school year.

You will now be eligible for California State Teachers Retirement System. Any health and welfare benefits, remain in full effect and are not changed based on this addendum.

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

DocuSigned by:  
[Redacted] 12/17/2020  
Me  
CEO

[Redacted] 12/17/2020  
[Redacted]



## Remote Adventure Academy Lead

### *Job Description*

<b>Position Title:</b>	Remote Adventure Academy Athletic Lead
<b>Reports To:</b>	Director of CTE (or designee)
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Certificated
<b>Pay Range:</b>	\$60,000-\$80,000
<b>Work Schedule:</b>	225 days
<b>Location:</b>	Remote Office (Travel Required)

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**Position Summary:** *The immediate goal is to develop connections with various outdoor adventure or backpacking outfits and specific outdoor (sailing, surfing, white water rafting, rock climbing, wilderness expert and more) vendors making current opportunities for outdoor certification. The long-term goal is to develop a comprehensive independent study adventure track that would serve students in an independent study model and provide certification in this area with the goal of employment upon graduation.*

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

- A valid, current, and appropriate California state teaching credential for teaching staff. A copy of Teaching Credential to be provided and kept current.
- A minimum of five years of experience working with TK-12 students.
- Knowledge of California laws and regulations for Public and Charter Schools.
- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

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

### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

#### **Responsibilities:**

- Provide parents/students with information and tools to make an informed choice when selecting from current adventure academy tracks, as they would be vetted by a qualified professional.
- Ensure Elite Academic Academy is set apart from similar schools/programs, none of which are offering any outdoor adventure certification or tracks focused on outdoor adventure jobs.
- Increase retention of high school students who often leave the homeschool model in high school.
- Increase opportunities for our students, such as outdoor adventure clinics and outdoor certification specific workshops, online adventure consulting and virtual training.
- Ensure students will have the opportunity to attend an Outdoor Adventure event and benchmark where they stand as they start any certification, and how many complete certification and are successful in obtaining jobs in the field.
- Recruiting/Exposure - create and work with the marketing firm to recruit and expose current students to the Adventure Academy offerings.
- Ability to use instructional funds to support a passion they may otherwise not be afforded.
- Provide students an opportunity to engage socially with other students and to make connections. This is an important area of need for homeschooling/virtual students.

#### **General Expectations**

- Develop a clear mission and vision for our Adventure Academy program.
- Vet current outdoor school vendors and organize them by type to share with parents/students.
- Outdoor clinics/camps – one in Los Angeles County, Orange County, and Riverside County (at minimum).
- Support Elite Administrators with individual program specific goals such as setting up a program/track for student success and certification.
- Develop new relationships with quality vendors and create partnerships between them and the programs.
- Work with programs to offer virtual and online physical education classes, training, and workshops.
- 

#### **SMART Goals**

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

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

DocuSigned by:







AT-WILL EMPLOYMENT AGREEMENT

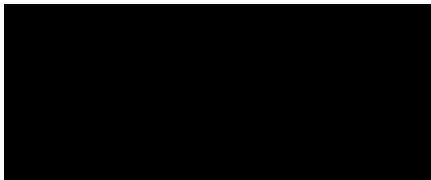
Between Elite Academic Academy Charter - LUCERNE

Name: [REDACTED]

in the position of

Title: **Remote Adventure Academy Lead**

December 17, 2020



We are pleased to offer you the position of full-time exempt **Remote Adventure Academy Lead** with Elite Academic Academy - Lucerne (the "School") commencing January 1, 2020. We are delighted you chose to join the **Certificated CTE Department** and are confident you will enjoy it here. The terms of your employment with us are set forth in this At-Will Employment Agreement (the "Agreement") and are as follows:

Your job duties are detailed in the attached job description ("Exhibit A") and you will report to the CTE Director, Ashlea Kirkland.

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

You will be paid an annual salary of \$64,000, less applicable withholdings, for 225 days of work (see attached calendar). Your monthly income will be \$5,333.33. You will also receive a \$10,000

travel stipend (\$833.33 a month) to be used in order for you to travel to California, up to 8 times (and a minimum of 5 times) in a school year. You will be paid once a month on, or before, the 26<sup>th</sup> of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.

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

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

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

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

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

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

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

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

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

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

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

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

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

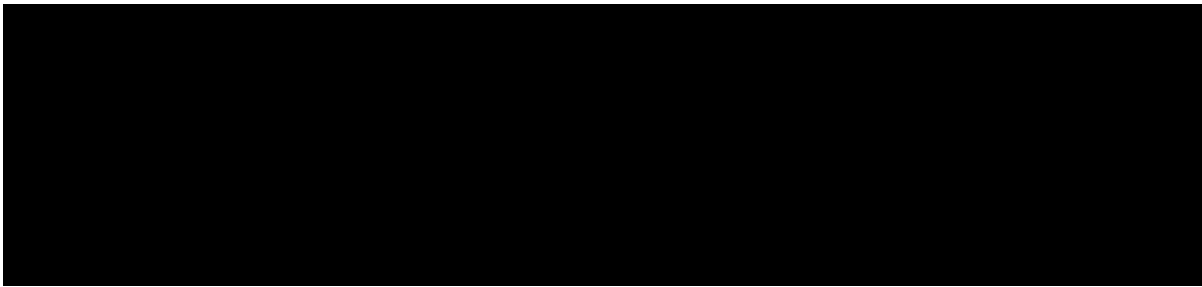
Sincerely,

DocuSigned by:  


M  
CEO

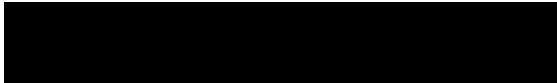
Date: 12/17/2020

AGREED TO AND ACCEPTED BY:





**January 29, 2021**



**Re: 20/21 Contract Addendum**

Effective February 1, 2021, your 20/21 contract is being amended, and your full-time position, as Director of Homeschool, will now include a Lead Director Stipend (please refer to the attached job description).

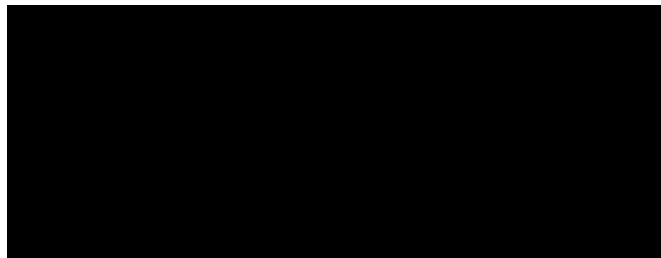
You will now receive an additional stipend of \$15,000 per year (or \$1,250 per month), to be included with your annual salary of \$128,750 (\$10,729.17 per month), and your current monthly stipend of \$250. Therefore, your new monthly stipend will total \$1,500. You will continue to be paid on, or around, the 26<sup>th</sup> of each month.

All other elements of your contract (attached), including your job description, 233 day staffing calendar, and any health and welfare benefits, remain in full affect and are not changed based on this addendum.

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

DocuSigned by:  


Meghan Freeman  
Chief Executive Officer





## Lead Director Stipend - Job Description

<b>Position Title:</b>	Lead Director
<b>Department:</b>	Certificated Director Stipend
<b>Reports To:</b>	Chief Executive Officer (or Designee)
<b>FLSA Classification:</b>	Exempt
<b>Pay Range:</b>	\$5,000 - \$15,000 per year stipend (based on workload)
<b>Classification:</b>	Certificated
<b>School Calendar Days:</b>	233 Day Calendar

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**Stipend Description:** *This stipend is not a stand-alone job description, but a rider to our Director job descriptions. This Director works in collaboration with, and under the direction of, the CEO, or designee to provide leadership and support to Directors and Lead teachers in the organization.*

### **General Duties, and Leadership Opportunities:**

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

- Professional Development;
- Best Practices Research;
- Organization of tools;
- Improving communication organization-wide;
- Review data and provide targeted solutions for areas of weakness;
- Survey creation;
- Curriculum Development; and
- Other duties as assigned.

### **Required Qualifications:**

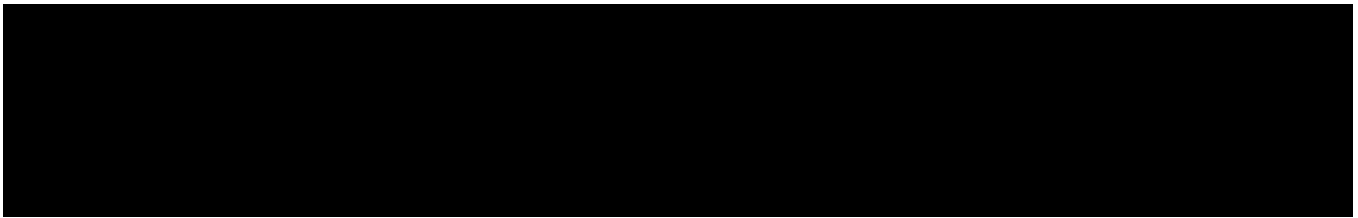
- Valid professional teaching credential.
- Master's degree or two years leadership at the school.
- Minimum of ten years in public education Ability to work an extended schedule.

*Lead Director Stipend Job Description  
Board Approved 10/01/2020*

**Desired Qualifications:**

- Professional development in the area(s) of:
    - Communication and Conferencing skills;
    - Leadership Development;
    - Curriculum Development and/or Instructional Technology;
    - Master's degree or higher.
  - 5 or more years in the field of Educational Administration with independent study experience.
- 

**Employee Acknowledgement:**







June 4, 2020



**Re: 20/21 Contract Addendum**

Beginning July 1, 2020, your contract has been amended to include the updated 233 day staffing calendar, and 20/21 payroll calendar (attached). Your annual salary will remain \$128,750. Your stipend will remain at \$250 per month.

You will continue to report to Meghan Freeman.

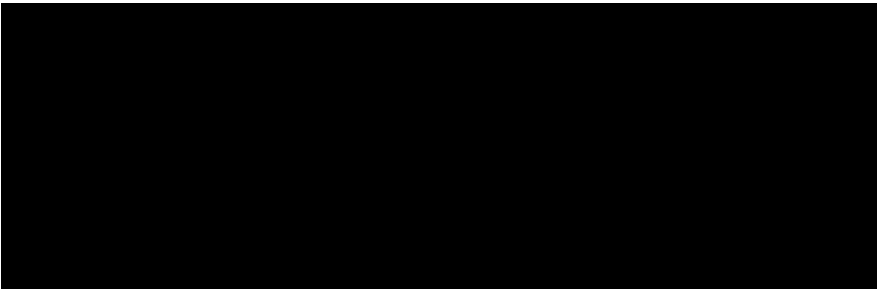
All other elements of your 19/20 contract (attached), including your job description, and any health and welfare benefits, remain in full affect and are not changed based on this addendum.

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

DocuSigned by:  
*Brent Woodard*  
8DD05A65A6E74C3...

6/5/2020

Dr. Brent Woodard



# EAA 2020/21 Calendar - 233 Day (12 month) Employees

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S															
5	6	7	8	9	10	11	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	7/1	First Day of School			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10	19	20	21	22	23	24	25	26	27	28	29	30	31	7/3	Fourth of July (observed)
26	27	28	29	30	31		23	24	25	26	27	28	29	20	21	22	23	24	25	26	18	19	20	21	22	23	24	25	26	27	28	29	30	31							9/7	Labor Day
							30	31						27	28	29	30			25	26	27	28	29	30	31														11/11	Veteran's Day	
																																								11/23 - 11/27	Thanksgiving Break	
																																								12/21 - 1/1	Winter Break	
																																								1/18	Martin Luther King's Day	
																																								2/15	Presidents Day	
																																								3/15 - 3/19	Spring Break	
																																								5/31	Memorial Day	
																																								6/15	Last Day of School	

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

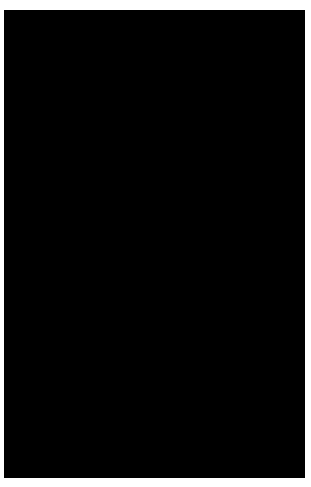
MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6			
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21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

**Key**

- Contract Start & End Date
- First & Last Day of School
- Paid Holidays
- Paid Flex (Non-Contract) D.
- PD Days

6/5/2020

Approved by Board 05/07/2020



# EAA 2020/21 Calendar - Payroll

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	7/3
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	Labor Day
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	11/11
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	11/23 - 11/27				
							30	31													12/21 - 1/1							
																					1/18							
																					Martin Luther King's Day							
																					2/15							
																					Presidents Day							
																					3/15 - 3/19							
																					Spring Break							
																					5/31							
																					Memorial Day							

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

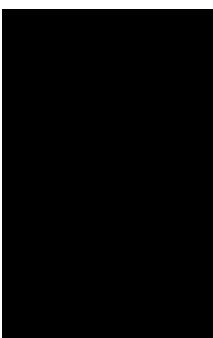
  

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	1	2	3	1	2	3	4	5	1	2	3	4	5									
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22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

**Key**

- Semi-Monthly Payroll
- Monthly/Semi-Monthly Payr
- Paid Holidays

Approved by Board 05/07/2020



6/5/2020



June 10, 2019

Dear Elite Staff,

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

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

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

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

Thank you for choosing to #BeElite.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent Woodard", written over a horizontal line.

Dr. Brent Woodard - Chief Executive Officer

A handwritten signature in black ink, appearing to read "Catherine Heredia", written over a horizontal line.

Mrs. Catherine Heredia- Chief Operations Officer

A handwritten signature in black ink, appearing to read "Meghan Freeman", written over a horizontal line.

Ms. Meghan Freeman- Chief Academic Officer

A handwritten signature in blue ink, appearing to read "Tracy Hasper", written over a horizontal line.

Mrs. Tracy Hasper- Chief Personnel Officer



## CERTIFICATED NOTICE OF EMPLOYMENT

I hereby accept this offer of employment (as outlined in the attached job description) and agree to comply fully with each and every condition thereof, and to fulfill faithfully all of the duties of employment as **Director of Homeschool** of Elite Academic Academy - Lucerne for the 2019-2020 school year.

It is understood that the period of employment will be from July 1, 2019 - June 30, 2020. Compensation is payable at the rate of **\$10,729.17** per calendar month to be paid at the end of each month. The total estimated annual salary for the 2019 - 2020 school year will be no less than **\$128,750**. The 2019 - 2020 work year shall consist of 232 days (see calendar attached) with 15 vacation days per year (1.25 per month), verified by your work calendar that must be used by the end of the contracted year, with a maximum of a 5-day rollover. The Director of Homeschool will also be awarded, 12 sick days per year (1 per month) as well as STRS retirement benefits.

You will also receive a stipend, of \$250 a month for travel and mileage (in lieu of mileage reimbursement).

It is understood that the charter will offer health and welfare benefits, totaling **\$10,800** and that you may purchase one of the employee welfare benefits consisting of medical, dental, and vision insurance benefits offered through the Charter providers. You may opt out of medical insurance provided by the charter and retain the monthly allotment of **\$200**.

Notwithstanding any other provisions of this Agreement, the Board, at its sole discretion, shall upon giving thirty (30) days' written notice, have the option to terminate this agreement without cause. Within the 30-day notice period, the Director of Homeschool shall have the opportunity to propose a cure and correction plan to the CEO, and the Board shall have the sole discretion to allow the Director of Homeschool to implement the cure and correction plan. If the Board elects the option to terminate this agreement, however, it shall pay the Director of Homeschool in one (1) lump sum payment within one hundred twenty (120) days of giving written notice of termination, an amount equal to the lesser of the salary for a period of three (3) months or the salary for the number of months remaining on the agreement, if such remainder is less than three (3) months. In addition, the health benefits will be maintained by the charter school covering the same length of time or until the Director of Homeschool finds other employment, whichever is less. The

calculation for purposes of the lump sum payment shall not include any payment for vacation that would have been earned following thirty (30) days after the date of the notice of termination. If this agreement is terminated for cause, none of the aforementioned benefits will apply and the employee will forfeit any claims.

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

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

This offer of employment is subject to the laws of the State of California and Rules and Regulations of the State Board of Education and the Governing Board of the Charter. The terms and conditions set forth herein may be changed at any time by mutual consent of the contracting parties. The terms and conditions set forth herein may be changed at any time by mutual consent of the contracting parties. In the event that ADA declines or projections are not met after P1/P2 certification, resulting in a declining ending fund balance, the CEO reserves the right to re-negotiate and adjust the financial terms of the contract within 30 days of a written notice. The CEO reserves the right to make any assignment that your credential authorizes and to change that assignment at its discretion. The above salary rate is subject to review (upward or downward) of official transcripts and if verified experience does not agree with the unofficial information supplied in your application.

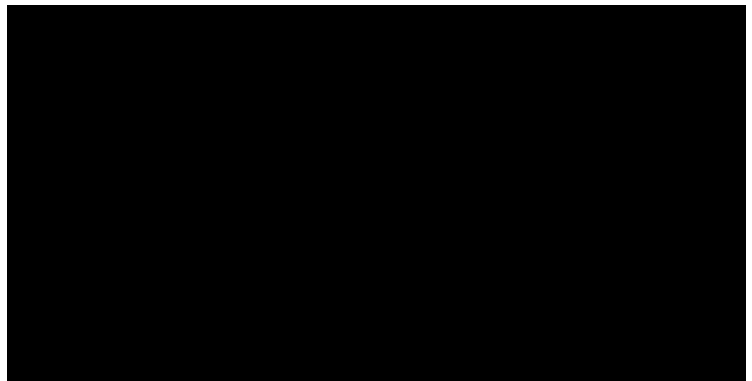
If you wish to accept this offer of employment, please sign and return within 5 days.

6/10/2019

**Date:**

**Signed:**  \_\_\_\_\_  
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**Dr. Brent Woodard - CEO**





## Director of Homeschool

### *Job Description*

<b>Position Title:</b>	Director of Homeschool
<b>Reports To:</b>	Chief Academic Officer (or designee)
<b>FLSA Status:</b>	Exempt
<b>School Classification:</b>	Certificated Administration
<b>Pay Range:</b>	Based upon experience & student enrollment
<b>Work Schedule:</b>	232 days
<b>Location:</b>	Remote Office

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**Position Summary:** *The Homeschool Director has the responsibility for all operational functions of the Charter School's Homeschool program. The Homeschool Director reports directly to the Chief Academic Officer and works collaboratively with the Chief Executive Officer regarding legal or business aspects of the program. All duties will be carried out within the guidelines established by the School's charter.*

#### **Qualifications:**

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



### **ESSENTIAL DUTIES and RESPONSIBILITIES:**

*Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.*

#### **Strategic Planning:**

- Contribute to the Homeschool (HS) and charter school's strategic planning.
- Be responsible for implementation and management of the TK-12 Homeschool Program.
- As required, contribute to and coordinate the establishment, management and delivery of the HS program, including the development and coordination of the academic and enrichment programs offered.
- Contribute and oversee the effective management and delivery of the academic programs through various means, including direct instruction at the site, parent instruction, online instruction, enrichment courses, etc.
- Develop and organize new courses in accordance with the school's mission and charter, including online and on site workshops, enrichment courses, intervention classes, etc.

#### **Educational Leadership:**

- Provide leadership and contribute to the overall performance and welfare of the teaching staff for the TK-12 program, with specific emphasis on the High School program.
- Oversee the professional development program for the TK-12 teaching staff in conjunction with the HS program.
- Be the key contact for the maintenance and development of the academic program and ensure compliance with Common Core Standards and any state and school mandated testing requirements.
- Support the Program Leads with regard to implementation of the HS requirements and issues that arise with families.
- Be familiar with the Common Core Standards and make sure that appropriate academic progress is made towards these standards by HS students.

#### **Operational Management:**

- Hire, train, and supervise all homeschool teachers and specialists in cooperation with the Program Lead.
- Support Program Leads in managing daily HS organization and activities to ensure efficiency while achieving student outcomes.
- Support Program Leads to ensure effective day to day organization of teaching areas
- Develop, maintain and evaluate curricula as necessary to ensure appropriate academic progress towards the Common Core standards.
- Run/attend weekly/monthly meetings with HS staff as necessary and attend any other meetings with school administration as required, including board meetings.
- Work closely with families, students, teachers and other charter school staff and administration

*Director of Homeschool Job Description  
Board Approved: May 3, 2018*

to achieve efficiency in administration and academic performance.

- Manage resources (human and material).
- Observe and evaluate HS Program Leads at a minimum annually.
- Establish and maintain open communication between the teachers, students, families and administration.
- Ensure ethical and transparent practices in management of HS program and the HS team
- Manage HS campus, custodian, etc.

**Financial Management:**

- Ensure that organization targets are met within the context of the HS program’s policies and HS rules and regulations.
- Take shared responsibilities for the management of the budget for the HS program and ensure effective budget management and monitoring for the HS program while working closely with the charter school’s administration and board.

**Student Welfare:**

- Support Program leads in providing academic counseling to students about their progress and the HS program’s requirements, policies and expectations as needed.
- Support Program Leads in scheduling classes/extracurricular activities for HS students and families.
- Support Program leads in organizing and administer of placement testing (if any) for prospective students as well as all state and school mandated testing as required to ensure appropriate academic student progress.

**Divisional and External Communication:**

- Develop and maintain close, cooperative and collegiate relationship with teachers, families/students, and community, as appropriate.
- Work cooperatively and effectively as a member of the HS management team.
- Contribute to the marketing and development of the HS program, including the preparation and development of promotional materials, hosting visitors, liaising with other schools, enterprises, organizations, community groups and the media, etc.
- Participate in the growth and development of the HS program through various means, including PR on social networks, radio, newspapers and other media, as well as participating in school events for the promotion of the HS program.
- Represent the HS program positively in all conversations with staff, families, and the community.

**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; 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:**

- Common Core Standards;
- Educational choices for students and parents;
- Variety of instructional methods and techniques;
- Curriculum development and instructional improvement;
- Progressive/constructivist education methodologies;
- Multiple Intelligence Theory;
- Authentic assessment;
- Current research in education/teaching methods;
- The cognitive, social, and physical needs of children; and
- Interpersonal skills using tact, patience, and courtesy.

#### **ABILITY TO:**

- Work respectfully with diverse groups in the community;
- Establish and maintain effective working relationships with others;
- Utilize effective leadership skills that work well in a team setting;
- Plan and organize work;
- Work independently and in a team environment to implement the philosophy of the School;
- Analyze situations accurately and adopt an effective course of action;
- Supervise, and evaluate the performance of assigned staff;
- Work closely with Program Leads to plan and implement curriculum;
- Oversee California Standardized Testing for the school (CELDT, Physical Fitness Testing, etc.);
- Support Program leads in Participating as a member of the Student Study Team and attend all IEP meetings for all Homeschool students;
- Attend IEP meetings if needed; and
- Perform the essential functions of this position.

#### **Use of Computer Technology:**

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

**Physical Demands:**

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

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

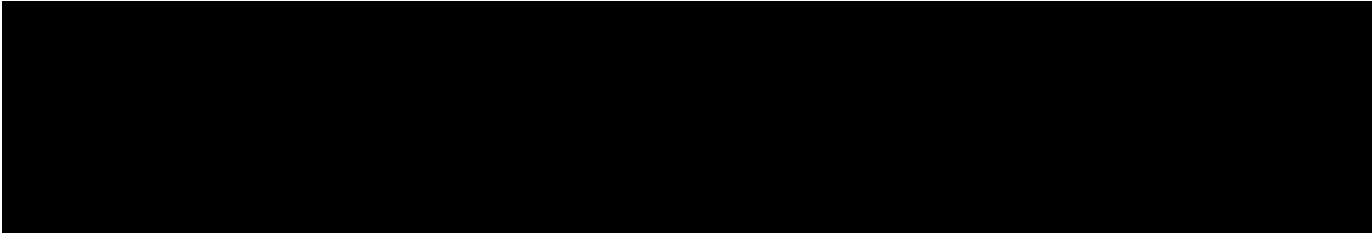
**Work Environment:**

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

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

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**Employee Acknowledgement:**



# Elite Academic Academy School Year 2019 - 2020 (232)

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	7/4
8	9	10	11	12	13		8	9	10	11	12	13	14	8	9	10	11	12	13	14	8	9	10	11	12	13	14	- Fourth of July
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	- Labor Day
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	- Veteran's Day
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31	- Thanksgiving & Day After		
																											11/28 & 11/29	
																											12/25	
																											1/1	
																											- New Years Day	
																											- Martin Luther King's Day	
																											- Presidents Day	
																											2/17	
																											- Memorial Day	
																											5/25	
																											- Easter/Spring Break	
																											4/12	

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
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15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	29	

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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22	23	24	25	26	27	28	22	23	24	25	26	27	28	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					29	30	31					24	25	26	27	28	29	30	28	29	30				

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



6/11/2019

# Elite Academic Academy School Year 2019 - 2020

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5		7/4	
7	8	9	10	11	12	13	8	9	10	11	12	13	14	8	9	10	11	12	13	14	6	7	8	9	10	11	12	- Fourth of July
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	- Labor Day
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	- Veteran's Day
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31	- Thanksgiving & Day After		
																											11/28 & 11/29	
																											12/25	
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																											2/17	
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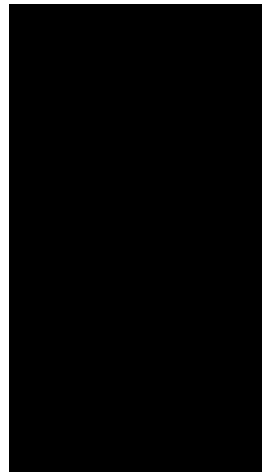
- Fourth of July
- Labor Day
- Veteran's Day
- Thanksgiving & Day After
- Christmas
- New Years Day
- Martin Luther King's Day
- Presidents Day
- Memorial Day
- Easter/Spring Break

NOVEMBER							DECEMBER							JANUARY							FEBRUARY							Holidays				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	1	2	3	4	5	6	7	8	2/17						
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	2/20				
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	5/25				
17	18	19	20	21	22	23	18	19	20	21	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22	4/12
24	25	26	27	28	29	30	24	25	26	27	28	29	30	31	26	27	28	29	30	31	23	24	25	26	27	28	29					

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



6/11/2019





### **MUTUAL AGREEMENT TO ARBITRATE CLAIMS**

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

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

#### **I. Claims Covered by the Arbitration Agreement**

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

#### **II. Claims Not Covered by the Arbitration Agreement**



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

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

**V. Notice of Claims Must be Timely**

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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

**IX. Arbitration Fees and Costs**

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

**X. Severability**

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

**XI. Sole and Entire Agreement Regarding Dispute Resolution**

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

**XII. Binding Effect**

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

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

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

COMPANY:

EMPLOYEE:

By: \_\_\_\_\_

By: \_\_\_\_\_

DocuSigned by:  
*Brent Woodard*  
8DD05A65A5E74C3...  
Dr. Brent WOODARD

6/13/2019

DATED: \_\_\_\_\_

DATED \_\_\_\_\_





## AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Lucerne

Name: [REDACTED]

in the position of

Title: Virtual Teacher

January 23, 2021



We are pleased to offer you the position of full-time exempt Virtual Teacher with Elite Academic Academy - Lucerne (the "School") commencing February 5, 2021. We are delighted you chose to join the Certificated Teaching Department and are confident you will enjoy it here. The terms of your employment with us are set forth in this At-Will Employment Agreement (the "Agreement") and are as follows:

Your job duties are detailed in the attached job description (attached) and you will report to the Remote Director of Virtual, Evan Jorgensen.

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

You will be paid an annual salary of \$74,000 (or \$6,166.67 per month), less applicable withholdings for 225 days of work (see calendar attached). You will also receive a stipend, of

\$50.00 a month for mileage (in lieu of mileage reimbursement). You will be paid once a month on, or before, the 26<sup>th</sup> of each month. Please refer to the 20/21 payroll calendar.

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

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

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

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

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

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

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

from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.

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

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

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

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

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

Sincerely, 

Dr. Meghan Freeman  
CEO

Date: 1/25/2021 \_\_\_\_\_

AGREED TO AND ACCEPTED BY:





**Position Title:** Virtual Teacher (6-12)  
**Reports to:** Remote Director of Virtual Learning  
**Classification:** Certificated  
**Pay Range:** Dependent upon experience & student enrollment  
**Work Schedule:** 185-225  
**Location:** Remote classroom with travel.

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

**Qualifications & Essential Duties:**

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

**Section 1: Management of Homeroom Caseload**

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

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

## **Section 2: Student Supports**

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

## **Section 3: Professional Development & Staff Collaboration**

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

## **Section 4: General & Essential Duties**

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



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

**Knowledge of:**

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

**Ability to:**

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

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

**Work Environment:**

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

**Physical Demands:**

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

**HAZARDS:**

Contact with dissatisfied individuals.

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**Employee Acknowledgement:**





### **MUTUAL AGREEMENT TO ARBITRATE CLAIMS**

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

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

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#### **II. Claims Not Covered by the Arbitration Agreement**

Nothing in this Agreement is intended to require arbitration of any Claim which may not be subject to arbitration in accordance with applicable law. Specifically, “Covered Disputes” shall not include representative claims or actions

arising under the California Private Attorneys General Act of 2004 (“PAGA”) which are not covered by this Agreement. Additionally, claims filed with the Workers’ Compensation Appeals Board, the Employment Development Department, the National Labor Relations Board, the U.S. Department of Labor, and the Equal Employment Opportunity Commission (“Administrative Claims”) are not covered by this agreement, and EMPLOYEE is not barred from filing or cooperating in any Administrative Claim. However, if after initiating an Administrative Claim, EMPLOYEE is permitted to pursue a private cause of action against the COMPANY, the private cause of action must be resolved through arbitration pursuant to this Agreement.

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

**V. Notice of Claims Must be Timely**

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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

rendered by the arbitrator may be entered in any court having proper jurisdiction.

**IX. Arbitration Fees and Costs**

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

**X. Severability**

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

**XI. Sole and Entire Agreement Regarding Dispute Resolution**

This Agreement between EMPLOYEE and the COMPANY constitutes the entire agreement between the parties with respect to the matters referenced herein. This Agreement can be modified only by a written instrument executed by Crystal Casey and Dr. Meghan Freeman on behalf of the COMPANY.

**XII. Binding Effect**

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

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

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

**Both the COMPANY and the EMPLOYEE further acknowledge that they are entering into this agreement voluntarily and that EMPLOYEE will not be fired or, in the case of a new hire, be denied a job, for declining to sign this agreement.**

COMPANY:

DocuSigned by:  


By: \_\_\_\_\_  
Dr. Meghan Freeman

DATED: 1/25/2021

EMPLOYEE:



By: \_\_\_\_\_

DATED: \_\_\_\_\_



# EAA 2020/21 Calendar - Payroll

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	7/3
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	Labor Day
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	11/11
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	11/23 - 11/27				
							30	31												25	26	27	28	29	30	31	Thanksgiving Break	
																				27	28	29	30	31	12/21 - 1/1			
																				28	29	30	31	Winter Break				
																										1/18		
																										3/15 - 3/19		
																										Presidents Day		
																										Spring Break		
																										5/31		
																										Memorial Day		

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

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

**Key**

- Semi-Monthly Payroll
- Monthly/Semi-Monthly Pay
- Paid Holidays

Approved by Board 05/07/2020



1/27/2021





**AT-WILL EMPLOYMENT AGREEMENT**

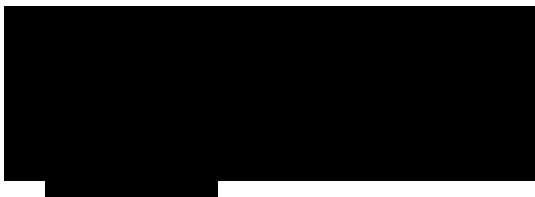
**Between Elite Academic Academy Charter - Lucerne**

**Name:** [REDACTED]

in the position of

**Title: Independent Study Preliminary Internship Program Teacher**

January 15, 2021



We are pleased to offer you the position of **Full -Time (NON-Exempt) Independent Study Preliminary Internship Program Teacher**, with Elite Academic Academy – Lucerne (the “School”) commencing **January 19, 2021**. We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment with us are set forth in this At-Will Employment Agreement (the “Agreement”) and are as follows:

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

described in this Agreement.

- c. Attending any scheduled School events or training or planning sessions before or during the school year if requested by your direct supervisor; and
  - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that while you are working for the School you will not render services in person or by electronic means, paid or otherwise, to any other entity, unless prior written approval is given by the CEO.
4. You will be paid an annual salary of \$55,000; which is a monthly salary of \$4,583.33, and is \$2,291.67 per pay period, less applicable withholdings, for 188 days of work (see attached calendar). We anticipate that there will be occasions when we will ask you to work overtime. All overtime hours must be approved in advance by your supervisor. For any overtime hours worked, you will be paid at the appropriate overtime rate in accordance with all applicable laws. You will be paid twice a month on, or around, the 10th and 26th of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.
5. You will be eligible for all benefits as generally offered to similarly situated employees of the School as further described in the School's Employee Handbook; including accrual of up to 5 days of vacation, and 6 days of sick pay.
6. The charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the charter, and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.
7. You shall be provided with a duty-free, uninterrupted unpaid meal period of at least thirty minutes for a work period of over 5 hours in a day and one rest break of 10 minutes for every 4 hours worked or major fraction thereof. Your supervisor will schedule the times for your meal and rest periods.
8. You are required to record your time via our timekeeping system in Paycom (where you will complete your HR onboarding). You will be provided with specific instructions regarding this system. You will be responsible for reviewing, approving, and submitting your time to your supervisor at the end of each pay period. You must report any instance where you believe your time, or pay, is inaccurate to the payroll department.

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

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

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

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

Sincerely,

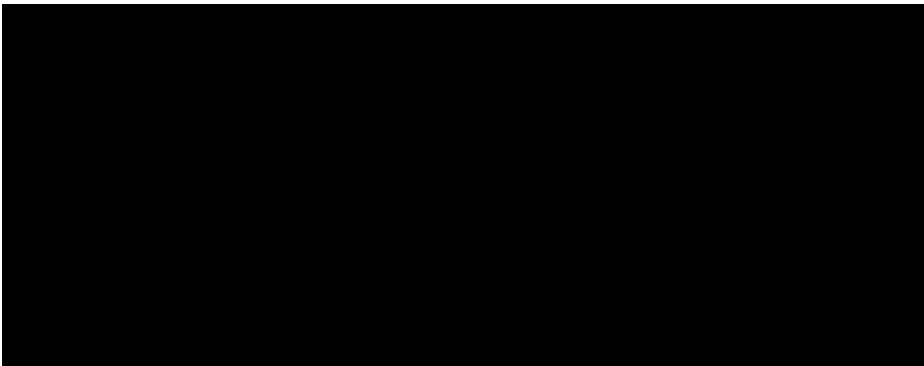
DocuSigned by:  


Ms. Meghan Freeman, CEO

CEO/Designee Signature:

Date: 1/15/2021

AGREED TO AND ACCEPTED BY:



Date: 1/15/2021



**Independent Study**  
**Preliminary Internship Program Teacher**  
*Job Description*

**Position Title:** Independent Study Preliminary Internship Program Teacher  
**Reports To:** Program Director  
**FLSA Status:** Exempt  
**School Classification:** Classified/Certificated if already credentialed  
**Pay Range:** \$55,000/annually  
**Work Schedule:** 188-225 days  
**Location:** Onsite/Remote Office

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**Position Summary:** *Provide stimulating learning experiences to ensure academic success and to motivate students according to their individualized learning plan. This is a classified position that leads to a certificated position, once credentialed. This position will be under the director supervisor, lead teacher, and/or designee.*

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

- A valid, current, or pending Preliminary Internship Program (PIP) through the California State teaching credential for teaching staff. A copy of the Preliminary Internship Program Teaching Credential to be provided and kept current. (Employee may file for the PIP credential shortly after hire.)
- State and federal fingerprint clearance (Live Scan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.
- Working towards getting their complete credential.

**ESSENTIAL DUTIES and RESPONSIBILITIES:**

*Independent Study Preliminary Internship Program Teacher Job Description*  
*Pending Board Approval*

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

### **Other Duties**

- Proctoring duties as needed during the testing season.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and

parents in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).

- Assist with WASC accreditation.
- Perform other duties as assigned.

## **KNOWLEDGE AND ABILITIES**

### **Knowledge of:**

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

### **Ability to:**

- Demonstrate effective interpersonal skills.
- Communicate clearly in a timely manner, both orally and in writing.
- Foster teamwork in a collaborative work environment.
- Direct, motivate, listen to, and establish effective rapport with students, adult students and parents.
- Analyze and assess student learning.
- Use technology in an effective manner for teaching, communicating, analyzing, and reporting.
- Motivate students to develop the skills, attitudes, and understanding needed to set a good foundation for secondary level education, in accordance with each student's ability.
- Maintain professional, cordial relationships with students, parents, and staff.
- Monitor students in classrooms and other learning environments.
- Use professional judgment in making reasonable decisions or recommendations in conjunction with other staff members and/or administrative leadership.
- Solve problems and take responsibility for a variety of situations in a reasonable manner where only limited standardization exists.
- Interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Provide leadership to students in emergency preparedness drills and during actual emergencies, following the charter's Safety Plan. the site emergency preparedness plan.
- Supervise and lead students during monthly site disaster drills and an annual "charter wide" disaster drill.

### **Use of Computer Technology:**



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

**Physical Demands:**

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

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

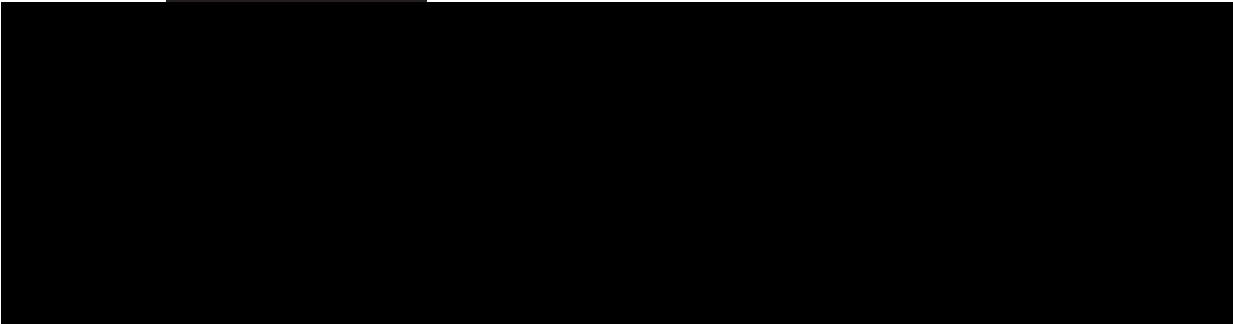
**Work Environment:**

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

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

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**Employee Acknowledgement:**





### **MUTUAL AGREEMENT TO ARBITRATE CLAIMS**

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

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

#### **I. Claims Covered by the Arbitration Agreement**

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

#### **II. Claims Not Covered by the Arbitration Agreement**

Nothing in this Agreement is intended to require arbitration of any Claim which may not be subject to arbitration in accordance with applicable law. Specifically, “Covered Disputes” shall not include representative claims or actions

arising under the California Private Attorneys General Act of 2004 (“PAGA”) which are not covered by this Agreement. Additionally, claims filed with the Workers’ Compensation Appeals Board, the Employment Development Department, the National Labor Relations Board, the U.S. Department of Labor, and the Equal Employment Opportunity Commission (“Administrative Claims”) are not covered by this agreement, and EMPLOYEE is not barred from filing or cooperating in any Administrative Claim. However, if after initiating an Administrative Claim, EMPLOYEE is permitted to pursue a private cause of action against the COMPANY, the private cause of action must be resolved through arbitration pursuant to this Agreement.

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

**V. Notice of Claims Must be Timely**

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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

rendered by the arbitrator may be entered in any court having proper jurisdiction.

**IX. Arbitration Fees and Costs**

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

**X. Severability**

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

**XI. Sole and Entire Agreement Regarding Dispute Resolution**

This Agreement between EMPLOYEE and the COMPANY constitutes the entire agreement between the parties with respect to the matters referenced herein. This Agreement can be modified only by a written instrument executed by Melvin Thomas and Dr. Meghan Freeman on behalf of the COMPANY.

**XII. Binding Effect**

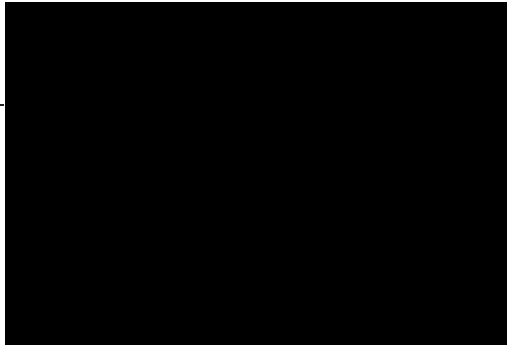
This Agreement is binding upon the COMPANY and EMPLOYEE and each of their respective subsidiaries and affiliates, and upon their heirs, successors, permitted representatives, and permitted assigns.

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

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

**Both the COMPANY and the EMPLOYEE further acknowledge that they are entering into this agreement voluntarily and that EMPLOYEE will not be fired or, in the case of a new hire, be denied a job, for declining to sign this agreement.**

COMPANY: \_\_\_\_\_ EMPLOYEE: \_\_\_\_\_  
By: \_\_\_\_\_ By: \_\_\_\_\_  
Dr. Meghan Freeman  
DATED: 1/15/2021 DATED: \_\_\_\_\_



# EAA 20/21 School Year - 188 Day (11 month) Employees

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays																														
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S																															
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	6	7	8	9	10	11	12	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	9/7	Labor Day								
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	25	26	27	28	29	30	31	11/11	Veteran's Day																						
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30			25	26	27	28	29	30	31								11/23 - 11/27	Thanksgiving Break																							
							30	31																									12/21 - 1/1	Winter Break																								
																																	1/18	Martin Luther King's Day																								
																																	2/15	Presidents Day																								
																																	3/15 - 3/19	Spring Break																								
																																	5/31	Memorial Day																								
																																	6/7	Last Day of School																								

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31	24	25	26	27	28	29	30	28								

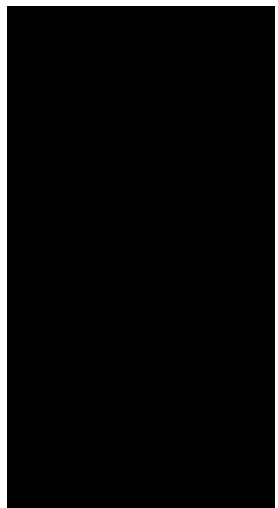
  

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				

**Key**

- Contract Start & End Date
- First & Last Day of School
- Paid Holidays
- Non-contract days
- PD days

Approved by Board 05/07/20



# EAA 2020/21 Calendar - Payroll

JULY							AUGUST							SEPTEMBER							OCTOBER							Holidays
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	7/3
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	Labor Day
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	11/11
26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	25	26	27	28	29	30	31	11/23 - 11/27				
							30	31													12/21 - 1/1							
																					1/18							
																					Martin Luther King's Day							
																					2/15							
																					Presidents Day							
																					3/15 - 3/19							
																					Spring Break							
																					5/31							
																					Memorial Day							
NOVEMBER							DECEMBER							JANUARY							FEBRUARY							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
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MARCH							APRIL							MAY							JUNE							
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
28	29	30	31	25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30								
														30	31													

**Key**

- Semi-Monthly Payroll
- Monthly/Semi-Monthly Payr
- Paid Holidays

Approved by Board 05/07/2020



**FLIPSWITCH**  
**MARKETING SERVICES AGREEMENT**

The Marketing Services Agreement (“Agreement”) between FlipSwitch Marketing LLC (“Agency”) and Elite Academic Academy, Inc. [California] (the “Client”), is made this 7<sup>th</sup> day of January, 2021.

1. **Statement of Services**

Agency shall perform the “Marketing Services” specified in the attached Schedule A as agreed upon with Client. These Marketing Services may include but need not be limited to website design. Agency shall perform these Marketing Services with generally accepted professional standards.

2. **Term**

The term of this Agreement shall be from the effective date set forth above and shall terminate upon successful launch of new Client website by Agency by March 15, 2021, unless terminated earlier pursuant to the terms and conditions of this Agreement. This Agreement may be terminated, without cause, by either party by giving no less than thirty (30) days’ written notice to the other. In this event, Agency shall be paid for its services through the 30<sup>th</sup> day after written notice and Client shall not be responsible for any fees incurred after the 30<sup>th</sup> day after written notice. This Agreement may be terminated, with cause, by either side immediately upon written notice to the other. For purposes of this section, “cause” means a material breach of a term or condition of this Agreement, any act or omission which causes the other party to be exposed to potential legal liability, or any act or statement that puts the other party in a disparaging or negative light. In this event, Agency shall be paid for its services through the date of written notice and Client shall not be responsible for any fees after written notice. Written notice may be made by electronic mail or by any other method reasonably designed to effect notice to the other party, and such notice shall become effective upon receipt of such notice by the party to whom it is addressed.

3. **Fees and Expenses**

(a) Client shall pay Agency, as compensation for its Marketing Services, fees as set forth on Schedule B attached hereto and as follows:

(b) The Client shall pay Agency the professional fees and expenses shown on each invoice or notify Agency in writing of any questions or disputes regarding the invoice, within thirty (30) days of receiving the invoice. Client agrees that all additional work performed outside of the Marketing Services will be negotiated between Agency and Client.



(c) Each invoice will include a summary of work completed. Unless otherwise stated, or unless Clients notifies Agency in writing of any questions or disputes regarding the invoice.

4. **Independent Contractor Relationship**

The relationship of Agency to the Client is that of an independent contractor, and nothing in this Agreement shall be construed as creating an agency, master-servant, or any other relationship between Agency or any of its employees and the Client. Agency may perform the marketing services as it deems appropriate provided that such details, hours, and places are consistent with the proper accomplishment of such services.

5. **Confidentiality**

The Client may from time to time communicate to Agency proprietary, confidential and other information to enable Agency to effectively perform marketing services covered by this Agreement. Agency shall treat all such information as confidential, whether requested to do so or not, and shall take all reasonable precautions to not disclose any part of such information to any person outside the Agency organization without the consent of the Client, including without limitation taking all those precautions which Agency uses to safeguard its own confidential information. Agency shall also limit the use and circulation of such information within the Agency organization to the extent necessary to perform the marketing services covered by this Agreement.

This obligation of confidentiality shall not, however, apply to information that: (i) is or becomes available in the public domain through no wrongful act of Agency; (ii) is already in Agency's possession prior to the performance of the services hereunder without an obligation of confidentiality; (iii) is rightfully disclosed to Agency by a third party without an obligation of confidentiality; (iv) is independently developed by Agency; or (v) is required to be disclosed pursuant to any court or regulatory order served on Agency, provided that Agency gives the Client prompt notice of such order.

6. **Work Product**

The Client shall have the perpetual and unrestricted right to use, copy and incorporate into other works all reports, materials, presentations and other work product prepared by Agency and delivered to the Client.

Client will retain any intellectual property rights in the Work Product (defined as the final product produced solely by Agency's performance of services under this Agreement) as well as any and all other proprietary intellectual property of Agency necessary to perform said services. Agency warrants that none of the Work Product will violate any third-party intellectual property or other rights.

Client grants Agency a royalty free, non-exclusive, perpetual, transferable, and world-wide right to display, reproduce and distribute the Work Product for use in the Agency's portfolio, on the Agency's website, and in third party trade publications and exhibits, as exemplifying the Agency's work. Client may terminate this grant in its sole discretion and/or upon termination of this Agreement. Client retains the right to review and consent to any such display or reproduction of the Work Product, such consent not to be unreasonably withheld.

Agency agrees that WordPress theme used on Client website development project under this agreement has never before been used by Agency on any previous project and will not be used by Agency for any current or future project outside of this agreement, unless otherwise specified by Client.

7. **Limitation of Liability**

CLIENT EXPRESSLY UNDERSTANDS AND AGREES THAT AGENCY SHALL NOT BE LIABLE FOR ANY SPECIAL, EXEMPLARY, PUNITIVE, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING WITHOUT LIMITATION LOST PROFITS OR LOST SAVINGS), WHETHER BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE.

8. **Indemnification**

(a) **Agency Indemnification.** Agency shall, except to the extent caused by Client's negligence, reckless or willful misconduct, indemnify and hold harmless Client, its affiliates, and all their officers, directors, employees and agents, for any losses, claims, damages, judgments, assessments, costs and other liabilities, including reasonable attorney's fees, in connection with any demands, law suits and other legal actions by third parties against Client arising out of or alleged to arise out of (i) any negligence, reckless or willful misconduct by or of Agency or its agents, or (ii) any material breach by Agency of any term of provision of this Agreement. This provision shall survive any termination of this Agreement.

(b) **Client Indemnification.** Client shall, except to the extent caused by Agency's negligence, reckless or willful misconduct, indemnify and hold harmless Agency, its affiliates,

and all their officers, directors, employees and agents, for any losses, claims, damages, judgments, assessments, costs and other liabilities, including reasonable attorney's fees in connection with any demands, law suits and other legal actions by third parties against Agency arising out of or alleged to arise out of (i) any negligence, reckless or willful misconduct by or of Client or its agents, or (ii) any material breach by Client of any term or provision of this Agreement. This provision shall survive any termination of this Agreement.

9. **General**

This Agreement constitutes the entire agreement between the parties with respect to Marketing Services to be provided by Agency to the Client and supersedes all prior agreements, understandings, and representations between the Client and Agency. This Agreement shall be construed in accordance with the laws of Arizona, without regard to the legislative or judicial conflicts of law rules of any state.

IN WITNESS WHEREOF, the Client and Agency have caused this Agreement to be executed by duly authorized individuals on the day first written above.

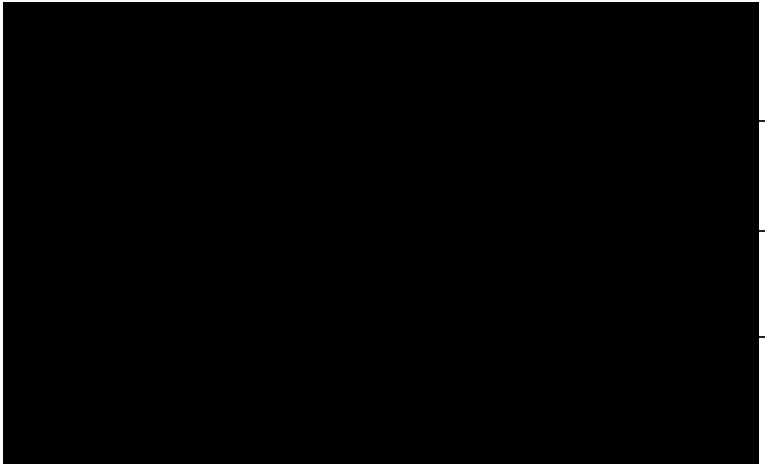
Agreed and accepted this 7<sup>th</sup> day of January, 2021.

**ELITE ACADEMIC ACADEMY, INC**

DocuSigned by:  
Signature:  \_\_\_\_\_

Printed Name: Meghan Freeman

Title: Chief Academic Officer



**Schedule A**  
Marketing Services

**A. Marketing Services**

**1. Website Design & Development**

Agency will design, build, host, and maintain a new website for Client. The site will be on one Content Management System (CMS): WordPress. The site will utilize the latest responsive website platform to ensure the site is accessible on computer, tablet, and mobile devices. Agency will also provide:

- The design of the website based on provided specifications and collaboration with Client
- A WordPress theme never before used by Agency
- The theme will not be used by Agency for any future project outside of this agreement
- A menu structure that is designed to make it easier to find information
- Sitemap will remain intact, without additional pages or page merges
- A review of all content for correct readability score of target audience
- Content will remain intact, without additional pages of copy
- SEO of top visited pages of content
- Google Analytics integration
- Social Media links

**Schedule B**  
Pricing and Fees

**A. Fees**

**1. Total: \$12,000**

Client shall pay Agency, as compensation for Website Design as follows:

(1) A payment of \$6,000 dollars for website build; to be invoiced to Elite Academic Academy-Mountain Empire within 30 days of final homepage design approval has been provided by Client and (2) A payment of \$6,000 dollars to be invoiced to Elite Academic Academy-Lucerne within 30 days of successful website launch. Agency services for these fees will include but need not be limited to website design and development. All fees will be due 30 days from invoice date.

# Curriculum Associates®

**Prepared For:**

Antonette Sims  
Elite Academic Academy  
43414 Business Park Dr,  
Temecula, CA 92590

1/14/2021

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: 232911.4      Valid through: 12/31/2021

Product	List Price	Net Price
i-Ready	\$11,172.00	\$8,904.00
Professional Development	\$7,500.00	\$6,000.00
	List Total:	\$18,672.00
	Savings:	\$3,768.00
	Shipping/Tax/Other:	\$0.00
	<b>Total:</b>	<b>\$14,904.00</b>

Thank you again for your interest in Curriculum Associates.



**Please submit this quote with your purchase order**

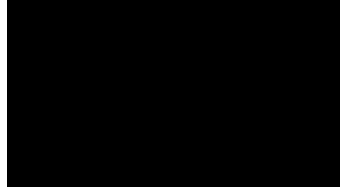
# Curriculum Associates®

Quote ID: 232911.4    Date: 1/14/2021    Valid through: 12/31/2021

**Prepared For:**

Antonette Sims  
Elite Academic Academy  
43414 Business Park Dr,  
Temecula, CA 92590  
asims@eliteacademic.com

**Your Representative:**



## i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment Math Per Student License 1 Year	13086.0	700	\$6.00	\$5.70	\$3,990.00
i-Ready Assessment Math Per Student License Grades 9-12 1 Year	14928.0	231	\$6.00	\$2.00	\$462.00
i-Ready Assessment Reading Per Student License 1 Year	13088.0	700	\$6.00	\$5.70	\$3,990.00
i-Ready Assessment Reading Per Student License Grades 9-12 1 Year	14936.0	231	\$6.00	\$2.00	\$462.00
i-Ready Subtotal:					\$8,904.00

## Professional Development

Product Name	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment Getting Started with i-Ready Webinar (Teacher Year 1)	19991.0	3	\$500.00	\$500.00	\$1,500.00
Professional Development i-Ready Assessment New User - Using Data to Plan Instruction Session (up to 6 hrs)	20023.0	3	\$2,000.00	\$1,500.00	\$4,500.00
Professional Development Subtotal:					\$6,000.00

## Total

List Total:	\$18,672.00
Savings:	\$3,768.00
Merchandise Total:	\$14,904.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
<b>Total:</b>	<b>\$14,904.00</b>

## Special Notes

All i-Ready purchases require professional development. 5% discount applied to i-Ready based on scope of quote.

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](mailto:pdoperations@cainc.com).



# Curriculum Associates®

## Placing an Order

Please attach quote to all signed purchase orders.

- 1) **Email:** [orders@cainc.com](mailto:orders@cainc.com)
- 2) **Fax:** 1-800-366-1158
- 3) **Mail:**  
ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates, LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit [CurriculumAssociates.com](http://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.

## 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
\$1,000.00 to \$4,999.99	10% of order
\$5,000.00 to \$99,999.99	8% of order
\$100,000.00 and more	6% of order

Please contact local CA Representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500 lbs.

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

## 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](http://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](http://CurriculumAssociates.com/support/shipping-and-returns).

**ELITE ACADEMIC ACADEMY - LUCERNE**

**CHARTER SCHOOL NUMBER: #1923**

**FINANCIAL STATEMENTS AND  
SUPPLEMENTARY INFORMATION**

**YEAR ENDED JUNE 30, 2020**



[CLAconnect.com](http://CLAconnect.com)

**WEALTH ADVISORY  
OUTSOURCING  
AUDIT, TAX, AND  
CONSULTING**

**ELITE ACADEMIC ACADEMY - LUCERNE  
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## INDEPENDENT AUDITORS' REPORT

Board of Directors  
Elite Academic Academy - Lucerne  
Temecula, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Elite Academic Academy - Lucerne (the Academy), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditors' Responsibility***

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

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

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

**Opinion**

In our opinion, the financial statements referred to on page one present fairly, in all material respects, the financial position of the Academy as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Other Matters**

*Supplementary Information*

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

**Other Reporting Required by Government Auditing Standards**

In accordance with Government Auditing Standards, we have also issued a report dated December 7, 2020 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.



**CliftonLarsonAllen LLP**

Glendora, California  
December 7, 2020

**ELITE ACADEMIC ACADEMY - LUCERNE  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2020**

**ASSETS**

**CURRENT ASSETS**

Cash and Cash Equivalents	\$ 301,226
Accounts Receivable - Federal and State	1,269,431
Due From Related Parties	70,987
Prepaid Expenses and Other Assets	67,374
Total Current Assets	<u>1,709,018</u>

Total Assets	<u><u>\$ 1,709,018</u></u>
--------------	----------------------------

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts Payable and Accrued Liabilities	\$ 505,525
Revolving Loan Payable, Current Portion	62,502
Factored Receivables	450,750
Total Current Liabilities	<u>1,018,777</u>

**LONG-TERM LIABILITIES**

Revolving Loan Payable	<u>124,996</u>
Total Long-Term Liabilities	124,996

**NET ASSETS**

Without Donor Restriction	<u>565,245</u>
Total Net Assets	<u>565,245</u>

Total Liabilities and Net Assets	<u><u>\$ 1,709,018</u></u>
----------------------------------	----------------------------

See accompanying Notes to Financial Statements.

**ELITE ACADEMIC ACADEMY - LUCERNE  
STATEMENT OF ACTIVITIES  
YEAR ENDED JUNE 30, 2020**

**REVENUES, WITHOUT DONOR RESTRICTION**

State Revenue:	
State Aid	\$ 5,510,608
Other State Revenue	281,419
Federal Revenue:	
Grants and Entitlements	276,556
Local Revenue:	
In-Lieu Property Tax Revenue	145,059
Contributions	6,974
Other Revenue	46,405
Total Revenues	<u>6,267,021</u>

**EXPENSES**

Program Services	3,833,109
Management and General	1,376,216
Total Expenses	<u>5,209,325</u>

**CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTION** 1,057,696

Net Assets (Deficit) Without Donor Restriction, Beginning of Year (492,451)

**NET ASSETS WITHOUT DONOR RESTRICTION, END OF YEAR** \$ 565,245

*See accompanying Notes to Financial Statements.*



**ELITE ACADEMIC ACADEMY - LUCERNE  
STATEMENT OF CASH FLOWS  
YEAR ENDED JUNE 30, 2020**

**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in Net Assets (Deficit)	\$ 1,057,696
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Change in Operating Assets:	
Accounts Receivable - Federal and State	(1,117,219)
Accounts Receivable - Other	157,637
Prepaid Expenses and Other Assets	26,449
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	52,879
Net Cash Provided by Operating Activities	177,442

**CASH FLOWS FROM FINANCING ACTIVITIES**

Net Change in Factored Receivables	(52,138)
Proceeds from Debt	1,250,000
Repayments of Debt	(1,312,502)
Net Cash Used by Financing Activities	(114,640)

**NET CHANGE IN CASH AND CASH EQUIVALENTS**

62,802

Cash and Cash Equivalents, Beginning of Year

238,424

**CASH AND CASH EQUIVALENTS, END OF YEAR**

\$ 301,226

**SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION**

Cash Paid for Interest

\$ 176,255

*See accompanying Notes to Financial Statements.*

**ELITE ACADEMIC ACADEMY - LUCERNE  
STATEMENT OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2020**

	<u>Program Services</u>	<u>Management and General</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 1,599,827	\$ 475,983	\$ 2,075,810
Pension Expense	228,478	68,927	297,405
Other Employee Benefits	130,928	38,954	169,882
Payroll Taxes	65,024	19,347	84,371
Management Fees	-	173,681	173,681
Accounting Fees	-	2,100	2,100
Legal Fees	-	27,725	27,725
Other Fees for Services	695,122	97,270	792,392
Advertising and Promotion Expenses	-	116,999	116,999
Office Expenses	30,061	31,877	61,938
Information Technology	190,703	40,047	230,750
Occupancy Expenses	-	73,122	73,122
Travel Expenses	27,100	-	27,100
Conference and Meeting Expenses	13,089	-	13,089
Interest Expense and Financing Fees	-	176,255	176,255
Payments to Affiliates	-	10,500	10,500
Instructional Materials	852,107	-	852,107
Other Expenses	670	23,429	24,099
	<u>670</u>	<u>23,429</u>	<u>24,099</u>
Total	<u>\$ 3,833,109</u>	<u>\$ 1,376,216</u>	<u>\$ 5,209,325</u>

See accompanying Notes to Financial Statements.

**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Nature of Activities**

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

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

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

**Basis of Accounting**

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

**Basis of Presentation**

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

**Use of Estimates**

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

**Functional Allocation of Expenses**

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

**Cash and Cash Equivalents**

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

**Net Asset Classes**

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

**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Net Asset Classes (Continued)**

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

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

**Accounts Receivable**

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2020. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

**Revenue Recognition**

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

**Contributions**

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

**Conditional Grants**

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Academy has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2020, there were no conditional grants.

**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

**Property Taxes**

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

**Income Taxes**

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

**Change in Accounting Principle**

In May 2014, FASB issued Accounting Standards Update (ASU) 2014-09, *Revenues from Contracts with Customers (Topic 606)*. The update establishes the core principle that an entity should recognize revenue to depict the transfer of promised goods or services to customers in the amount that reflects the consideration to which the entity expects to be entitled in exchange for those good or services. The Academy has early adopted the implementation of ASU 2014-09 under the full retrospective approach. There was no material impact on the Academy's financial position and results of operations upon adoption of the new standard.

In June 2018, FASB issued Accounting Standards Update (ASU) 2018-08, *Not-for-Profit Entities (Topic 958) – Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The update clarifies and improves the scope and the accounting guidance for contributions received and contributions made. The amendments in this update should assist entities in (1) evaluating whether transactions should be accounted for as contributions (nonreciprocal transactions), or as exchange (reciprocal transactions) and (2) determining whether a contribution is conditional. The Academy has implemented ASU 2018-08 under the modified prospective approach. There was no material impact on the Academy's financial position and results of operations upon adoption of the new standard.

**Evaluation of Subsequent Events**

The Academy has evaluated subsequent events through December 7, 2020, the date these financial statements were available to be issued.

**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 2 LIQUIDITY AND AVAILABILITY**

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$1,641,644.

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

**NOTE 3 CONCENTRATION OF CREDIT RISK**

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

**NOTE 4 FACTORED RECEIVABLES**

The Academy has entered into a receivable purchase agreement to factor attendance and grant receivables. The amount of factored receivables at June 30, 2020 was \$450,750.

**NOTE 5 REVOLVING LOANS PAYABLE**

In August 2018, the Academy received a revolving loan from the California Department of Education (CDE) in the amount of \$250,000. The loan requires annual principal payments of \$62,502. The loan has a term of 4 years and carries an interest rate of 2.232%. Annual payments of principal and interest are deducted from the Academy's apportionment.

The loan repayment is as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2021	\$ 62,502
2022	62,502
2023	62,494
Total	<u>\$ 187,498</u>

**ELITE ACADEMIC ACADEMY - LUCERNE  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2020**

**NOTE 6 OPERATING LEASES**

In December 2018, the Academy entered into a lease agreement to occupy an office building in Temecula, California. The site will be used as administrative offices for the school to utilize in operating the charter school. The agreement called for a security deposit amounting to \$29,556 upon the execution of the lease. The Academy has recorded this deposit as a current asset. The lease agreement covers a term of four years, which commenced on January 1, 2019 and is set to end on December 31, 2022. The Academy paid a total of \$29,556 in lease payments in the fiscal year ended June 30, 2020

Future lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2021	\$ 46,086
2022	47,472
2023	23,382
Total	<u>\$ 116,940</u>

**NOTE 7 EMPLOYEE RETIREMENT**

**State Teachers' Retirement System (STRS)**

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2019, total STRS plan net assets are \$273 billion, the total actuarial present value of accumulated plan benefits is \$392 billion, contributions from all employers totaled \$5.6 billion, and the plan is 66% funded. The Academy did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and [www.calstrs.com](http://www.calstrs.com).

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. Under the 2014 funding plan, employer contributions on compensation creditable to the program will increase every year for the next seven years, up to 16.15% in 2020–21. The required employer contribution rate for the year ended June 30, 2020 was 17.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 7 EMPLOYEE RETIREMENT (CONTINUED)**

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

<u>Year Ending June 30.</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2018	\$ -	100%
2019	\$ 148,261	100%
2020	\$ 296,455	100%

**Defined Contributions Benefit Plan**

We sponsor a tax-deferred annuity plan (the Plan) qualified under IRC Section 403(b) covering substantially all full-time employees. The plan provides that employees who have attained the age of 21 and completed one year of service may voluntarily contribute from 3% to 10% of their earnings to the Plan, up to the maximum contribution allowed by the IRS. Employer contributions are discretionary and are determined and authorized by the board of directors each plan year. During the year ended June 30, 2020, the Academy matched contributions amounting to \$36,755.

**NOTE 8 RELATED PARTY TRANSACTIONS**

The Academy has one sister school, Elite Academic Academy – Mountain Empire, which is a related party. The related party has an independent Board of Directors from Elite Academic Academy - Lucerne, which do not require consolidation under accounting principles generally accepted in the United States of America. At June 30, 2020 the amounts due from Elite Academic Academy – Mountain Empire totaled \$70,987.

**NOTE 9 CONTINGENCIES, RISKS, AND UNCERTAINTIES**

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

During the fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Academy, COVID-19 may impact various parts of its 2021 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Academy is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.



**ELITE ACADEMIC ACADEMY - LUCERNE**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2020**

**NOTE 10 FUNCTIONALIZED EXPENSES**

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include salaries and wages, employee benefits, payroll taxes, and pension expenses, which are allocated on the basis of estimates of time and effort. The remaining expenses are directly applied.

**NOTE 11 SUBSEQUENT EVENT - PPP LOAN**

On July 7, 2020, the Academy obtained a loan in the amount of \$668,800 through the Paycheck Protection Program administrated by the U.S. Small Business Administration which is part of the Coronavirus Aid Relief and Economic Security Act. The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over 24 months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the organization fails to apply for forgiveness within ten months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program. To the extent that all or part of the PPP Loan is not forgiven, the Academy will be required to pay interest on the PPP Loan at a rate of 1.0% per annum and commencing in 2021. Principal and interest payments will be required through the maturity date in 2022.

**SUPPLEMENTARY INFORMATION**

**ELITE ACADEMIC ACADEMY - LUCERNE  
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE  
YEAR ENDED JUNE 30, 2020**

The Academy began serving students in July 2018 and is sponsored by the Lucerne Valley Unified School District (the District).

Charter school number authorized by the State: 1923

The Board of Directors and the Administrators as of the year ended June 30, 2020 were as follows:

**BOARD OF DIRECTORS**

<u>Member</u>	<u>Office</u>	<u>Term End (Length)</u>
Susan McDougal	Board President	February 2020 (2 Years)
Adam Hasper	Board Vice President	February 2020 (2 Years)
Kent Christensen	Board Treasurer	February 2020 (2 Years)

**ADMINISTRATORS**

Dr. Brent Woodard	Chief Executive Officer
Catherine Heredia	Chief Operating Officer
Meghan Freeman	Chief Academic Officer

**ELITE ACADEMIC ACADEMY - LUCERNE  
SCHEDULE OF INSTRUCTIONAL TIME  
YEAR ENDED JUNE 30, 2020**

Based on California Educational Code Section 47612.5, this schedule does not apply to independent study programs; accordingly, such schedule has not been presented.

**ELITE ACADEMIC ACADEMY - LUCERNE  
SCHEDULE OF AVERAGE DAILY ATTENDANCE  
YEAR ENDED JUNE 30, 2020**

**P-2 Report - Nonclassroom Average Daily Attendance**

	Apportionment Days Claimed through P-2	Number of School Calendar Days through P-2	Average Daily Attendance P-2 Report
Track A	29,395	100	293.95
Track B	27,789	110	252.63
ADA Totals			546.58
			Average Daily Attendance
Grades K-3			123.73
Grades 4-6			80.53
Grades 7-8			131.03
Grades 9-12			211.29
ADA Totals			546.58

**P-Annual Report - Nonclassroom Average Daily Attendance**

	Apportionment Days Claimed through P-3	Number of School Calendar Days through P-3	Average Daily Attendance P-3 Report
Track A	29,395	100	293.95
Track B	27,789	110	252.63
ADA Totals			546.58
			Average Daily Attendance
Grades K-3			123.73
Grades 4-6			80.53
Grades 7-8			131.03
Grades 9-12			211.29
ADA Totals			546.58

There is no Average Daily Attendance generated through classroom-based instruction.

**ELITE ACADEMIC ACADEMY - LUCERNE  
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH  
AUDITED FINANCIAL STATEMENTS  
YEAR ENDED JUNE 30, 2020**

June 30, 2020 Annual Financial Report Fund Balances (Net Assets)	\$ 623,666
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Accounts Receivable - Federal and State	(4,419)
Accounts Payable and Accrued Liabilities	<u>(54,002)</u>
Net Adjustments and Reclassifications	<u>(58,421)</u>
June 30, 2020 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 565,245</u>

*See accompanying Independent Auditors' Report and the Notes to Supplementary Information.*

**ELITE ACADEMIC ACADEMY - LUCERNE  
NOTES TO SUPPLEMENTARY INFORMATION  
YEAR ENDED JUNE 30, 2020**

**PURPOSE OF SCHEDULES**

**NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME**

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

**NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE**

Average daily attendance is a measurement of the number of pupils attending classes of Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

**NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS**

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



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

Board of Directors  
Elite Academic Academy - Lucerne  
Temecula, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the financial statements of Elite Academic Academy - Lucerne (the Academy), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 7, 2020.

**Internal Control Over Financial Reporting**

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

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

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



**Compliance and Other Matters**

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

**Purpose of this Report**

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



**CliftonLarsonAllen LLP**

Glendora, California  
December 7, 2020



## INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors  
Elite Academic Academy - Lucerne  
Temecula, California

We have audited Elite Academic Academy - Lucerne's (the Academy) compliance with the types of compliance requirements described in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2020. The Academy's State compliance requirements are identified in the table below.

### Management's Responsibility

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

### Auditors' Responsibility

Our responsibility is to express an opinion on the Academy's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academy's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academy's compliance.

### Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not applicable
After School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

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

**Opinion on State Compliance**

In our opinion, the Academy complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2020.

**Purpose of this Report**

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.



**CliftonLarsonAllen LLP**

Glendora, California  
December 7, 2020

**ELITE ACADEMIC ACADEMY - LUCERNE  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2020**

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

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

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**ELITE ACADEMIC ACADEMY - LUCERNE  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED JUNE 30, 2020**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year as this is the first year of operations.

Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC,  
an SEC-registered investment advisor. | CliftonLarsonAllen LLP





## 2020-21 Safety Plan

43414 Business Park Drive  
Temecula, CA 92590  
Eliteacademic.com  
866-354-8302

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## **Section 1: School Safety Plan Purpose**

### **Objective**

Elite Academic Academy recognizes that students and staff have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

### **Nondiscrimination and Fair Treatment of Pupils**

Elite Academic Academy realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students (real or perceived) due to ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Elite Academic Academy endeavors to communicate to students, and the greater community, that all students are valued and respected.

### **Conduct**

Elite Academic Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and, respectful towards Elite Educators, other staff, students and volunteers. Every effort is made to ensure students are aware of the expected behaviors at school-organized events.

### **Plan Elements**

The Elite Academic Academy School Safety Plan contains the following elements:

- Emergency Preparedness
  - Learning Period Meetings
  - Testing sites
  - Field Trips

- Staff meetings
- School office
- Human Resources
  - Mandated Reporter
  - Sexual Harassment
  - Bloodborne Pathogens
- Expectations of Conduct
  - Students
  - Parents/Guardians
  - Staff

The school safety plan shall be evaluated annually. A copy of the School Safety Plan will be available for review at the Elite Academic Academy school office. The school also has an IILP, Covid Plan and School re-opening plan that can be viewed upon request.

## Section 2: Emergency Preparedness

Elite Academic Academy is an independent study program where students are schooled in the home and through various contracted vendors in the community. Typically, students are in the primary care of their parents/guardians for their schooling. There are a few instances when the school sponsors events, such as field trips and state testing, when it is important to have a clear emergency preparedness plan.

The school's procedures for evacuation and emergency preparedness are outlined in the following section for testing sites, the school office, staff meetings, and field trips. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted.

Further, it is important to clearly define the responsibilities of the school and parent/guardian, as well as the school's dismissal procedures, in the event of an emergency or disaster.

### Elite Academic Academy Responsibilities

Elite Academic Academy will abide by the vendor/site emergency plans. Beyond that, Elite Academic Academy will consistently maintain the following:

- Staff emergency information in Paycor
- Student emergency information held within Student Information System with staff access
- Employee safety training assignments, as appropriate
- First aid kits for all test sites, the field trip coordinators, and the school office

### Parent/Guardian Responsibilities

Parents and legal guardians of students will be required to complete when applicable:

- Annual CAASPP Site Security form - ER Card
- Field trip permission slips and waivers

All parents are responsible to keep their child's Student Information System Student Emergency Card current. In case of a declared emergency, students will be released only to persons designated on the applicable form. Parents/guardians are responsible for ensuring that information on all forms is current at all times.

### Guidelines for Student and Staff Dismissal

Student Dismissal:

In the event of a declared emergency, as per the site, all students will be required to remain onsite or at an alternate safe site under the supervision of the Director, Director's designee or other school staff assigned by the Director or designee. Students will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. Depending on the site, an authorized adult with a photo ID, whose name appears on the Emergency Card or field trip permission slip, arrives to pick up the student.
3. In the event of an earthquake or other disaster that prevents parents and other designated adults from picking up students, students will remain with school staff.

Staff Dismissal:

In the event of a declared emergency with students present, all school employees will remain on site and carry out their assignments until officially dismissed by the Director, or Director's designee, or relieved by fire or law enforcement.

## Learning Period Meeting (LPM)

The purpose of the learning period meeting is for the credentialed teacher to meet with the student to provide educational support, document learning, and to complete other administrative tasks. These meetings occur in private homes and public locations, such as a library. Typically, the parent/guardian is present for these meetings and is solely responsible for the safety of the student. In the rare occasion when a student is not accompanied by the parent, the Elite Educator is required to meet in a public location for the safety of the student.

If, during an LPM, there is an incident that poses a safety threat to the student, the parent/guardian would be responsible to decide the appropriate course of action for his/her child. If the parent/guardian is not present, the Elite Educator will take responsibility for the student's safety.

### Elite Educator

Required Training and Resources:

- Annually complete the following trainings:
  - Mandated Reporter
  - Bloodborne Pathogens
  - Sexual Harassment
  - CPR Certification
- Download, when possible, emergency apps to phone
  - Red Cross First Aid
  - Red Cross Earthquake
- First Aid Kit, provided by school

Responsibilities:

- In the event of a student injury when parent is not present:
  - Call 911 if student injury requires medical attention.
  - If blood or other bodily fluids are present, follow the bloodborne pathogens procedures using the school-provided first aid kit.
  - Contact the parent/guardian and allow them to take responsibility. Once present, the teacher may offer the use of the first aid kit to the parent in this event.
  - Contact a Director to complete any necessary paperwork.
- In the event of student catching on fire:
  - Instruct student to stop, drop, and roll (when clothes are on fire) and the teacher will use a blanket, jacket, or other available material - Starting at

the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

- Contact a Director for any necessary paperwork.
- In the event of a building fire:
  - Evacuate the building.
  - Call 911.
  - Contact a Director for any necessary paperwork.
- Earthquake:
  - Instruct student to implement the *Drop, Cover* and *Hold* procedure:
    - *Drop* to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
    - *Cover* under or near desks, tables or chairs in a kneeling position with their backs to the windows.
    - *Hold* onto table or chair legs.
    - Remain in drop position until ground movement ends.
  - Contact a Director for any necessary paperwork.

## Testing Sites

The school conducts testing at various sites. Because these venues are not school-owned buildings or property, an effort to obtain the site plans from the venue and bring awareness to the staff of all site-specific emergency plans is the primary focus. Developing clear roles of responsibility, providing emergency student information to staff, maintaining first aid training and kits as appropriate, and developing a plan in the event of various emergency scenarios is outlined as follows:

### Director, Assessment

Responsibilities:

- Provide general staff safety training for test sites.
- Provide Test Site Coordinator (TSC) test-site-specific safety training.

## Test Site Coordinator (TSC)

### Responsibilities:

*Adult and Pediatric First Aid/CPR/AED Certified*

*Complete Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors*

- Emergency Apps downloaded on phone:
  - Red Cross First Aid
  - Red Cross Earthquake
- EpiPen Trained.
- Epinephrine Indemnity Acknowledgement Signed.
- Standing Order for Anaphylaxis - Procedures to follow.
- Maintain a current list of all proctors and students on site.
- Responsible for overall direction and coordination of emergency response effort during an incident.
- Receive and review copy of *Safety Plan - Test Sites*.
- Obtain Site Emergency Plans.
- Obtain Site Emergency Evacuation Map.
- Establish pre designated evacuation area and exits and clearly mark on the site map.
- Provide site-specific safety training for proctors, and ensure all staff is aware of site exits.
- Complete incident report as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

## Assessment Support (AS)

### Responsibilities:

*Complete Safe Schools Training - School Intruders, Active Shooter, Safety Basics for Security Staff & Medication Administration: Epinephrine Auto-Injectors*

- Emergency Apps downloaded on phone:
  - Red Cross First Aid
  - Red Cross Earthquake
- Responsible for ensuring the site is safe.
- Provided copy of *Safety Plan - Test Sites*.
- Support TSC as needed.
- Complete incident report, as needed, for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

## Teacher/Proctor

### Responsibilities:

#### *Proctors wear ID/lanyard at all times at test site*

- Once alerted by parent, it is the Elite Educator's responsibility to report ALL listed health issues
- Attend staff safety training
- Provided copy of *Safety Plan - Test Sites*
- Attend site-specific safety training
- Report safety concerns to TSC immediately
- Take student to TSC/Assessment Support for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.

## Site Supplies and Resources

### First Aid

- CPR/AED Responder - Pack (contains one-way valve face shield)
- First Aid Kit
- Gloves (latex free) - Box

### Emergency Preparedness

- Maintain emergency food and water

### Student Information

*TSC Manual - Master Copy -Student Emergency Card required for every student on site*

#### *Proctor Binders*

- Copies - *Emergency Cards*- grade level specific
- Grade Level Rosters - Parent Signatures for Sign-In and Pick-Up (Photo ID Required for student release)

## Emergency Procedures

### *Fire*

Proctors shall take Proctor Binders (containing student information) and:

1. Begin orderly evacuation immediately and complete within minutes of the initial alarm of a fire, with minimal congestion in hallways and exits.
2. Lead students to the pre designated evacuation area away from fire lanes.
3. Take roll once in the evacuation area.
4. Report any missing students to the Test Site Coordinator (TSC) immediately.
5. Remain with students until given alternative instructions.

### *Earthquake*

Proctor shall implement the *Drop, Cover* and *Hold* procedure and instruct students to:

- *Drop* to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
- *Cover* under or near desks, tables or chairs in a kneeling position with their backs to the windows.
- *Hold* onto table or chair legs.
- Remain in drop position until ground movement ends.
- Evacuation shall occur if directed by the Test Site Coordinator (TSC).
- Proctors will take Proctor Binders (containing student information).
- Proctors will lead students to the pre designated evacuation area.
- Proctors will take roll once in the evacuation area.
- Proctors will immediately report any missing students to the Test Site Coordinator (TSC).
- Proctors will remain with students until given alternative instructions.

### *Emergency Campus Lockdown*

The decision to call for a *Lockdown* will be made by the Test Site Coordinator (TSC)

The TSC shall:

- Notify all other staff of the need for a campus lockdown, as soon as the decision has been made.
- As soon as possible after an emergency:
  - Inform the staff of the reasons for the need of a lockdown;
  - Contact Assessment Director.
- Provide parents and other community members who ask for the reason for the lockdown, either in person or by phone, the reason as specifically as possible under the circumstances.
- Not provide the names of any students or parents involved (Ex. custody conflicts) to maintain confidentiality.
- Use discretion in determining how much information will be given to the students, based on their ages and maturity.
- Instruct proctors to provide information to the students in a calm and reassuring manner.

### *Lockdown Sample Situations*

- The school has been informed that a crime has been committed near the school and the criminal has not been apprehended. There is no specific reason to believe that the criminal will come to the school.



- The Sheriff's Department has informed the school that an armed and dangerous person is in the vicinity of the school and all precautions should be taken.
- The school has received a direct credible threat that someone intends to do harm to one or more persons at the school.
- Information has been received by the school that a non-custodial parent is coming to try to take a student away from the test site.
- A person not having legitimate business has been seen loitering in the vicinity of the school. He/she either has not left the area when asked to do so, or he/she has left but the TSC believes that based on the person's behavior, he/she may return.

### *Lockdown Procedures*

The TSC will:

- Notify the Sheriff's Department.
- Notify the Assessment Director of the *Lockdown* as soon as possible.
- Assign an employee to monitor the main entrance(s) to allow legitimate visitors to enter.
- Notify the proctors in the fastest possible manner that a *Lockdown* has been initiated.
- Notify parents of the lockdown status.
- Set up a 10 minute break release schedule (situation allowing), if the *Lockdown* continues during teachers break or lunch period.
- Delay dismissal until it is safe for students to exit.
- Inform all staff that the *Lockdown* has ended, once it has been determined that the dangerous situation no longer exists.

Proctors will:

- Keep all students indoors under their supervision for the duration of the *Lockdown*.
- Lock classroom doors, close window and blinds if directed by the TSC.
- Contact the TSC to determine if the situation allows for students to leave the room to go to the bathroom.
- Escort any student who goes to the bathroom.
- Not dismiss students at dismissal time until receiving direction to do so by the TSC.
- Escort their students to the site of parent pick-up location.

Assessment Director will:

- Notify the Executive Director in the fastest possible manner.

### *Active Shooter/Armed Intruder on Campus*

If an armed assault occurs on or near the campus, personnel who observed the assault should immediately notify the Test Site Coordinator (TSC) and call 9-1-1

TSC will:

- Initiate the appropriate response actions, which may include Shelter-in-Place, Lockdown, On-Campus Evacuation, or Off-Campus Evacuation.
- Call 9-1-1 and provide the exact location, description and nature of the incident. If the TSC cannot remain on the phone, a designated person should remain on the phone line with the 9-1-1 dispatcher until law enforcement personnel arrive on the scene.

If it is safe to do so, proctors should attempt to isolate and secure the students away from the perpetrator(s)

Proctors will:

- Take steps to calm and control students.
- Keep students in secured areas until local authorities arrive and are able to neutralize the perpetrator(s).
- Stay inside testing rooms.
- Instruct students to lie flat on the floor, move away from the doors or windows and remain quiet.
- Turn off lights, lock doors and close any shades or blinds.
- The goal is to hide and make your room look vacant.
- Silence cell phones.
- Remain in the testing room, or secured area, until further instructions are provided by the TSC or law enforcement.

## Field Trips

The school hosts field trips at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. School field trips require parent participation and therefore all students should be in the care of a parent/guardian or an Elite credentialed employee. In an effort to promote the safety of those in attendance, the development of clear roles of responsibility, collection and organization of emergency student information, and maintenance of first aid kits is outlined as follows:

### *Field Trip Coordinators (FTC):*

- Maintain a current list of all chaperones and students on site.
- Provide a first aid kit to all Field Trip Coordinators (FTC).
- Identify the method of communication between coordinators and chaperones in the event of unforeseen events.
- Monitor and provide trainings to parents transporting students other than their own.
- Provide FTC with necessary safety training:
  - Safe Schools Training - First Aid
  - Emergency Apps downloaded on phone
    - Red Cross First Aid

### Field Trip Organizer:

- Collect all Field Trip Permission Slip and Waivers from students in attendance.
- Maintain a current list of all school staff in attendance.
- Contact the Director in the event of an emergency.
- Complete all necessary training.
- Bring first aid kit to field trip.
- Provide a pre-trip email to Elite Educators, Chaperones and parent chaperones containing information such as: venue safety procedure, behavior expectations, hazards, itinerary, and other related information.
- Identify the method of communication between coordinators and chaperones in the event of unforeseen events.
- Support the venue's direction and coordination of emergency response effort during an incident.
- Inform parents of the FTC's contact information for safety concerns that occur during the trip.
- Provide parents with a map containing first aid stations.
- Complete incident report as needed for any medical concerns: minor cut, illness, allergic reaction, nosebleed, emotional upset, etc.
- Distribute and collect the online Google form to all parents driving other students to the field trip.

### Elite Educator Chaperone:

- Maintain current personal emergency contact information with school in Paycor.
- Report safety concerns to FTC immediately.
- Support FTC as needed.
- Support the venue's direction and coordination of emergency response effort during an incident.
- Take the student to FTC for any medical concerns: minor cut, illness,

allergic reaction, nosebleed, emotional upset, etc.

### Parent Chaperones:

- Parents/guardians will ensure that their student, and any student they are responsible for, will remain with them for the entire trip.
- Parents/guardians will be responsible for any medications and administration to their child and/or student they are responsible for.
- Provide students with identifying name tags.
- Contact the FTC when safety concerns occur during the trip.
- Utilize the venue's first aid stations if necessary.
- Follow the venue's direction of emergency response effort during an incident.
- Any other student attending the event is brought under the guidance and direction of the parent. Parents must complete the release of liability form for non-Elite Academic Academy students to attend.

## Staff Meetings

In-person staff meetings are conducted in-person at a facility rented by the school. Because this venue is a public location, the staff and any additional participants in attendance will follow the protocol for emergency evacuations and safety as per the venue guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection and organization of emergency staff information, and maintenance of first aid kits is outlined as follows:

### Director or Director's designee

- Maintain a current list of all employees in attendance.
- Responsible for supporting the venue's direction and coordination of emergency response effort during an incident.
- Obtain Site Emergency Plans, if possible.
- Obtain Site Emergency Evacuation Map, if possible.
- Establish pre designated evacuation area and exits and clearly mark on the site map.
- Bring first aid kit.

### Required Training and Resources:

- Complete Safe Schools Training - First Aid

### All Employees:

- Maintain current personal emergency contact information with school in

Paycor.

- Report safety concerns to a Director immediately.
- Support Director as needed.
- Follow the emergency plans as directed by the venue.

## **School Office**

The school office is located in a rented facility that does not have an emergency plan. The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits is outlined as follows:

### **Director and Human Resources**

- Maintain current staff emergency contact information.
- Develop site emergency plans and protocol as well as communicate plans to staff.
- Clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside.
- Provide a first aid kit including flashlights and a window breaker.
- Provide safety training as needed.

### **Designee**

- The Designee is the most senior staff member present at the time of the emergency.
- Uphold the evacuation and safety plan.
- Bring first aid kit.

### **All Additional Office Staff**

- Maintain a current personal emergency contact with the school in Paycor.
- Responsible for following the emergency and safety plans during an incident.

### **Emergency Procedures**

In the event that the emergency occurs, all employees are to evacuate the building by following the procedures below.

1. In the event of an emergency, all employees should immediately stop whatever they are doing and quickly and safely exit the building.
2. It is the responsibility of the most senior staff member present at the time

- of the emergency to see that all employees leave the building promptly and safely.
3. All employees should exit the building by way of the nearest exit or stairwell, if applicable, to the outside.
    - a. If the nearest stairwell, if applicable, is blocked by smoke, use the other stairwell, if applicable. DO NOT USE AN ELEVATOR. Elite Academic Academy will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
    - b. If the nearest doorway or exit is blocked, and if the emergency calls for immediate evacuation, utilize the window breaker to clear a safe path to the outside.
  4. Follow the exit plans. People who exit the building first must position themselves far enough away from the building to enable everyone to stand clear of emergency vehicles. The street must be kept clear at all times, so as not to hamper the movement of emergency vehicles into the area.
  5. If possible, before leaving the building, the designee will call the Fire Department and leave all doors unlocked to allow the fire department easy access.
  6. Once outside the building, the designee will:
    - a. Confirm that the fire department has been called (911)
    - b. Congregate all employees in the parking lot and confirm that all employees and visitors are out of the building.
    - c. Designate someone to meet the fire department at the front entrance to provide additional information if necessary.
  7. Staff members trained in CPR and rescue breathing should survey the individuals outside to determine if anyone is in need of first aid. Appropriate aid should then be given.
  8. Once outside, do not re-enter until the building is declared safe by the Fire Department and you are informed to do so by the designee.

### Section 3: Human Resources

Human Resources is responsible for providing staff trainings and ensuring compliance. The following Safe Schools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school safety plan and requirements per the law. Training plans may include one or more of the following:

- Active Shooter
- Crisis Response and Recovery
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Terrorism: Awareness and Response
- Supervisor's Role in Safety
- Chemical Spills Overview
- Compressed Gas Safety
- Confined Spaces
- Electrical Safety
- Eye and Face Protection
- Facility Emergencies
- Fall Protection
- Fire and Explosion Hazards
- Fire Extinguisher Safety
- General Safety Orientation
- Lead Safety Awareness
- Office Ergonomics
- Personal Protective Equipment
- Slips, Trips and Falls
- Storm Water Management Overview
- AED (Automated External Defibrillators)
- Bloodborne Pathogen Exposure Prevention
- Cardiopulmonary Resuscitation (CPR)
- First Aid
- Health Emergencies: Asthma Awareness
- Health Emergencies: Choking and Heimlich Maneuver
- Health Emergencies: Life Threatening Allergies
- Health Emergencies: Overview
- Health Emergencies: Seizures
- HIV/AIDS Awareness
- Sexual Harassment: Staff-to-Staff
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Workplace Bullying: Awareness and Prevention
- Cybersecurity Overview
- Email and Messaging Safety
- Arson Awareness and Prevention

- Safety Basics for Security Staff
- School Intruders
- School Violence: Identifying and Addressing
- Visual Weapons Screening
- Online Safety: Cyberbullying
- Online Safety: Predators
- Online Safety: Threats of Violence
- Online Safety: What Every Educator Needs to Know
- Bullying: Recognition and Response
- Child Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Gang Awareness
- Hazing
- Making Schools Safe for LGBT Students
- Mandated Reporter: Child Abuse and Neglect
- Youth Suicide: Awareness and Prevention
- Evacuation Planning for Students with Special Needs
- Online Safety: Threats of Violence Mandated Reporter

## **Mandated Reporter**

### **Duty to Report**

In conformance with the requirements of the Penal Code 11165.7, any district employee who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment, whom he/she knows or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately, or as soon as practically possible, by telephone; and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

### **Definitions**

1. "Child Abuse" includes the following:



- A physical injury inflicted by other than accidental means on a child by another person.
  - Sexual abuse of a child.
  - Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
  - Unlawful corporal punishment or injury resulting in a traumatic condition.
  - Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:
- Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the director, or the director's designee, as soon as possible after the initial verbal report by telephone.

Notified administrators shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the director may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a director, he/she shall provide or mail a copy of the written report to the school without his/her signature or name.

### **Legal Responsibility and Liability**

1. According to P.C. 11166 [c], if a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. If the mandated reporter intentionally conceals his or her failure to report an incident known by the mandated reporter to be abuse or severe neglect, the failure to report is a continuing offense until a county

designated agency to receive mandated reports specified in P.C. 11165.9 discovers the offense.

2. Any supervisor or administrator who violated P.C. 11166 [1], that prohibits impeding others from making a report, shall be punished by not more than 6 months in county jail or by a fine of not more than \$1,000, or both.
3. Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where the abuse or neglect results in death or great bodily injury, shall be punished by not more than 1 year in county jail or by a fine of not more than \$5,000, or both (P.C. 11166.01 [b]).
4. No mandated reporter shall be civilly or criminally liable for any report required or authorized unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused (P.C. 11172 [a]). When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

### **Child Protective Services Hotlines**

1. Los Angeles County: 800-540-4000 (within CA), 213-639-4500 (outside CA), 800-272-6699 (TDD)
2. Kern County: 661-631-6011 -or- 760-375-6049
3. Riverside County: 800-442-4918 -or- 877-922-4453
4. Orange County: 714-940-1000 -or- 800-207-4464
5. San Bernardino County: 909-384-9233 -or- 800-827-8724
6. San Diego County: 858-560-2191 -or- 800-344-6000
7. Imperial County: 760-337-7750

### **Sheriff's Offices Contact Information:**

1. Los Angeles County
  - Phone: 323-267-4800
  - Website: <http://www.lasd.org>
2. Kern County
  - Phone: 800-861-3110

- Website: <http://www.kernsheriff.com>
- 3. Riverside County
  - Phone: 951-955-2400
  - Website: <http://www.riversidesheriff.org>
- 4. Orange County
  - Phone: 714-647-7000
  - Website: <http://www.ocsd.org>
- 5. San Bernardino County
  - Phone: 909-387-8313 (Valley)
  - Phone: 760-956-5001
  - Website: <http://www.sbcounty.gov/sheriff>
- 6. San Diego County
  - Phone: 858-565-5200
  - Website: <http://www.sdsheriff.net>
- 7. Imperial County
  - Phone: 800-452-2051, 442-265-2021
  - Website: <http://www.icsso.org>

Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report should be completed on state form 8572, which can be downloaded at [http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf). (Appendix B: Child Abuse Report Form)

#### Child Abuse Training Requirement:

- Per AB 1432, all school employees must annually complete the Mandated Reporter Training course within the first six weeks of school, or by the sixth week of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through Safe Schools, the school's online training and tracking system designed specifically for education agency employees.
- The Safe Schools learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to Human Resources.
- Staff can access online training courses at:
  - <http://www.mandatedreporterca.com/> -or-
  - <http://eliteacademic.safeschools.com/login>
    - Employees must contact HR at [thasper@eliteacademic.com](mailto:thasper@eliteacademic.com) for mandated reporter course assignment in order to complete the training through the Safe Schools interface.

## Sexual Harassment

Elite Academic Academy prohibits sexual harassment of school employees and job applicants. The school also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Elite Academic Academy Administrative team shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB1825 and CA Govt. Code Sec. 12950.1, the school will provide supervisory employees, within 6 months of their assumption of a supervisory position, 2 hours of interactive sexual harassment training and education. Supervisors will be required to complete sexual harassment training every 2 years thereafter.
2. Providing training to all staff on sexual harassment and the sexual harassment school policy, particularly the procedures for filing complaints and employees' duty to use the school's complaint procedures as outlined in the employee handbook.
3. Publicizing and disseminating the school's sexual harassment policy to staff.
4. Ensuring prompt, thorough and fair investigation of complaints.
5. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant, or a student, shall immediately report the incident to Human Resources, his/her supervisor, the director, or the director's designee. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a school

employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

## **Bloodborne Pathogens (BBP)**

This policy pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

### **Treatment of Students**

Each staff member will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat a student. Staff should follow the protocol of the site where the cleanup is needed (test site, field trip, etc.). If a cleanup is needed during a Learning Period Meeting, the Elite Educator can provide the first aid kit to the parent/guardian for their use. All staff must contact their supervisor when an event requiring the use of their first aid kit was needed. First aid kits will be replaced as necessary.

### **School Office**

#### Procedure

1. In the event of a serious injury resulting in release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All personnel will have completed the Safe Schools Bloodborne Pathogens course in order to prevent exposure.
2. Spilled body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed by all personnel:
  - Advise the most senior employee on duty. They should be aware of the individual(s) doing the actual clean-up and the purpose of the cleanup.
  - Clean up the spilled fluids as follows:
    - Put on protective gloves.
    - Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit.
    - Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for 15 minutes.
    - Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof plastic bag.

- Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag.
  - Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place them in the bag.
  - Secure the bag and discard it as other trash.
  - Wash hands thoroughly in hot, soapy water.
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director.

## Section 4: Expectations of Conduct

It is important that all students, parents/guardians, and staff understand the conduct expected at Elite Academic Academy in order to ensure that all parties feel safe.

### **Students**

Elite Academic Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards Elite Educators, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school organized event.

### **Parents/Guardians**

The school developed a Civility Policy in light of defining the appropriate conduct for parents/guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption. Please see the Elite Academic Academy Parent Student Handbook.

### **Staff**

Staff conduct is equally important, and staff must exhibit professionalism at all times. Because we consider all school staff to be representatives of Elite Academic Academy, the school outlines standards of conduct for all staff members in the employee handbook, and defines expectations surrounding the following areas:

- Workplace violence
- Prohibited conduct

- Physical Contact with Students and Other Staff Members
- Off-duty conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Tuition Assistance
- Building Security

### **Bullying Policy**

The school recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and works to provide a safe school culture that protects students from physical and emotional harm. Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school. The school will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and/or bullying of any student.

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cyber sexual bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the jurisdiction of the Director of Elite Academic Academy.

*Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks; see AR 5144.1 - Suspension and Expulsion/Due Process Involuntary Transfer Back to the District of Residence/Due Process.*

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity

information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that he/she receives harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting). Cyber bullying and cyber sexual bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

### **Bullying Prevention, Intervention and Reporting**

School staff will have access to Safe Schools online trainings related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witnesses an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify a Director. As appropriate, the Director, or the Director's designee, will notify the parents/guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized.

### **Hate Crime Reporting**



Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve, but are not limited to, physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

### Intervention and Reporting

1. Any student or employee who believes that he/she is a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director, or the Director's designee; or, if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director, or the Director's designee; or, if regarding another employee, Human Resources.
3. Law enforcement will be notified by the Director, or Human Resources, if it is determined that a hate-motivated crime occurred.
4. The staff has access to Safe Schools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

### **Notifying Staff of Dangerous Pupils**

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Elite Educator or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from certificated school employee, which is concurred in by the Director, or the designee of the Director.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered,

or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault or committed a sexual battery.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drugs.
- Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - Placing a reasonable pupil or pupils in fear of harm to that pupil or

- those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - A pupil who aids or abets the infliction or attempted infliction of physical injury to another person.
  - "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A message, text, sound, or image.
    - A post on a social network Internet Web site, including, but not limited to:
      - Posting to or creating a "burn page."
      - Creating a credible impersonation of another actual pupil
      - Creating a false profile
    - An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Additional Requirements and Liability as per Ed. Code 49079:**

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

C. Any information received by a teacher or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employer.

## APPENDIX A: School Pathways Student Emergency Card

### Emergency Card

Currently Assigned Staff:

Student Name:	Gender:	Grade:	Birthdate:	Age:	Student ID#:
Physical Street Address:	City:			State:	Zip:
Mailing Address:	City:			State:	Zip:

### Parent/Guardian

Parent/Guardian Name:	Relationship:
Address:	Home Phone:
	Cell Phone:
	Work Phone:
	Email:
Parent/Guardian Name:	Relationship:
Address:	Home Phone:
	Cell Phone:
	Work Phone:
	Email:
Person(s) authorized to pickup student from school:	
Custody issue regarding the student:	
Legal restrictions for any parent:	

### Emergency Contacts

*(Relatives/neighbors/friends who will assume temporary care of your child if you cannot be reached)*

Contact 1 Name:	Relationship to student:	Phone Number 1:	Phone Number 2:
Contact 2 Name:	Relationship to student:	Phone Number 1:	Phone Number 2:

### Other Children in Family

Name	Gender	Year Born	School Currently Attending	over 18	Relationship to student
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

Student: , ; Currently Assigned Staff: ;

1

**Health Information**

Medications taken by student at School or at Home (written authorization from doctor required for medications taken at school):
Other Health Condition:
What action is to be taken if student has a complication due to his/her allergic condition or other health condition (Please be specific):

**Known Conditions:** (check all that apply)

<input type="checkbox"/> Asthma <input type="checkbox"/> Bee Sting Allergy <input type="checkbox"/> Diabetes <input type="checkbox"/> Epilepsy <input type="checkbox"/> Heart Condition <input type="checkbox"/> Nut Allergy <input type="checkbox"/> Seizures <input type="checkbox"/> Other (Please Specify Below)	<input type="checkbox"/> Known hearing problem <input type="checkbox"/> Preferential seating <input type="checkbox"/> Wears hearing aid	<input type="checkbox"/> Glasses to be worn at all times <input type="checkbox"/> Known eye condition/defect in vision <input type="checkbox"/> Wears contact lenses <input type="checkbox"/> Wears glasses
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**Insurance**

Health Insurance Carrier:	Insurance ID or Policy #:	Hospital Preference:
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**Physician**

Name of Physician:	Address:	Phone:
Vision (list Dr):		
Hearing (list Dr):		

**Parent Signature**

*In case of accident or other emergency, if parent or guardian cannot be reached, I hereby authorize a representative of the school to make such arrangements as he/she considers necessary for my child to receive medical or hospital care, including necessary transportation.*

*Under such circumstances, I further authorize the physician named above to undertake such acts and treatment of my child as he/she considers necessary. In the event said doctor is not available, I authorize such care and treatment to be performed by any licensed physician or surgeon.*

*I certify that all of the statements and information given above are true and correct to the best of my knowledge:*

The undersigned hereby agree to bear all costs incurred as a result of the foregoing. This authorization will remain in effect until revoked by the undersigned in writing:

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Student: ; ; Currently Assigned Staff: ;

APPENDIX B: [Child Abuse Report Form](#)

Print

**SUSPECTED CHILD ABUSE REPORT**

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE			
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL		
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE	
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
	VICTIM'S SIBLINGS		NAME		BIRTHDATE	SEX	ETHNICITY	
1. _____		3. _____						
2. _____		4. _____						
<b>D. INVOLVED PARTIES</b> PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ( )	
	BUSINESS PHONE ( )							
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ( )	
	BUSINESS PHONE ( )							
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ( )	
	OTHER RELEVANT INFORMATION							
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party



# **INJURY AND ILLNESS PREVENTION PROGRAM FOR ELITE ACADEMIC ACADEMY - LUCERNE ADDENDUM**

## **COVID-19 Prevention Program (CPP)**

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

### **Authority and Responsibility**

**Ms. Meghan Freeman, CEO** has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

### **Identification and Evaluation of COVID-19 Hazards**

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

### **Employee participation**

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: contacting their superior or Human Resources should they suspect a COVID-19 workplace hazard. Additionally, we will utilize the approved IIPP plan to conduct and record workplace evaluations.

### **Employee screening**

We directly screen employees when they come to work, by having them self-screen according to CDPH guidelines. We ensure that face coverings are used during screening by both screeners and employees and that temperatures are measured, using non-contact thermometers.

### **Correction of COVID-19 Hazards**

Unsafe or unhealthy work conditions, practices, or procedures, will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed and correction time frames assigned, accordingly.
- Individuals are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.



## Control of COVID-19 Hazards

### Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements.
- Reducing the number of persons in an area at one time, including visitors.
- Staggered arrival, departure, work, and break times.
- Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.
- Reference section 3205(c)(6) for details]

Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

### Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or local health department. PPE will be available at all times to employees and those who are found to not be wearing PPE at any time will be asked to do so, or be asked to return home until they agree to return to the worksite in compliance.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

### Engineering controls

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- We will allow staff to prop the front door open for at least half of the work day to allow for outside air to filter through the offices.
- We will be installing external air filtration systems within our offices.

### Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- OSHA approved cleaning supplies have been provided to all staff and we have trained and instructed that they should sanitize a common area at least twice daily.
- We have an outside professional cleaning company clean our offices once weekly to ensure maximum sanitization.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

The area will be properly sanitized with OSHA approved cleaning supplies by a trained and appointed staff member, who will wear safety gloves provided by our organization. Additionally, we will call for an

emergency professional cleaning of the full offices in the case of a positive COVID-19 test case.

### **Shared tools, equipment and personal protective equipment (PPE)**

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by utilizing OSHA approved cleaning supplies which have been provided to all staff; and we have trained and instructed staff that they should sanitize common areas at least twice daily.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (for example, steering wheel, door handles, seat belt buckles, armrests, shifter, etc.) will be disinfected between users. Should staff members need to travel to the same location in one vehicle, proper sanitization procedures will be followed before and after the shared ride. They will also be required to wear all PPE while in the shared vehicle together, and less than 6 feet apart. When possible, staff will use their own vehicle to transport themselves to a shared location.

### **Hand sanitizing**

In order to implement effective hand sanitizing procedures, we:

- Evaluated handwashing facilities.
- Encourage and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e. methyl alcohol).
- Encourage employees to wash their hands for at least 20 seconds each time.

### **Personal protective equipment (PPE) used to control employees' exposure to COVID-19**

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained. [Reference section [3205\(c\)\(E\)](#) for details on required respirator and eye protection use.]

We provide and ensure use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids. [Delete if not applicable to your workplace.]

## **Investigating and Responding to COVID-19 Cases**

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- Offered COVID-19 testing at no cost during their working hours.
- Be provided with the information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below.

## **System for Communicating**

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to Human Resources (hr@eliteacademic.com) and/or their Director, immediately; including during non-work hours.
- Employees can report symptoms and hazards without fear of reprisal.
- Where testing is not required, how employees can access COVID-19 testing through regional and

private testing facilities in their home area.

- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test. [If you are required to provide testing because of an employee exposure, have a plan for how this will be accomplished at no cost to the employee during working hours, including when the testing is in response to CCR Title 8 section 3205.1, Multiple COVID-19 Infections and COVID-19 Outbreaks, as well as section 3205.2, Major COVID-19 Outbreaks. It is recommended that the plan be developed in advance for large or high-risk workplaces.]
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.
- Communication via company memo and email will be issued to any and all affected parties should a positive COVID-19 test occur within the organization.

## Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

**Appendix D: COVID-19 Training Roster** will be used to document this training.

## Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding employees with COVID-19 exposure from the workplace for 14 days after the last known COVID-19 exposure to a COVID-19 case.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related by communicating to the employee the current amount of sick time hours available to them based on their personal accruals, as well as the allotted 80 hours of COVID-19 sick time available to them. Additionally, we offer information to employees that they may be eligible to receive FFCRA through the State of California. Providing employees at the time of exclusion with information on available benefits.

## Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

## Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
    - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
    - COVID-19 symptoms have improved.
    - At least 10 days have passed since COVID-19 symptoms first appeared.
  - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
  - A negative COVID-19 test will not be required for an employee to return to work.
  - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
- 

DocuSigned by:



2/1/2021

**Meghan Freeman, CEO**

**Date**



## Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
<b>Engineering</b>			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
<b>Administrative</b>			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
<b>PPE (not shared, available and being worn)</b>			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

## Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

**Date:**

**Name of person conducting the investigation:**

<b>Employee (or non-employee*) name:</b>		<b>Occupation (if non-employee, why they were in the workplace):</b>	
<b>Location where employee worked (or non-employee was present in the workplace):</b>		<b>Date investigation was initiated:</b>	
<b>Was COVID-19 test offered?</b>		<b>Name(s) of staff involved in the investigation:</b>	
<b>Date and time the COVID-19 case was last present in the workplace:</b>		<b>Date of the positive or negative test and/or diagnosis:</b>	
<b>Date the case first had one or more COVID-19 symptoms:</b>		<b>Information received regarding COVID-19 test results and onset of symptoms (attach documentation):</b>	

<p><b>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</b></p>	
--	--

<p><b>Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:</b></p>		
<p><b>All employees who may have had COVID-19 exposure and their authorized representatives.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of employees that were notified:</b></p>	
<p><b>Independent contractors and other employers present at the workplace during the high-risk exposure period.</b></p>	<p><b>Date:</b></p>	
	<p><b>Names of individuals that were notified:</b></p>	



<b>What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?</b>		<b>What could be done to reduce exposure to COVID-19?</b>	
<b>Was local health department notified?</b>		<b>Date:</b>	

\*Should an employer be made aware of a non-employee infection source COVID-19 status.



## **Additional Consideration #1**

### **Multiple COVID-19 Infections and COVID-19 Outbreaks**

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

#### **COVID-19 testing**

- We will provide COVID-19 testing to all employees in our exposed workplace except for employees who were not present during the period of an outbreak identified by a local health department or the relevant 14-day period. COVID-19 testing will be provided at no cost to employees during employees' working hours.
- COVID-19 testing consists of the following:
  - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
  - After the first two COVID-19 tests, we will continue to provide COVID-19 testing of employees who remain at the workplace at least once per week, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
  - We will provide additional testing when deemed necessary by Cal/OSHA.

#### **Exclusion of COVID-19 cases**

We will ensure COVID-19 cases and employees who had COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria** requirements, and local health officer orders if applicable.

#### **Investigation of workplace COVID-19 illness**

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

#### **COVID-19 investigation, review and hazard correction**

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.
- Updating the review:
  - Every thirty days that the outbreak continues.
  - In response to new information or to new or previously unrecognized COVID-19 hazards.
  - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.

- Improving air filtration.
- Increasing physical distancing as much as possible.
- Respiratory protection.
- [describe other applicable controls].

### **Notifications to the local health department**

- Immediately, but no longer than 48 hours after learning of three or more COVID-19 cases in our workplace, we will contact the local health department for guidance on preventing the further spread of COVID-19 within the workplace.
- We will provide to the local health department the total number of COVID-19 cases and for each COVID-19 case, the name, contact information, occupation, workplace location, business address, the hospitalization and/or fatality status, and North American Industry Classification System code of the workplace of the COVID-19 case, and any other information requested by the local health department. We will continue to give notice to the local health department of any subsequent COVID-19 cases at our workplace.

## **Additional Consideration #2**

### **Major COVID-19 Outbreaks**

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

#### **COVID-19 testing**

We will provide twice a week COVID-19 testing, or more frequently if recommended by the local health department, to all employees present at our exposed workplace during the relevant 30-day period(s) and who remain at the workplace. COVID-19 testing will be provided at no cost to employees during employees' working hours.

#### **Exclusion of COVID-19 cases**

We will ensure COVID-19 cases and employees with COVID-19 exposure are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria**, and any relevant local health department orders.

#### **Investigation of workplace COVID-19 illnesses**

We will comply with the requirements of our CPP **Investigating and Responding to COVID-19 Cases**.

#### **COVID-19 hazard correction**

In addition to the requirements of our CPP **Correction of COVID-19 Hazards**, we will take the following actions:

- In buildings or structures with mechanical ventilation, we will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters if compatible with the ventilation system. If MERV-13 or higher filters are not compatible with the ventilation system, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems would reduce the risk of transmission and implement their use to the degree feasible.
- We will determine the need for a respiratory protection program or changes to an existing respiratory protection program under CCR Title 8 section 5144 to address COVID-19 hazards.
- We will evaluate whether to halt some or all operations at our workplace until COVID-19 hazards have been corrected
- Implement any other control measures deemed necessary by Cal/OSHA.

**Notifications to the local health department**

We will comply with the requirements of our **Multiple COVID-19 Infections** and **COVID-19 Outbreaks-Notifications to the Local Health Department**.

# COVID-19 School Guidance Checklist

January 14, 2021

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CALIFORNIA  
**ALL**

Your Actions  
Save Lives



Date: 01/29/2021

# 2021 COVID-19 School Guidance Checklist

Name of Local Educational Agency or Equivalent: Elite Academic Academy-Luc

Number of schools: 1

Enrollment: 524

Superintendent (or equivalent) Name: Meghan Freeman

Address: 43414 Business Park Dr

Phone Number: 866-354-8302

Temecula, Ca 59937

Email: mfreeman@eliteacademic.

Date of proposed reopening:  
\_\_\_\_\_

County: San Diego

Grade Level (check all that apply)

Current Tier: Purple

TK  2<sup>nd</sup>  5<sup>th</sup>  8<sup>th</sup>  11<sup>th</sup>

(please indicate Purple, Red, Orange or Yellow)

K  3<sup>rd</sup>  6<sup>th</sup>  9<sup>th</sup>  12<sup>th</sup>

Type of LEA: Public Charter School

1<sup>st</sup>  4<sup>th</sup>  7<sup>th</sup>  10<sup>th</sup>

**This form and any applicable attachments should be posted publicly on the website of the local educational agency (or equivalent) prior to reopening or if an LEA or equivalent has already opened for in-person instruction. For those in the Purple Tier, materials must additionally be submitted to your local health officer (LHO), local County Office of Education, and the State School Safety Team prior to reopening.**

The email address for submission to the State School Safety for All Team for LEAs in Purple Tier is:

[K12csp@cdph.ca.gov](mailto:K12csp@cdph.ca.gov)

**LEAs or equivalent in Counties with a case rate  $\geq 25/100,000$  individuals can submit materials but cannot re-open a school until the county is below 25 cases per 100,000 (adjusted rate) for 5 consecutive days.**

## For Local Educational Agencies (LEAs or equivalent) in ALL TIERS:

I, Elite Academic Academy, post to the website of the local educational agency (or equivalent) the COVID Safety Plan, which consists of two elements: the **COVID-19 Prevention Program (CPP)**, pursuant to CalOSHA requirements, and this **CDPH COVID-19 Guidance Checklist** and accompanying documents,

which satisfies requirements for the safe reopening of schools per CDPH [Guidance on Schools](#). For those seeking to open while in the Purple Tier, these plans have also been submitted to the local health officer (LHO) and the State School Safety Team.

I confirm that reopening plan(s) address the following, consistent with guidance from the California Department of Public Health and the local health department:

**Stable group structures (where applicable):** How students and staff will be kept in stable groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the stable group.

Please provide specific information regarding:

How many students and staff will be in each planned stable, group structure? (If planning more than one type of group, what is the minimum and maximum number of students and staff in the groups?)

N/A non-classroom based school

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If you have departmentalized classes, how will you organize staff and students in stable groups?

N/A non-classroom based school

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If you have electives, how will you prevent or minimize in-person contact for members of different stable groups?

N/A non-classroom based school

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**Entrance, Egress, and Movement Within the School:** How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.

**Face Coverings and Other Essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced for staff and students.

**Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

**Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their safe and appropriate use will be promoted and incorporated into routines for staff and students.



**Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

**Physical Distancing:** How space and routines will be arranged to allow for physical distancing of students and staff.

Please provide the planned maximum and minimum distance between students in classrooms.

Maximum: \_\_\_\_\_ feet

Minimum: 6 feet. If this is less than 6 feet, please explain why it is not possible to maintain a minimum of at least 6 feet.

We are a non-classroom based school, children learn from home. Please

**Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan.

**Testing of Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic staff testing cadence.

Staff asymptomatic testing cadence. Please note if testing cadence will differ by tier:

Not applicable, as not classroom based, and we require 10 day quarantine

**Testing of Students:** How school officials will ensure that students who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Below, please describe any planned periodic asymptomatic student testing cadence.

Planned student testing cadence. Please note if testing cadence will differ by tier:

Not applicable, as not classroom based, and we require 10 day quarantine

**Identification and Reporting of Cases:** At all times, reporting of confirmed positive and suspected cases in students, staff and employees will be consistent with [Reporting Requirements](#).

**Communication Plans:** How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

**Consultation: (For schools not previously open)** Please confirm consultation with the following groups

Labor Organization

Name of Organization(s) and Date(s) Consulted:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent and Community Organizations

Name of Organization(s) and Date(s) Consulted:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*If no labor organization represents staff at the school, please describe the process for consultation with school staff:*

We never closed as a result of Covid-19. Our school specializes in  
distance learning. We did cease all in person contact. A detailed  
Covid-19 section on our website updates stakeholders weekly.

<https://www.eliteacademic.com/resources/covid-updates/>

### **For Local Educational Agencies (LEAs or equivalent) in PURPLE:**

**Local Health Officer Approval:** The Local Health Officer, for (state County) San Diego. County has certified and approved the CRP on this date: \_\_\_\_\_. If more than 7 business days have passed since the submission without input from the LHO, the CRP shall be deemed approved.

#### **Additional Resources:**

[Guidance on Schools](#)

[Safe Schools for All Hub](#)



# ELITE™

— A C A D E M I C —

## A C A D E M Y

### School Plan for Safe Reopening

#### School Information

School Name	School Administrator	Plan Date	Closure Date	Planned Reopening Date
Elite Academic Academy - Lucerne	Meghan Freeman	01/25/2021		TBD

#### Introduction

The following School Plan for Safe Reopening is based on the California Department of Education’s (CDE) guidance publication, *Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*.

Per CDE, this guidance was created through the statewide reopening schools task force that fostered a collaborative process for our educators and stakeholders to lend their important voices. Also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, the intent of this document is to be a guide for the local discussion on safely reopening schools.

*Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools*, as well as additional guidance can be downloaded at <https://www.cde.ca.gov/ls/he/hn/strongertogether.asp>.

The following checklist provides information regarding Elite Academic Academy - Lucerne’s plan for safe reopening and covers the following main categories:

Main Categories
Local Conditions to Guide Reopening Decisions
Plan to Address Positive COVID-19 Cases or Community Surges
Injury and Illness Prevention Plan
Campus Access
Protective Equipment
Physical Distancing
Cleaning/Disinfecting

Employee Issues

Communication with Students, Parents, Employees, Public Health Officials, and the Community

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## Local Conditions to Guide Reopening Decisions

### Flexibility or Lifting of State Stay-Home Order

Condition Met	Condition Assessed
No	The state has lifted or relaxed the stay-home order to allow schools to physically reopen.

Monitoring State orders weekly. At this time the state has not lifted or relaxed the stay-home order to allow schools to physically reopen.

### Flexibility or Lifting of County Stay-Home Order

Condition Met	Condition Assessed
No	The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.

Monitoring county orders weekly. At this time the state has not lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.

### Local Public Health Clearance

Condition Met	Condition Assessed
Yes	Local public health officials have made determinations, including, but not limited to, the following: <ul style="list-style-type: none"><li>i. Testing Availability. Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.</li><li>ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.</li><li>iii. Sufficient surge capacity exists in local hospitals.</li></ul>

Conditions have been assessed by local public health officials.

### Equipment Availability

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li>i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.</li><li>ii. Have a plan for an ongoing supply of protective equipment.</li><li>iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.</li><li>iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).</li></ul>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

## Cleaning Supply Availability

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li data-bbox="328 199 1485 268">i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.</li><li data-bbox="328 275 1485 342">ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.</li></ul>

Cleaning supplies are available in accordance to CDPH guidance.

## Plan to Address Positive COVID-19 Cases or Community Surges

### Plan for Repeated Closure

Condition Met	Condition Assessed
Not Applicable	Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.

Because we are a non-classroom based school, with no physical attendance of students, we will not need to close.

### Response to Positive Tests

Condition Met	Condition Assessed
Yes	<p>In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:</p> <ol style="list-style-type: none"><li>i. In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.</li><li>ii. In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.</li><li>iii. Additional close contacts at school outside of a classroom should also isolate at home.</li><li>iv. Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.</li><li>v. Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.</li></ol>

Because we are a non-classroom based school, with no physical attendance of students, we will not need to close. We do, however, have a plan in place to assess risk mitigation should positive test arise in staff or student.



## Injury and Illness Prevention Program (IIPP)

### Plan for Repeated Closure

Condition Met	Condition Assessed
Yes	Update the IIPP to address unique circumstances during the COVID-19 crisis and make updates accessible to employees and parents.

We have multiple policies and protocols in place for COVID, we are currently in the process of obtaining board approval for our COVID addendum to our IIPP.

## Campus Access

Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

## People Showing Symptoms of COVID-19

Condition Met	Condition Assessed
Yes	Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.

We are a non-classroom based school; however, we currently screen any in person visitors to our Temecula business office.

## Monitoring Staff

Condition Met	Condition Assessed
Yes	Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.

We are a non-classroom based school, conducting remote teaching/learning; however, we have a protocol in place for staff to report any signs of illness for them or their students.

## Students Entering Campuses

Condition Met	Condition Assessed
Not Applicable	<ul style="list-style-type: none"> <li>i. Passive Screening. Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</li> <li>ii. Active Screening. Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.               <ul style="list-style-type: none"> <li>1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.</li> <li>2. Thermometers must be properly cleaned and disinfected after each use.</li> </ul> </li> <li>iii. All students must wash or sanitize hands as they enter campuses and buses.</li> <li>iv. Provide supervised, sufficient points of access to avoid larger gatherings.</li> <li>v. Use privacy boards or clear screens when practicable.</li> <li>vi. If a student is symptomatic while entering campus or during the school day:               <ul style="list-style-type: none"> <li>1. Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.</li> <li>2. Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.</li> <li>3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.</li> <li>4. Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.</li> <li>5. Advise parents of sick students that students are not to return until they have met CDC criteria to discontinue home isolation.</li> </ul> </li> <li>vii. Develop a plan for if students are symptomatic when boarding the bus.</li> </ul>

We are a non-classroom based school without a campus for students.

## Staff Entering Campuses

Condition Met	Condition Assessed
Not Applicable	<ul style="list-style-type: none"> <li>i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.</li> <li>ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.               <ul style="list-style-type: none"> <li>1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected.</li> <li>2. Thermometers must be properly cleaned and disinfected after each use.</li> </ul> </li> <li>iii. All staff must wash or sanitize hands as they enter worksites.</li> <li>iv. Exclude employees who are exhibiting symptoms from the workplace.               <ul style="list-style-type: none"> <li>1. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place.</li> <li>2. Create a procedure for reporting the reasons for the exclusions.</li> <li>3. Advise sick staff members not to return until they have met CDC criteria to discontinue home isolation.</li> </ul> </li> </ul>

We are a non-classroom based school; however, we currently screen any in person visitors to our Temecula business office.

## Outside Visitors and Groups

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"> <li>i. Limit access to campus for parents and other visitors.</li> <li>ii. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.</li> <li>iii. Review facility use agreements and establish common facility protocols for all users of the facility.</li> <li>iv. Establish protocol for accepting deliveries safely.</li> <li>v. Charter School Co-locations Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.</li> </ul>

We are a non-classroom based school; however, we currently screen any in person visitors to our Temecula business office.

## Hygiene

Plan to address hygiene practices to ensure personal health and safety in school facilities and vehicles.

### Handwashing

Condition Met	Condition Assessed
Yes	In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes: <ul style="list-style-type: none"><li>i. Providing opportunities for students and staff to meet handwashing frequency guidance.</li><li>ii. Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.</li><li>iii. Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.</li></ul>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including hand sanitizer, gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA. We also have policies in place regarding handwashing and the appropriate way to wear PPE.

### Training of Proper Handwashing Techniques and PPE/EPG Use

Condition Met	Condition Assessed
Yes	Train staff and students on proper handwashing techniques and PPE/EPG use, including the following: <ul style="list-style-type: none"><li>i. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.</li><li>ii. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.</li><li>iii. CDC guidance on proper PPE use.</li></ul>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA. We also have policies in place regarding handwashing and the appropriate way to wear PPE.

### Training for Face and Nose Covering

Condition Met	Condition Assessed
Yes	Teach staff and students to: <ul style="list-style-type: none"><li>i. Use tissue to wipe the nose and cough and sneeze inside the tissue.</li><li>ii. Not touch the face or face covering.</li></ul>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA. We also have policies in place regarding handwashing and the appropriate way to wear PPE.

## Protective Equipment

Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

### PPE Training

Condition Met	Condition Assessed
Yes	According to CDC guidance: <ul style="list-style-type: none"><li>i. Training and information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.</li><li>ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.</li><li>iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.</li></ul>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

### Staff Protective Equipment

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li>i. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.</li><li>ii. Provide masks if the employee does not have a clean face covering.</li><li>iii. Provide other protective equipment, as appropriate for work assignments.<ul style="list-style-type: none"><li>1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.</li><li>2. For front office and food service employees, provide face coverings and disposable gloves.</li><li>3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:<ul style="list-style-type: none"><li>A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.</li><li>B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.</li><li>C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.</li></ul></li></ul></li></ul>

PPE has been provided at no charge to all employees and will continue to be for the duration of their employment. Our corporate offices are professionally cleaned weekly.

## Student Protective Equipment

Condition Met	Condition Assessed
Yes	<p>i. Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:</p> <ol style="list-style-type: none"><li>1. While waiting to enter the school campus.</li><li>2. While on school grounds (except when eating or drinking).</li><li>3. While leaving school.</li><li>4. While on a school bus.</li></ol> <p>Driver has access to surplus masks to provide to students who are symptomatic on the bus.</p>

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

## Physical Distancing

Plan to meet physical distancing standards in school facilities and vehicles. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.

## Plan to Limit the Number of Persons in Campus Spaces

Condition Met	Condition Assessed
Not Applicable	Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)

Because we are a non-classroom based school, with no physical attendance of students, we do not have campuses.

## Creating Smaller Student/Educator Cohorts & Minimizing Movement

Condition Met	Condition Assessed
Not Applicable	To the extent possible, and as recommended by the CDC, attempt to create smaller student/ educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.

Because we are a non-classroom based school, with no physical attendance of students, we do not have campuses where students congregate.

## Alternative to Physical Distancing

Condition Met	Condition Assessed
Not Applicable	In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

## Student Physical Distancing

Condition Met	Condition Assessed
Not Applicable	LEAs should plan to: i. Limit number of students physically reporting to school, if needed to maintain physical distancing. 1. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives. 2. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models. ii. The CDC recommends virtual activities in lieu of field trips and intergroup events. iii. Post signage and install barriers to direct traffic around campus.



- iv. Buses
  1. Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives.
  2. Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:
    - A. Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
    - B. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
  3. Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.
  4. Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)
  5. Students and staff should wear face coverings at bus stops and on buses.
- v. Playgrounds/Outside Spaces/Athletics
  1. Increase supervision to ensure physical distancing.
  2. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
- vi. Classrooms
  1. Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.
  2. In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
  3. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
  4. If necessary, broadcast to other classrooms and students distance learning at home.
  5. Increase staffing to ensure physical distancing for younger students and students with special needs.
  6. Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
  7. Address physical distancing objectives as students move between classrooms.
  8. Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.
- vii. Food Service
  1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
  2. Suspend use of share tables and self-service buffets for food and condiments.
  3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
  4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
  5. If providing meal service in classrooms, plan for cleaning and trash removal.

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

## Staff Physical Distancing

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li data-bbox="329 205 1520 415">i. Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:<ul style="list-style-type: none"><li data-bbox="378 275 1390 342">1. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.</li><li data-bbox="378 348 1511 415">2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.</li></ul></li><li data-bbox="329 422 1451 489">ii. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.</li><li data-bbox="329 495 1511 697">iii. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.<ul style="list-style-type: none"><li data-bbox="378 562 1422 630">1. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.</li><li data-bbox="378 636 1511 697">2. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.</li></ul></li></ul>

Staff works remotely where possible and any remaining staff has had their schedules adjusted for a rotating, socially distanced schedule.

## Cleaning and Disinfecting

Plan to meet cleanliness and disinfecting standards in school facilities and vehicles.

### Overall Cleanliness Standards

Condition Met	Condition Assessed
Not Applicable	Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.

Because we are a non-classroom based school, with no physical attendance of students, we do not have campuses. We do have approved plans in place for our office spaces.

### Sharing Avoidance

Condition Met	Condition Assessed
Yes	In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

### Items Difficult to Clean and Sanitize

Condition Met	Condition Assessed
Yes	Limit stuffed animals and any other toys that are difficult to clean and sanitize.

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

### Safe Use of Disinfectants

Condition Met	Condition Assessed
Yes	<p>In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:</p> <ol style="list-style-type: none"><li>i. A safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning.</li><li>ii. Disinfecting surfaces between uses, such as:<ol style="list-style-type: none"><li>1. Desks and tables</li><li>2. Chairs</li><li>3. Seats on bus</li><li>4. Keyboards, phones, headsets, copy machines</li></ol></li><li>iii. Disinfecting frequently—at least daily—high-touch surfaces, such as:<ol style="list-style-type: none"><li>1. Door handles</li><li>2. Handrails</li><li>3. Drinking fountains</li><li>4. Sink handles</li><li>5. Restroom surfaces</li><li>6. Toys, games, art supplies, instructional materials</li><li>7. Playground equipment</li></ol></li></ol>

	<ul style="list-style-type: none"> <li>iv. When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) List N: Disinfectants for Use Against SARS-CoV-2 and follow product instructions.               <ul style="list-style-type: none"> <li>1. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).</li> <li>2. Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.</li> <li>3. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.</li> </ul> </li> <li>v. When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.</li> <li>vi. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.</li> </ul>
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Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

**Plan for Adequate Outdoor Air Circulation**

Condition Met	Condition Assessed
Yes	In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma symptoms). Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13).

Although we are a non-classroom based school, if our staff were to meet with students, in the future, we have sufficient protective equipment (including gloves, masks, shields, etc.) in compliance with the CDPH, and Cal/OSHA.

**Safe Water Systems and Features**

Condition Met	Condition Assessed
Not Applicable	Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water.

Because we are a non-classroom based school, with no physical attendance of students, we do not have campuses with water fountains.

**Handling Student Belongings**

Condition Met	Condition Assessed
Not Applicable	Keep each child’s belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.

Because we are a non-classroom based school, with no physical attendance of students, we do not have campuses where students congregate.

## Employee Issues

Engage employees on COVID-19 plans and provide necessary training and accommodations.

### Revisit existing bargaining agreement.

Condition Met	Condition Assessed
Not Applicable	<ul style="list-style-type: none"><li>i. Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.</li><li>ii. Create a plan for future bargaining that may be necessary as additional issues arise.</li></ul>

Because we are a non-classroom based school, we do not have labor groups that we engage with.

## Staffing Ratios

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li>i. Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.</li><li>ii. Consider rolling staff cohorts to meet needs and avoid overwork.</li></ul>

We have plans in place for rolling staff cohorts to maintain compliance with local and state guidelines.

## Staff Training

Condition Met	Condition Assessed
Yes	<p>Develop and provide staff training or utilize state-provided training on:</p> <ul style="list-style-type: none"><li>i. Disinfecting frequency and tools and chemicals used in accordance with the Healthy Schools Act, CDPR guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.</li><li>ii. Physical distancing of staff and students.</li><li>iii. Symptom screening, including temperature checks.</li><li>iv. Updates to the Injury and Illness Prevention Program (IIPP).</li><li>v. State and local health standards and recommendations, including, but not limited to, the following:<ul style="list-style-type: none"><li>1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.</li><li>2. Cough and sneeze etiquette.</li><li>3. Keeping one's hands away from one's face.</li><li>4. Frequent handwashing and proper technique.</li><li>5. Confidentiality around health recording and reporting.</li></ul></li><li>vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions.</li><li>vii. Training on trauma-informed practices and suicide prevention.</li></ul>

Health Screenings are conducted at the beginning of all shifts for any employee who may need to work in person.

## Staff Liaison

Condition Met	Condition Assessed
Yes	Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.

Staff liaisons have been designated via our IIPP plan.

## Reasonable Accommodations

Condition Met	Condition Assessed
Yes	<ul style="list-style-type: none"><li data-bbox="326 510 1523 653">i. Protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.</li><li data-bbox="326 653 1523 724">ii. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.</li></ul>

Staff have been approved for remote work at any time deemed necessary by Administration or staff member themselves. All possible accommodations will be made to ensure this is done effectively.

## Communication

### Stakeholder Engagement

Condition Met	Condition Assessed
Yes	School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.

Although we are a non-classroom based school, our stakeholders, families, and staff are routinely informed of our policies and guidelines via our website, email correspondence, meetings, etc.

### Communicating COVID-19-related Protocols

Condition Met	Condition Assessed
Yes	Communicate to staff, students, and parents about new, COVID-19-related protocols, including: <ul style="list-style-type: none"><li>i. Proper use of PPE/EPG.</li><li>ii. Cleanliness and disinfection.</li><li>iii. Transmission prevention.</li><li>iv. Guidelines for families about when to keep students home from school.</li><li>v. Systems for self-reporting symptoms.</li><li>vi. Criteria and plan to close schools again for physical attendance of students.</li></ul>

We routinely communicate with staff, students, and parents about new COVID related protocols, via our website, emails, meetings, etc.

### Communication for Vulnerable Members of the School Community

Condition Met	Condition Assessed
Yes	Target communication for vulnerable members of the school community.

We target communication for vulnerable members of the school community via individualized personalized emails.

### Communication Plan for Positive COVID-19 Case

Condition Met	Condition Assessed
Yes	Create a communications plan for if a school has a positive COVID-19 case. <ul style="list-style-type: none"><li>i. Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.</li><li>ii. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.</li><li>iii. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.</li><li>iv. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.</li><li>v. Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.</li><li>vi. Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for home isolation.</li></ul>

We have a communication plan in place for any positive cases; including HR documentation and contract with families to provide support.



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

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

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

Input is gathered through a variety of means. Parent Intake Surveys are conducted to identify needs and concerns, as well as monitor school culture. The results of these surveys, plus information gathered during LCAP Community Forums are reviewed during parent advisory committee meetings and discussion forums to develop the parent and family engagement policy.

EAA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all staff within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.

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

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, EAA provides full opportunities for the informed participation of parents (including parents with limited English proficiency, limited literacy, disabilities, of migratory children, who are economically disadvantaged, or are of any racial or ethnic minority background), including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

The LEA Plan and all supporting policy is distributed to families through the annual notification, student-parent handbooks, and posted on the school's website.

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

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

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

EAA includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

EAA's webpage, "Helping Families Soar," is dedicated to EAA family engagement and wellness by providing videos and worksheets from the YouSchool that equip parents with information to help their children build meaningful lives. At-home exercise regimens are also included. Video recordings of previous parent workshops and community partner events are archived on the website for anytime access.

EAA also hosts monthly parent workshops which have included topics such as Homeschool strategies; technology tips; and academic supports. These are planned based on feedback received from EAA families.

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

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

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by

parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

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

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

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

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

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

Leadership staff work collaboratively with academy administrators and the Marketing Coordinator to plan and implement parent and family engagement activities based on survey feedback. Activities are then shared with families through newsletters, phone calls, and social media to maximize participation.

EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and

using this information to develop, revise, and review the parent and family engagement policy.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

EAA asks Title 1 family members to serve on the Parent Advisory Committee (PAC). The PAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy. Our policy is distributed to parents via phone calls by translators, webinars and individual meetings with the At Promise department.

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

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

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

N/A we are one in the same

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

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

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation

under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

EAA holds an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. EAA will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

As a non-classroom based school our meetings are held virtually via Zoom. They are recorded and posted on our website for viewing at any time. Along with the recording a form is provided so that comments can still be submitted by parents and family members. Notice of these meetings is provided in advance through the schoolwide newsletter as well as through personal outreach of the At Promise Department.

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

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

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

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

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part

A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C])

Each academy within EAA offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website and materials sent home. Webinars are recorded and posted on our website so families can view at any time. Regular teacher meetings are scheduled with students and parents to go over curriculum and needs of the student to be successful in school.

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

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

Elite Academic Academy Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on (Insert Date). The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 12/1/2020

Megan Freeman

**Name and Title of Authorized Official**

CEO

**Signature of Authorized Official**

**Date**

May 2020

**Elite Academic Academy - Lucerne  
School Accountability Report Card  
Reported Using Data from the 2019-2020 School Year  
Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Elite Academic Academy - Lucerne
Street	43414 Business Park Dr.
City, State, Zip	Temecula, CA 92590
Phone Number	(866) 354-8302 Ext. 704
Principal	Meghan Freeman
Email Address	mfreeman@eliteacademic.com
Website	<a href="http://www.eliteacademic.com/">http://www.eliteacademic.com/</a>
County-District-School (CDS) Code	36750510136960

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Elite Academic Academy-Lucerne
Phone Number	18663548302
Superintendent	Meghan Freeman
Email Address	mfreeman@eliteacademic.com
Website	<a href="https://www.eliteacademic.com/">https://www.eliteacademic.com/</a>

### School Description and Mission Statement (School Year 2020-2021)

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#### Mission

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

#### Vision

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

**Student Enrollment by Grade Level (School Year 2019-2020)**

Grade Level	Number of Students
Kindergarten	10
Grade 1	11
Grade 2	7
Grade 3	9
Grade 4	3
Grade 5	4
Grade 6	18
Grade 7	34
Grade 8	61
Ungraded Elementary	0
Grade 9	21
Grade 10	29
Grade 11	46
Grade 12	38
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>291</b>

**Student Enrollment by Student Group (School Year 2019-2020)**

Student Group	Percent of Total Enrollment
Black or African American	14.1
Asian	1.4
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	.3
White	25.4
Two or More Races	8.2
Socioeconomically Disadvantaged	61.9
English Learners	3.8
Students with Disabilities	10
Foster Youth	.3
Homeless	2.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	28.5	34	
Without Full Credential	2	2	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** January 20, 2021

Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for ELA. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
<b>Mathematics</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Mathematics. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
<b>History-Social Science</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for History and Social Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Foreign Languages. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
<b>Health</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Health. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Visual Performing Arts. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Elite Academic Academy is a non-classroom based charter school. It does not currently have any resource centers. We meet with families and students in mutually agreed upon public locations but this has been stopped due to COVID-19. We are meeting with all of our students remotely. We do have a central administrative office located in Temecula. It is very rare that we hold a parent meeting in this facility. It is meant for the operation and administrative purposed to ensure proper secure storage of business and student files.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 1/2021**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	37	N/A	50	N/A
Mathematics (grades 3-8 and 11)	7	N/A	20	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	10	N/A	19	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## Career Technical Education Programs (School Year 2019-2020)

Career Technical Education (CTE) is an academic program that prepares students for postsecondary education for College and Career. CTE provides students with a unique opportunity to integrate core academic courses with technical skills and occupational knowledge and opportunities. Elite Academic provides students with various pathways to choose from in order to prepare students for their post-secondary career/education within the field of their choice. Students from Elite Academic CTE programs will be prepared to lead with 21st-century skills and industry certifications/skills.

### CTE Pathways 9-12th

Arts, Media and Entertainment Pathway (VAPA Academy)  
 Marketing, Sales and Service Pathway (Marketing Academy)  
 Hospitality, Tourism & Recreation Pathway (Adventure Academy)  
 Public Service Pathway (Public Service Academy)  
 Fashion Design Pathway  
 Interior Design Pathway

### CTE Staff

Ashlea Kirkland, CTE Director  
 Thomas Olson, CTE Credentialed Teacher  
 Amy Ciceri, Highly Qualified Credentialed Teacher  
 Nolan Smith, CTE Credentialed Teacher

## Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	40
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	99.25
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Elite Academic Academy educates and involves parents and community members to understand the school's purpose by:

- \*Maintaining a robust website that has a parent resource section including access to student/parent handbook
- \*Inviting parents/students to virtual webinars, such as orientation, informational meetings, seminars, mental health, college and career readiness, and so much more!
- \*Hosting an annual Parent Advisory Committee Meetings to develop the LCAP and prepare for Assessment
- \*Providing parents with report cards and access to our Student information Parent Portal
- \*Distributing annual Survey(s) to get input and ensure we are meeting the needs of our stakeholders
- \*Conducting individual meetings with School Counselor and student/parent and SST team, as necessary
- \*Providing the Parent Square Communication App where parents get e-mails and direct access to their teacher at any time.
- \*Sending monthly newsletters to families from Counseling, Technology, VAPA, Athletics, Homeschool, Virtual, and Flex programs with contact information for parents to connect and get support from each department
- \*Hosting regularly scheduled Board Meetings open to the public

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate				10.6	19.7	23.4	9.1	9.6	9
Graduation Rate			15.8	21.5	24	35.6	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		0.0	0.0	0.0	3.5	3.5
Expulsions		0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Elite Academic Academy is an independent study program where students are schooled in the home and through various contracted vendors in the community. Typically, students are in the primary care of their parent/guardian for their schooling. There are a few instances when the school sponsors events, such as field trips and state testing, when it is important to have a clear emergency preparedness plan. The school's procedures for evacuation and emergency preparedness are outlined in our comprehensive safety plan that is updated in March of each school year. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted. Further, it is important to clearly define the responsibilities of the school and parent/guardian, as well as the school's dismissal procedures, in the event of an emergency or disaster. This plan can be found on our website for review.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
1									1	1		
5									1	4		
6									2	11		
Other**									7	6		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts					2	36			3	59		
Mathematics					2	29			2	52		
Science					3	18			3	34		
Social Science					3	36			3	56		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other	5.5

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9351	\$1571	\$7960	\$70,768
District	N/A	N/A	n/a	n/a
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	7750.12	68990
Percent Difference - School Site and State	N/A	N/A	2.7	2.5

Note: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2019-2020)

Elite Academic Academy-Lucerne (EAA-LU) TK-12, the premier independent study educational option, opened its doors July 1, 2018. We focus on flexible and individualized homeschool, virtual, and blended independent study academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA-LU provides high quality and rigorous state board approved standards-based curriculum options to support students in meeting the challenging state academic achievement standards. We also offer unique academies with emphasis on Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college, their future careers, and the 21st-century workforce.

All high school students have access to A-G approved courses through our own developed courses, as well as three online providers: Strongmind (primarily core/some elective), UC Scout (primarily core), and Edmentum (online elective classes). Credentialed teachers support the online classes through daily interactions via text, Zoom, and Canvas. Student achievement is assessed through a variety of measures such as: State standardized testing, teacher observations, teacher created tasks, Scantron Performance Series Tests, MBTI, school-created benchmark assessments, learning period meetings, weekly meetings, report cards, learning journals, portfolios, labs, quizzes, and finals. Students also have the opportunity to participate in concurrent enrollment with community colleges in the area.

Students in 6th -12th have the option of three learning academies: Virtual, Flex or Homeschool. Each learning options has highly qualified credentialed teachers who are meeting weekly with the student for 1- 4 hours to tutor and help ensure understanding. Middle school students participate in either online courses or use common core textbooks and curriculum to demonstrate learning.

Students who are in TK-5th grade are part of Elite Academic's Homeschool or Flex Academy where Elite's highly qualified, California credentialed teacher work with their assigned students and parents/guardians to identify and implement an individualized learning plan, (ILP). At least every 20 school days, the Elite teacher, student and parent/guardian meet so that the teacher can assess student understanding of the material covered thus far, reteach concepts not yet mastered, and administer benchmark assessments and other Common Core-aligned diagnostic tests to be sure that the students are gaining a true understanding of the concepts being presented.

Elite teachers provide monthly lesson plans aligned to the Common Core and all necessary materials to support these lessons. Elite students use Common Core SBE approved curriculum such as Pearson, Glencoe, Prentice Hall, Evan-Moor, Houghton Mifflin-Harcourt, and other textbooks as described in the parent curriculum list.

Students are required to complete their monthly assignments in order to stay on track and meet their individualized goals. In addition to scheduled learning period meetings, students and parents/guardians have access to their teachers during the school day via phone, email, online domains, and one-on-one appointments, as needed. Elite's teachers act as partners of the parent/guardian to ensure student achievement through a flexible, rigorous, relevant, individualized, and standards-based aligned education.



Students have access to tutors, small group instruction, and enrichment opportunities to explore their individual passions and develop a solid foundation in the areas of their academic weaknesses as well. Students may choose to attend EAA-LU sponsored field trips and group activities.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		44318
Mid-Range Teacher Salary		67053
Highest Teacher Salary		90163
Average Principal Salary (Elementary)		106389
Average Principal Salary (Middle)		113976
Average Principal Salary (High)		114214
Superintendent Salary		141066
Percent of Budget for Teacher Salaries	27	29
Percent of Budget for Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+

Elite Academic Academy Professional Development is targeted and designed to improve the instruction and assessment of English learners; This year we are fully implementing Fast ForWord, a research-driven program aimed to provide grade-level intervention to close literacy achievement gaps. Director and Teachers will receive between 4-8 hours of professional development virtually on proper implementation and monitoring student progress. Lead teachers will support newer hires in analyzing student data and support teachers in ensuring students actively participate in the curriculum. Students take these Fast ForWord courses for at least 100 minutes a week in 12-week intervals.

The essential focus for upper lever administration (Cabinet and Directors) this year for Elite Academic Academy is student work and data. Bi-weekly Leadership meetings include professional development centered on multiple topics in support of this work: Grading for Equity; Defining High Quality Instruction; Supporting the Social Emotional Needs of Students; and Data-Informed Decision Making. This professional development takes place all year to ensure full implementation.

COVID has created diverse academic and emotional needs in students, families, and staff, as evidenced by parent workshops; student engagement levels; and local assessment data. To help staff support our families as well as themselves, we established a partnership with the YouSchool to provide a yearlong professional development series on the topic, "Guiding Students to Build Meaningful Lives." The series includes weekly videos for staff and families, as well as five professional development sessions with staff and two parent workshops.

A Curriculum Writing Professional Development series was created for CTE and Flex teachers who are new to building learning content within a virtual platform. The series focuses on learning objectives; the use of Universal Design for Learning principles; EdTech integration strategies; Formative and Summative assessment techniques; and student engagement. Teachers meet twice monthly to learn and write curriculum, and receive coaching support in-between meetings.

EAA also believes in building leadership at every level. At Elite we hire instructional lead teachers which are experienced teachers to serve as professional coaches focused on curriculum, teaching strategies, independent study best practices, literacy, and English Learners. Lead teachers provide individualized on-going professional development in order to support student learning in the charter. They provide one to one support for newly hired or struggling teachers. These leads work directly for their unique Academy Directors as well as working with the Chief Academic Officer to provide teacher workshops and family engagement workshops.



## **Elite Academic Academy**

### **Retention/Promotion Policy**

1. Provisions for successful student progress toward identified benchmark expectations in meeting the California Content Standards shall be made by offering educational experiences of increasing complexity.
2. Each student's Academic Learning Plan shall be an integral part of the educational experience, providing students in need with the appropriate prevention, early intervention, remediation, and ongoing assessment and support services to help ensure success.
3. Decisions on the grade placement of students shall be based on academic performance and analysis of appropriate student data within a standards-based education system.
  1. Factors to be weighed in the decision for grades K-8 include:
    - Achievement as demonstrated by academic performance and successful progress in meeting identified benchmarks as specified in the California Common Core Standards
    - Multiple student data sources and supporting evidence including:
      1. Report card and General Learner Outcomes ratings,
      2. School assessments,
      3. Student portfolios,
      4. Student performance on the CAASPP, and
      5. Student progress on an Individualized Education Program (IEP).
  2. Should the decision regarding promotion/retention/acceleration of a student be in question, the final decision of placement will be made by the Director upon completion of an SST and review of documentation and recommendation of the student's teacher(s) and in consultation with parents, and may include:
    - Promotion – placement in the next succeeding grade.
    - Conditional promotion – placement in the next succeeding grade with reservation.

- Retention – placement in the same grade.
- Acceleration – placement in a grade higher than the next succeeding grade.

## **IMPORTANT FACTS**

- There can only be one retention for children grades **K-8**.
- Parents have the right for voluntary retention 1 time in a child's **K-6** career and must complete this [board-approved waiver](#). This form can only be completed using Docu-sign and will NOT be accepted prior to a meeting with parents.
  - Parents must attend an SST and be given research and literature on the benefits and risks both academically and socially for retention.
  - Students must have an academic plan in place to support continued growth.
  - Students being recommended for retention may need to complete at least two months of intervention using Fast ForWord or/a designated program before retention is approved
  - Voluntary Retention is not a part of the enrollment process. Retention is something that must be discussed with the academic team **AFTER** enrollment has been completed.
- Students who have been retained once and are still experiencing academic difficulty should be referred to a Student Study Team to ensure appropriate supports and services are in place for student success.
- If a student has an IEP, retention would be an IEP team decision.
- Currently enrolled students in grades **7-8** can only be retained for primarily academic purposes as deemed throughout the SST process.
- Retention/Promotion meetings take place in **May/June** each school year for the next year placement.
- Parents may appeal a retention to the CEO or designee with their decision being final
- If a student is newly enrolled and parents bring up a concern a SST meeting will take place within the first two weeks of enrollment as long as that enrollment is before **October 31st**. Enrollment after October 31st will lead to retention for the following school year.
  - Students must be enrolled in their current grade level upon enrollment
  - Mid- year retentions are not permitted
  - Mid-year acceleration will only be granted in extenuating circumstances
    - Parents must be given research and literature on the benefits and risks both academically and socially for acceleration.

- Students who are accelerated must have an academic plan to support continued growth.

# Elite Academic Academy School Year 2021 – 2022

JULY							AUGUST							SEPTEMBER							OCTOBER							HOLIDAYS							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S								
				1	2	3	1	2	3	4	5	6	7	1	2	3	4									1	2						7/1		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9								- First Day of School
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16								- Independence Day Holiday
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23								- Summer Break
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30								- Labor Day
																					31														- Veteran's Day
																																			- Thanksgiving Break
																																			- Winter Break
																																			- New Year's Day
																																			- End of Semester 1
																																			- Martin Luther King Jr. Day
																																			- Presidents' Day Weekend
																																			- Spring Break
																																			- Memorial Day
																																			- Last Day of School

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

MARCH							APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

**Key**

- First & Last Day of School
- End of Learning Period
- Holiday
- Non-school Days
- ACA Days



LP1	LP2	LP3	LP4	LP5	LP6	LP7	LP8	LP9
7/1 - 8/7	8/9 - 8/31	9/1 - 10/8	10/11 - 11/19	11/29 - 1/14	1/18 - 2/17	2/22 - 3/25	3/28 - 5/7	5/9 - 6/16
32	0	27	29	0*	0*	19	35	33
			P1					175

Pending Board Approval

\*LP5 & LP6 will show 0 days of the AWR because these are ACA days (academic days for students, but Charter earns no funding).

