



Elite Academic Academy - Lucerne

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[https://eliteacademic.zoom.us/j/97566202696?](https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09)
pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09 Meeting ID:
975 6620 2696 Passcode: 920373

June 17, 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

11560 Elizabeth Lake Road, Leona Valley, CA 93551



Elite Academic Academy - Lucerne June 17, 2021

Board Of Directors - Elite Academic Academy - Lucerne

Time:

1.0 Call To Order

Ro Ca :

Susan McDouga , Cody S mms, Kent Chr stensen

2.0 Approve/Adopt the Agenda

It s recommended the Board of D rectors adopt as presented the agenda for the Board Meet ng of June 17, 2021.

Mot on: Second:
Vote:

3.0 Public Comment -Closed Session

The pub c has a r ght to comment on any tems of the c osed sess on agenda. Members of the pub c w be perm tted to comment on any other tem w th n the Board's jur sd ct on under sect on 8.0 Pub c Comments at Board Meet ngs.

4.0 Adjourn to Closed Session

The board w cons der and may act on any of the C osed Sess on matters sted n Agenda Item 13.0.

5.0 Closed Session

The Board w cons der and may act on any of the fo ow ng tems n c osed sess on; any act on taken n c osed sess on w be reported n open sess on as requ red by law.

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

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

Time:

6.0 Pledge Of Allegiance

Led By:

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing gatamano@eliteacademic.com. Please complete and return the form for agenda 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.

9.0 General Functions

9.1 Consent Agenda

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

Motion: Second:
Vote:

A. Meeting Minutes from June 03, 2021

[EAA-LU Minutes 06.03.2021.pdf](#)

B. Job Descriptions

[Job Description of Assessment \(pending\).pdf](#)

[Job Description SEL Content Teacher \(pending\).pdf](#)

10.0 Personnel Services

10.1 2021/22 Chief Academic Innovations Officer Contract

It is recommended that the Board approve the 2021/22 Employee Contract for the Chief Academic Innovations Officer for the Educational Academy - Lucerne.

[2022061](#)

Motion: Second:
Vote:

10.2 2021/22 Chief Student Development Officer Contract

It is recommended that the Board approve the 2021/22 Remote Chief Student Development Officer Employee Contract for the Educational Academy - Lucerne.

[2022003](#)

Motion: Second:
Vote:

10.3 2021/22 Classified Director Contracts

It is recommended that the Board approve the following 2021/22 Classified Director Contracts for the Educational Academy - Lucerne.

[21.22 Classified Directors Contracts.pdf](#)

Motion: Second:
Vote:

10.4 2021/22 Certificated Director Contracts

It is recommended that the Board approve the following 2021/22 Certificated Director Contracts for the Educational Academy - Lucerne.

[21.22 Certificated Directors Contracts.pdf](#)

Motion: Second:
Vote:

10.5 2021/22 Certificated Employee Contracts

It is recommended that the Board approve the following 2021/22 Certificated Employee Contracts for the Educational Academy - Lucerne.

[21.22 Certificated Employee Contracts.pdf](#)

Motion: Second:
Vote:

10.6 2021/22 Classified Employee Contracts

It is recommended that the Board approve the following 2021/22 Classified Employee Contracts for the Educational Academy - Lucerne.

[21.22 Classified Employee Contracts.pdf](#)

Motion: Second:
Vote:

[20210296.pdf](#)

10.7 Temporary Certificated Hires

It is recommended that the Board approve the following Temporary Certificated Hires for Ete Academ c Academy - Lucerne.

[20210305](#)

[20210097](#)

[20210304](#)

[20210302.pdf](#)

[2021105.pdf](#)

Motion: Second:
Vote:

10.8 Employee Change of Relationship

It is recommended that the Board ratify the following Employee Change of Relationship for Ete Academ c Academy - Lucerne.

[20220122.pdf](#)

[2021121.pdf](#)

Motion: Second:
Vote:

10.9 Employee Release and Resignations

It is recommended that the Board ratify the following Employee Release and Resignations for Ete Academ c Academy - Lucerne.

[20211119.pdf](#)

Motion: Second:
Vote:

11.0 Business Services

11.1 2021/22 Budget

It is recommended that the Board approve the 2021/22 Budget for Ete Academ c Academy - Lucerne.

[EAA - LU Board Report_Multi-Year Project on.pdf](#)

[EAA - LU Board Report_2021-22 Cash Flow.pdf](#)

[EAA-L 21.22 Budget](#)

[2021_LCFF_Budget_Overview_for_Parents_Ete_Academ_c_Academy_-_Lucerne_20210613.pdf](#)

Motion: Second:
Vote:

11.2 2021/2022 Local Control Accountability Plan (LCAP)

It is recommended that the Board approve the following 2021/2022 Local Control Accountability Plan (LCAP) for Ete Academ c Academy - Lucerne.

[2021_Loca_Control_and_Accountability_Plan_LCP_Annual_Update_Ete_Academ_c_Academy_-_Lucerne_20210602.pdf](#)

[2021_Loca_Control_and_Accountability_Plan_Ete_Academ_c_Academy_-_Lucerne_20210602.pdf](#)

Motion: Second:
Vote:

11.3 Gap Funding Loan Resolution 2021-2022

It is recommended that the Board approve the following Gap Funding Loan Resolution for the 2021-22 year for Ete Academ c Academy - Lucerne.

[Gap Funding Loan Board Resolution - Lucerne 2021-22.pdf](#)

Motion: Second:
Vote:

11.4 Year-Round Community Partner Agreements

It is recommended that the board approve the Year-Round

Motion: Second:
Vote:

Community Partner Agreements for E te Academic Academy -
Lucerne.

[Ambassadors of Compassion \(AOC\) Year Round Community
Partner Agreement 21.22.pdf](#)

[Around the Horn \(ATH\) Year Round Community Partner
Agreement 21.22.pdf](#)

[Desert Baseball Network Year Round Community Partner
Agreement 21.22.pdf](#)

[E te Spirit Cheer Year Round Community Partner Agreement
21.22.pdf](#)

11.5 Employee Compensation Resolution for 2021-22

It is recommended that the Board approve the Employee
Compensation Resolution for 2021-22 for E te Academic Academy -
Lucerne.

[Employee Compensation Resolution on E te Academic Academy-
Lucerne 06.17.2021.pdf](#)

Motion: Second:
Vote:

12.0 Educational Services/Policy Development

13.0 Report of Action Taken in Closed Session

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

14.0 Calendar

The next scheduled meetings August 5, 2021 at 9:00 a.m.

15.0 Board Comments and Future Planning

16.0 Adjournment

In compliance with Government Code section 54957.5, open session
materials distributed to Board Members for review prior to a meeting may
be viewed at the e teacademic.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 other public records associated with this
meeting in appropriate alternative formats for persons with a disability.

Motion: Second:
Vote:

Time:



Elite Academic Academy - Lucerne

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pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09 Meeting ID:
975 6620 2696 Passcode: 920373

June 3, 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

11560 Elizabeth Lake Road, Leona Valley, CA 93551



Elite Academic Academy - Lucerne June 3, 2021

Board Of Directors - Elite Academic Academy - Lucerne

Time: 9:02 a.m.

1.0 Call To Order

Roll Call:

Susan McDougal, Cody Simms, Kent Christensen

Present Present Present

Cody Kent

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

2.0 Approve/Adopt the Agenda

It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of June 3, 2021.

3.0 Public Comment -Closed Session

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

4.0 Adjourn to Closed Session

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

5.0 Closed Session

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

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

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

Time: 9:03 a.m.

6.0 Pledge Of Allegiance

Led By: Susan McDougal

7.0 Open Session

8.0 Public Comment

Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing gatamarano@eliteacademic.com. Please complete and return the form for agenda 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.

9.0 General Functions

9.1 Informational Items

A. CEO Report

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

9.2 Consent Agenda

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

Kent Susan

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

A. Meeting Minutes from May 06, 2021

[EAA-LU 05.06.2021.pdf](#)

B. Warrant Register

[WarrantRegisterLU_May21.pdf](#)

C. Job Descriptions

[JD Compliance Liaison \(pending board approval\).pdf](#)

[JD Full-Time Instructional Learning Coach \(Certificated\) \(pending\).pdf](#)

[JD Part-Time Instructional Learning Coach \(Certificated\) \(pending\).pdf](#)

[JD SPED Administration Assistant \(pending\).pdf](#)

[JD SPED Coordinator \(pending\).pdf](#)

[JD \(Remote\) Chief Student Development Officer \(pending\).pdf](#)

[JD Chief Academic Innovations Officer \(pending\).pdf](#)

[JD Director of Community Relations \(pending board approval\).pdf](#)

[JD Independent Study School Social Worker \(Certificated\) \(pending\).pdf](#)

Item opened and approved with item 9.2

D. 2021-2022 Re-Occurring Annual Expenses

It is recommended that the Board approve the following re-occurring annual expenses that will be used in the 21/22 year to operate the school.

[Lucerne Annual 21.22 Contracts_Invoices.pdf](#)

Motion: Second:

Vote:

10.0 Personnel Services

10.1 Letters of Intent for Temporary Certificated Hires

It is recommended that the Board ratify the following Letters of Intent for Temporary Certificated Hires for Ete Academic Academy - Lucerne.

[Carson Signed LOI.pdf](#)

[Hodges Signed LOI.pdf](#)

Kent Susan

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

[Pera ta S gned LOI.pdf](#)

10.2 Letters of Intent for Temporary Classified Hires

It is recommended that the Board ratify the following Letters of Intent for Temporary Classified Hires for E te Academ c Academy - Lucerne.

[Hutch ns S gned LOI.pdf](#)

[Noonan S gned LOI](#)

10.3 Releases and Resignations

It is recommended that the Board ratify the following Releases and Resignations for E te Academ c Academy - Lucerne.

[20210037.pdf](#)

10.4 Certificated Hires

It is recommended that the Board approve the following Certificated Hires for E te Academ c Academy - Lucerne.

[21220034](#)

10.5 Employee Contract Addendum

It is recommended that the Board ratify the following Employee Contract Addendum for E te Academ c Academy - Lucerne.

[20211125.pdf](#)

Kent Susan

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Kent Cody

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Kent Cody

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Cody Kent

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

11.0 Public Hearing

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

Open (Time): 9:20 a.m.
Close (Time): 9:27 a.m.

11.1 2021/2022 Annual Budget Hearing

[2021_LCFF_Budget_Overview_for_Parents_E te Academ c Academy - Lucerne_20210602-2.pdf](#)

[Lu Budget Report](#)

Open (Time): 9:27 a.m.
Close (Time): 9:36 a.m.

11.2 2021/2022 Local Control Accountability Plan (LCAP) Hearing

[2020-2021 LCAP-2.pdf](#)

[Local Indicators Presentation.pdf](#)

[2021_Loca_Control_and_Accountability_Plan_E te Academ c Academy - Lucerne_20210602.pdf](#)

[2021_Loca_Control_and_Accountability_Plan_LCP_Annua_Update_E te Academ c Academy - Lucerne_20210602.pdf](#)

12.0 Business Services

12.1 Certification of Signatures 2021-2022

It is recommended that the board approve the Certification of Signatures 2021-2022 for E te Academ c Academy - Lucerne.

Kent Cody

Motion: Second:

Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

[EAA-LU 2021 Certification of Signatures.pdf](#)

12.2 Year-Round Community Partner Agreements

It is recommended that the Board approve the Year-Round Community Partner Agreements for E te Academic Academy - Lucerne.

[Year Round Community Partner Agreement 21.22.pdf](#)

12.3 Proposed Vendor List for 2021-22

It is recommended that the Board approve the Proposed Vendor List for 2021-22 for E te Academic Academy - Lucerne.

[EMR Community Material Partners List 21.22.pdf](#)

[VCI Instructions Community Partners List 21.22.pdf](#)

12.4 Hatch and Cesario Contract for 2021-22

It is recommended that the Board ratify the following Hatch and Cesario Contracts for the 2021-22 year for E te Academic Academy - Lucerne.

[Hatch and Cesario EAA-LU CONTRACT 2021-2022.pdf](#)

Cody Kent
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Kent Cody
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Kent Cody
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

13.0 Educational Services/Policy Development

13.1 I-Ready Quote

It is recommended that the Board approve the following I-Ready Quote for E te Academic Academy - Lucerne.

[21-22 Breakdown \(1\).xlsx](#)

[I-Ready 21-22 Quote.pdf](#)

13.2 School Pathways Quote for 2021-22

It is recommended that the Board approve the following School Pathways Quote for the 2021-22 year for E te Academic Academy - Lucerne.

[E te Academic Academy - Lucerne SP Quote 21-22.pdf](#)

Cody Kent
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Kent Cody
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

14.0 Report of Action Taken in Closed Session

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

15.0 Calendar

The next scheduled meeting is June 17th, 2021 at 9:00 a.m.

15.1 Board of Director's Meeting Calendar 2021-22

It is recommended that the Board approve the Board of Director's Meeting Calendar for 2021-22 for E te Academic Academy - Lucerne.

[EAA-LU 2021-2022 Board of Directors Meetings.docx.pdf](#)

Cody Kent
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

16.0 Board Comments and Future Planning

17.0 Adjournment

In compliance with Government Code section 54957.5, open session material distributed to Board Members for review prior to a meeting may be viewed at the e-teacemc.com or at the scheduled meeting. Board

Cody Kent
Motion: Second:
Vote: Susan; Aye, Cody; Aye, Kent; Aye.
Item Carries 3-0.

Time: 9:45 a.m.

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. Not for more than 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
Adam Woodard
Ashlea Kirkland-Haynes
Catherine Heredia
Evan Jorgensen
Carol McIntosh
Karen Makkai
Laura Spencer
Teresa Schaffer
Antonette Sims
Monique Waithe



Director of Assessment

Job Description

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

Position Summary: *This position will work to establish procedures and protocols for, and ensure all Elite Academic Academy students are prepared for (and take), any and all state required assessments. Reporting to the Chief Academic Innovations Officer, or designee, this individual will be a strong relationship builder who will leverage deep knowledge of the education sector to dramatically support all stakeholders in annually increasing the Elite Academic Academy assessment scores. S/he will work with partners to identify resources and creative solutions to finding new opportunities for Elite Academic Academy and the students it serves.*

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

- BA or BS required; advanced degree preferred.
- A valid, current, and appropriate California state school administrator or teacher credential is preferred but not required. A copy of credential to be provided and kept current.
- A minimum of three years' experience in educational leadership, Charter school leadership, or teaching preferred. Experience with progressively increasing levels of responsibility in leadership/mentoring – work experience in a non-education context will also be considered.
- Strong administrative/organizational/time-management skills required with a demonstrated capacity to multitask/prioritize, and work independently with limited direction.

*Director of Assessment Job Description
Pending Board Approval*

- Knowledge of California laws and regulations for Public and Charter Schools, budget development and management, and implementation of curriculum and educational reform models.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.
- Proof of a clear TB Tine test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years.
- Valid California Driver's License.

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Oversight and management of ALL State Academic Testing
 - Develop and create testing strategies; support and ensure year long preparation in each Academy for the state test.
 - Hold Directors and Leads accountable for implementing test preparation all year.
 - Work with administrative staff to ensure compliance with all state mandated testing.
 - Participate in, and develop, professional development opportunities to ensure up to date information is provided to the administrative team and staff.
 - Support Directors in ensuring that at least 95% of students participate.
 - Secure local locations for students to take assessments.
 - Work with program stipend testing leads to ensure staff is ready and supporting for CAASPP, CAST, EAP, ELPAC, and Physical Fitness.
- Develop a 12 month Assessment Plan for Elite
 - Work with the leadership team to plan monthly support for each Academy, its teachers, parents and students.
 - Work to gather data and support Directors and Teachers in Analyzing the data to create targeted plan.
 - Work to do monthly Parent Support for data and assessment with newsletters, webinars and videos.
 - Work with leadership to provide test taking support for each Academy.
 - Work to ensure on-going and systemic support for assessment.
 - Collaborate with the Student Support Services Department to ensure low performing students are getting support.
- Work on the Intake Process
 - Work with the Directors and Counselors to establish a strong intake process for new Elite students.
 - Set guidelines and expectations for new students to gather CUM data, updating the SIS and taking the i-Ready assessment.
- Update the LCAP for each school and ensure that we are working towards our assessment goals and objectives.
- Ensure all local and formal assessment, survey data is in the SIS for each student.

*Director of Assessment Job Description
Pending Board Approval*

- Support Directors, Teachers and Parents in learning how to access the content and run reports.
- Other duties as assigned.

General Expectations

- Encourage, create and support all Elite Academic Staff.
- Report to Chief Academic Innovations Officer or designee.
- Attend various meetings:
 - Attend and participate in bi-weekly Directors meeting to ensure Assessment is a high priority.
 - Attend meetings with cabinet members, as requested.
 - Attend board meetings, and prepare monthly assessment updates.
- Meet established deadlines.
- Follow all protocols and policies.
- Follow legal mandates relative to mandated reporting.
- Participate in marketing events and/or additional activities held by the school such as graduation ceremonies.

SMART Goals

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

Other Duties:

- Perform other duties as assigned.

Use of Computer Technology:

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

Physical Demands:

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

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

- Lifting objects up to 50 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

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

Employee Acknowledgement:

Employee Signature

Printed Name

Date



Part-Time Elite Virtual SEL (Social Emotional Learning) Content Teacher Job Description

Job Title:	Elite Virtual SEL (Social Emotional Learning) Content Teacher
Department:	Student Support Services
Reports To:	Track A Director
FLSA Status:	Non-Exempt
Job Classification:	Certificated Part-Time
Pay Range:	Hourly \$75 per hour
Position Location	Remote Office

Position Summary:

The Virtual SEL Content Teacher is responsible for overseeing SEL-specific online courses. The Virtual Content Teacher reviews and sets up their course according to guidelines provided, and their knowledge of the subject material. The Virtual SEL Content Teacher hosts all Live Sessions and supports small group breakout sessions. The Virtual SEL Content Teacher will also train the Teacher of Records for small group discussions and plan supplemental assignments. The Virtual SEL Content teacher plans weekly live sessions with discussion topics and engaging material to support the courses. In addition, the Virtual Content Teacher will ensure academic success of the students in their courses through consistent and clear communication, synchronous & asynchronous direct instruction sessions for student participation, holds office hours for small groups and/or 1-1 tutoring opportunities for Elite students. The Virtual Content Teacher responds to students within 24 hours of receipt of a message. Communicates to Elite Educator (TOR) any concerns regarding the successful completion of a course.

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 MFT credential for teaching staff. A copy of MFT Credential to be provided and kept current.
- Highly qualified to authorize students' learning in the content area served.

- 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.

General skills:

- Team player.
- Love of learning – a lifelong learner.
- Ability to transmit passion for learning to students and families.
- Flexibility and adaptability.
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
- Conflict resolution skills.
- Strong organizational skills.
- Openness to differing views and objectives.
- Computer and technology literacy including webinars.
- Tech-oriented mindset.
- Willingness to research and become knowledgeable of curriculum and educational resources.
- Ability to deliver information effectively.
- Serve the staff, student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere.
- Ensures a culture where students, parents and teachers feel valued and served by contributing to providing a positive, supportive atmosphere for all.
- Consistently communicate professionally and with a tone of mutual respect.
- Maintain integrity at all times.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Elite Academic Academy Virtual Content Teacher Courses:

- Initial setup and preparation of their courses, including due dates, syllabus, grading scale, and content review.
- Provide students with syllabus, pacing guide with due dates for assignments, and assessments.
- Provide students with standards.
- Issue midterm progress report.
- Offer office hours and Tutoring opportunities for students.
- Review completed coursework and work with the Teacher of Record to determine final grades.
- Update course as necessary.
- Hold Live Sessions for each core course.

- Train the Teacher of Records in the subject material to hold small group discussions.

Personalized Courses:

- Provide parent/students with standards.
- Review the course outline and ensure the standards are covered and that there is adequate rigor.
- Provide students and parents with feedback as necessary.
- Create a pacing guide for the year for the parent and TF to utilize. This pacing guide will include due dates for assignments.
- Virtual Content Teacher gives final approval on personalized course.

Education:

Bachelor's Degree

M.A., Marriage and Family Therapy

Single Subject credential by coursework or exam -or- HQ by other means (e.g. HOUSSE, VPSS, etc.)

Experience:

Two (2) years directly related experience.

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 Virtual Content Teacher 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. While performing the duties of this job, the employee is frequently required to sit, talk and hear. The employee is also required to stand and walk. The employee must have available transportation and be able to drive up to 100 miles in a day. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include 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. The noise level in the work environment is usually moderate.

Employee Acknowledgement:

Employee Signature

Printed Name

Date



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 **Chief Academic Innovations Officer** of Elite Academic Academy- Lucerne for the 2021-2022 school year.

The terms of your employment offer are conditioned upon the receipt of proof of legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks.

It is understood that the period of employment will be from July 1, 2021 - June 30, 2022. Compensation is payable at the rate of **\$14,583.33.00** per calendar month, to be paid at the end of each month. The total estimated annual salary for the 2021 - 2022 school year will be no less than **\$175,000**. The 2021 - 2022 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 Chief Academic Innovations Officer will also accrue sick days (as outlined in the Employee Handbook), 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 Chief Academic Innovations Officer 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 Chief Academic Innovations Officer to implement the cure and correction plan. If the Board elects the option to terminate this agreement, however, it shall pay the Chief Academic Innovations Officer 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 Chief Academic Innovations Officer 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 (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 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).

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.

Date: 6/1/2021

Signed: _____
DocuSigned by:
Meghan Freeman
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Meghan Freeman - CEO

Date: 6/1/2021

DocuSigned by:



Chief Academic Innovations Officer

Job Description

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

Position Summary:

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

Qualifications:

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

*Chief Academic Innovations Officer Job Description
Pending Board Approval*

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

Suggested Training and Experience:

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

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

- Provide operational assistance to the Chief Executive Officer by leading strategic initiatives and managing various special projects at the executive level:
 - Advance an inspirational learning environment and culture amongst staff, students and community partners.

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

- Guide technology grant funding as opportunities become available
- **Supervise all personnel within the technology department:**
 - Manage immediate supervision of members of the district technology department, including evaluation.
 - Coordinate activities of outside vendors, consultants and trainers.

General Expectations

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

Other Duties:

- Perform other duties as assigned.

Use of Technology:

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

Physical Demands:

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

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

Work Environment:

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

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

Employee Acknowledgement:

DocuSigned by:
[Redacted Signature] _____ 6/1/2021
[Redacted Signature] _____
Date

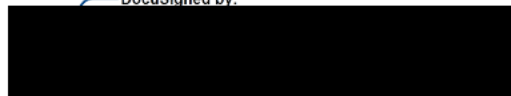
EAA 2021/2022 Staffing Calendar - 232 Day (12 month) Employees

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



Board Approved 05/06/2021

DocuSigned by:



EAA 2021/2022 Staffing Calendar - Payroll

EAA 2021/2022 Staffing Calendar - Payroll																														
JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor 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	11/11	Veteran's Day Holiday	
25	26	27	28	29	30	31	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	31	11/22 - 11/26	Thanksgiving Break						
																													12/20 - 12/31	Winter Break
																													1/17	MLK Day Holiday
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28													
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5					1	2	1	2	3	4	5	6	7				1	2	3	4		Semi-Monthly Payroll	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Monthly/Semi-Monthly Payroll	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Paid Holidays	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
27	28	29	30	31	24	25	26	27	28	29	30	29	30	31	26	27	28	29	30											



Board Approved 05/06/2021





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 **(Remote) Chief Student Development Officer** of Elite Academic Academy- Lucerne for the 2021-2022 school year.

The terms of your employment offer are conditioned upon the receipt of proof of legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks.

It is understood that the period of employment will be from July 1, 2021 - June 30, 2022. Compensation is payable at the rate of **\$13,750.00** per calendar month, to be paid at the end of each month. The total estimated annual salary for the 2021 - 2022 school year will be no less than **\$165,000**. The 2021 - 2022 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 Chief Student Development Officer will also accrue sick days (as outlined in the Employee Handbook), as well as STRS retirement benefits.

You will also receive an annual travel stipend, of \$10,000, and an annual mileage stipend of \$3,000 (in lieu of mileage reimbursement), for a total monthly stipend amount of \$1083.33, to be used in order for you to travel to California, approximately 3 to 4 times in a school year.

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 Chief Student Development Officer 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 Chief Student Development Officer to implement the cure and correction plan. If the Board elects the

option to terminate this agreement, however, it shall pay the Chief Student Development Officer 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 Chief Student Development Officer 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 (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 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).

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.

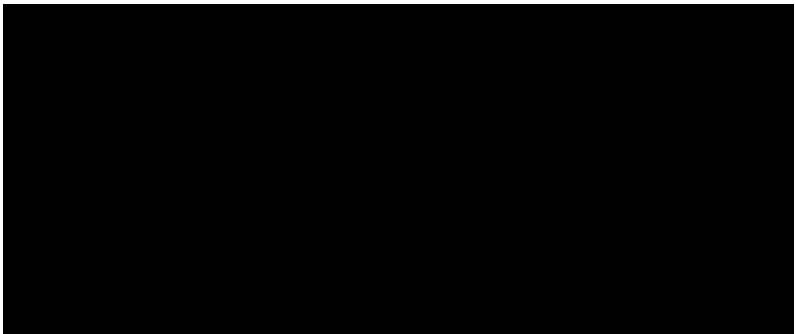
6/1/2021

Date:

Signed: _____

DocuSigned by:
Meghan Freeman
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Meghan Freeman
Chief Executive Officer





(Remote) Chief Student Development Officer

Job Description

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

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

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

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

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

ESSENTIAL DUTIES and RESPONSIBILITIES:

Administrative Responsibilities:

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

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

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

General Expectations

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

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

Other Duties:

- Perform other duties as assigned.

Use of Computer Technology:

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

Physical Demands:

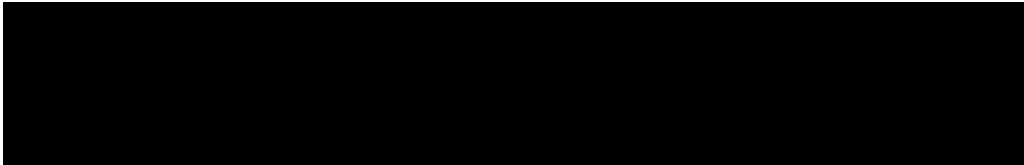
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

Work Environment:

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

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



1/2021

Date

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

EAA 2021/2022 Staffing Calendar - 232 Day (12 month) Employees

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



Board Approved 05/06/2021



EAA 2021/2022 Staffing Calendar - Payroll

EAA 2021/2022 Staffing Calendar - Payroll																														
JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor 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	11/11	Veteran's Day Holiday	
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break	
																					31							12/20 - 12/31	Winter Break	
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28								
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4		Semi-Monthly Payroll
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Monthly/Semi-Monthly Payroll	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Paid Holidays	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30						



Board Approved 05/06/2021



21.22 Contracts**Classified Directors**

Name	First Name	21/22 Charter	21/22 Position	21/22 Annual Salary	21/22 Monthly Stipend
Schaffer	Teresa	Lucerne	Director of Community Relations	\$128,750.00	\$250.00
Sims	Antonette	Lucerne	Director of Assessment	\$128,750.00	\$250.00

21.22 Contracts					
Certificated Directors					
Name	First Name	21/22 Charter	21/22 Position	21/22 Annual Salary	21/22 Monthly Stipend
Jorgensen	Evan	Lucerne	Remote Interim Director of Homeschool	\$125,000 00	\$833 33
Makkai	Karen	Lucerne	Year-Round Track/"At Promise" Director	\$128,750 00	\$250 00
Waithe	Monique	Lucerne	Director of Flex	\$125,000 00	\$250 00

21.22 Contracts

Certificated Employees

Name	First Name	21/22 Charter	21/22 Position	21/22 Annual Salary	21/22 Monthly Stipend
Bunn	Shaun	Lucerne	Part-Time Virtual High School HQT	\$40,320.00	\$0 00
Casey	Crystal	Lucerne	Virtual Teacher	\$74,000.00	\$50.00
Ciceri	Amy	Lucerne	VAPA Lead	\$85,000.00	\$250.00
Clark	Susan	Lucerne	Flex Elite Educator	\$76,281.00	\$50.00
Clifford	Samantha	Lucerne	Part-Time Virtual High School HQT	\$31,360.00	\$0 00
Elder	Shirley	Lucerne	Flex Elite Educator	\$74,000.00	\$50.00
Gregus	Danielle	Lucerne	Flex Elite Educator	\$76,281.00	\$50.00
Hedge	Michelle	Lucerne	Special Education - Education Specialist	\$96,000.00	\$50.00
Hutchins	Sheryl	Lucerne	Homeschool Teacher	\$74,000.00	\$50.00
Lively	Nicole	Lucerne	Independent Study Counselor	\$85,000.00	\$250.00
Mallett	Cicely	Lucerne	Part-Time Virtual High School HQT	\$31,360.00	\$0 00
Manes	Judalon	Lucerne	Part-Time Instructional Learning Coach	\$35,840.00	\$0 00
Moore	Aimee	Lucerne	Flex Elite Educator	\$74,000.00	\$50.00
Munoz	Gus	Lucerne	Part-Time Virtual High School HQT	\$31,360.00	\$0 00
Navas	Patrick	Lucerne	Part-Time Virtual High School HQT	\$31,360.00	\$0 00
Olson	Tom	Lucerne	Remote Adventure Academy Lead	\$64,000.00	\$833.33
Parros	Diana	Lucerne	Flex Elite Educator	\$74,000.00	\$150.00
Perkins	Sasha	Lucerne	Remote Virtual Teacher	\$69,000.00	\$416.67
Planchon	Cristina	Lucerne	Virtual Teacher/Cheer Stipend	\$64,890.00	\$2,550 00
Reardon	Catheryn	Lucerne	Lead Virtual Teacher	\$80,000.00	\$150.00
Robinson	Diana	Lucerne	Special Education - Education Specialist	\$96,000.00	\$50.00
Rodriguez	Cecilia	Lucerne	Virtual Teacher	\$74,000.00	\$250.00
Schulze	Melissa	Lucerne	Independent Study School Social Worker	\$65,000.00	\$250.00
Smith	Nolan	Lucerne	Remote CTE TOSA	\$74,000.00	\$50.00
Steele	Ashly	Lucerne	Flex Elite Educator/Compliance Liaison	\$63,000.00	\$50 00
Thomas	Melvin	Lucerne	Flex Elite Educator	\$74,000.00	\$50.00
Vosburg	Vanessa	Lucerne	Virtual Teacher	\$74,000.00	\$50.00
Watters	Allison	Lucerne	Lead Virtual Teacher	\$80,000.00	\$350.00
Zitney	Sara	Lucerne	Flex Elite Educator	\$74,000.00	\$50.00

21.22 Contracts**Classified Employees**

Name	First Name	21/22 Charter	21/22 Position	21/22 Annual Salary	21/22 Monthly Stipend
Aldridge	Tancy	Lucerne	Part-Time Instructional Aide	\$36,000.00	\$0.00
Allanson	Andrew	Lucerne	Athletic Lead	\$62,923.00	\$250.00
Bockert	Jordan	Lucerne	PT Assistant Instructional Designer	\$10,755.00	\$0.00
Edick	Jennifer	Lucerne	Special Education Coordinator	\$66,000.00	\$250.00
Rafferty	Maureen	Lucerne	Part-Time SPED Liason	\$23,900.00	\$0.00
Singas	Dianna	Lucerne	Instructional Aide	\$55,000.00	\$0.00
Taylor	Michonne	Lucerne	Special Education Administrative Assistant	\$65,000.00	\$0.00
Waithe	Christopher	Lucerne	Technology Support Coordinator	\$55,000.00	\$250.00



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Lucerne

Name: Maureen Rafferty

in the position of

Title: Part-Time Special Education (SPED) Liaison

June 1, 2021

[REDACTED]
[REDACTED]
[REDACTED]

Dear Maureen,

We are pleased to offer you the position of **Part-Time (NON-Exempt) Special Education (SPED) Liaison** with Elite Academic Academy – Lucerne (the “School”) commencing **July 1, 2021**. We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the “Agreement”) and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

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

assignments that are in addition to those expressly described in this Agreement.

- c. Attending any scheduled School events or training or planning sessions before or during the school year if requested by your direct supervisor; and
 - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You will be paid \$25 an hour for all regular hours worked, for a maximum of 20 hours per week, less applicable withholdings, for 239 days of work (see attached calendar). We anticipate that there will be occasions when we will ask you to work over 20 hours per week, and/or occasions when you may be asked to work overtime. All overtime hours must be approved in advance by your supervisor. 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. Human Resources will confirm your exact pay dates.
 4. As a part-time employee you will not generally be eligible for benefits, except for those required by law such as paid sick time.
 5. You shall be provided with a duty-free, uninterrupted unpaid meal period of at least thirty minutes for a work period of over 5 hours in a day and one rest break of 10 minutes for every 4 hours worked or major fraction thereof. Your supervisor will schedule the times for your meal and rest periods.
 6. You are required to record your time via our timekeeping system, Paycom. You will be provided with specific instructions regarding this system. You will be responsible for reviewing, approving, and submitting your time to your supervisor. You must report any instance where you believe your time, or pay, is inaccurate to the payroll department.
 7. 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.
 8. 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.
 9. 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.

10. 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.
11. 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.
12. 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.
13. 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 SPED Department, and personally growing with the School.

Sincerely,

DocuSigned by:

A4137E406BF5494...
Meghan Freeman, CEO

CEO/Designee Signature:

Date: 6/1/2021

AGREED TO AND ACCEPTED BY: [REDACTED]

Employee Signature: [REDACTED]

Date: 6/1/2021

Address: [REDACTED]

Telephone: [REDACTED]



**Part-Time Special Education Department (SPED) Liaison
Job Description**

Job Title: Part-Time SPED Liaison
Department: Special Education Department
Reports To: Special Education Administrative Assistant (or designee)
FLSA Classification: Non-Exempt
Classification: Classified
Pay Range: \$18.00 - \$25.00/hr
Work Schedule: 12 months
Location: Remote and/or Onsite Office (Temecula)

Position Summary: *Provide support to the Special Education faculty, administrators and staff to ensure the appropriate delivery of special education and related services.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Serve as liaison to the assigned Special Education Administrative Assistant; perform communication services; receive, screen, and route telephone calls; take and relay messages as appropriate; and schedule and arrange interviews, appointments, conferences and other events; maintain appointment and activity calendars.
- Exercise independent judgment in resolving issues and refer difficult issues to the administrator as necessary.
- Follow established procedures and meet deadlines.
- Coordinate, schedule and attend meetings; prepare and send out notices of meetings; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Liaison between SPED vendors and Elite Academic Academy.

- Input data into an assigned computer system; initiate queries and generate computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data; and submit reports to appropriate personnel.
- Maintain SEIS and WebIEP databases.
- Manage and submit all SPED compliance and reporting data to CALPADS.
- Assign all SPED students to case managers and all placement info.
- Support all SPED staff in various platforms.
- Assign assessment teams for all assessments.
- Support budget planning needs.
- Schedule IEP meetings.
- Send and receive DocuSign for all SPED documents.
- Maintain student SPED files.
- Monitor SPED timelines.

Other Duties:

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

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

Knowledge of:

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

Ability to:

- Perform varied and responsible secretarial and administrative assistant duties.
- Serve as assistant and liaison to the SPED Administrative Assistant, and coordinate communications.
- Assure smooth and efficient office operations.
- Work independently with little direction.
- Understand and resolve issues, complaints or problems.
- Maintain confidentiality of sensitive and privileged information.
- Determine appropriate action within clearly defined guidelines.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and files.
- Compile and verify data and prepare reports.
- Complete work with many interruptions.
- Plan and organize work.
- Meet schedules and timelines.

EDUCATION AND EXPERIENCE:

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

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

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

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

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

Employee Acknowledgement:

DocuSigned by:

[Redacted Signature]

6/1/2021

Employee Signature

Printed Name

Date



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. 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 Maureen Rafferty and 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: DocuSigned by:
Meghan Freeman
A4137E406BE5494... _____ By: _____

Meghan Freeman, CEO

DATED: 6/1/2021 _____ DATED _____

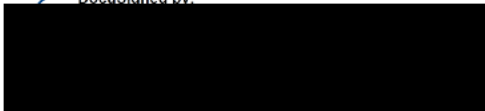
EAA 2021/2022 Staffing Calendar - 239 Day (12 month Classified) Employees

JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2	7/1	Contract Start Date	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor 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	11/11	Veteran's Day Holiday	
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break		
																					31							12/20 - 12/31	Winter Break	
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
										1	2	3	4							1				1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	6/30	Contract End Date	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28								
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5					1	2	1	2	3	4	5	6	7				1	2	3	4	Contract Start and End Dates		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	Paid Holidays		
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	Paid Flex (Non-school/contract) Days (FT only)		
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	Professional Development Days		
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30						



Board Approved 05/06/2021

DocuSigned by:



EAA 2021/2022 Staffing Calendar - Payroll

EAA 2021/2022 Staffing Calendar - Payroll																														
JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor Day Holiday	
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25	26	27	28	29	30	31	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break
																					31							12/20 - 12/31	Winter Break	
																												1/17	MLK Day Holiday	
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend	
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21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28													
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5					1	2	1	2	3	4	5	6	7				1	2	3	4		Semi-Monthly Payroll	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Monthly/Semi-Monthly Payroll	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Paid Holidays	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
27	28	29	30	31	24	25	26	27	28	29	30	29	30	31	26	27	28	29	30											



Board Approved 05/06/2021

DocuSigned by:



Date of Offer: June 10, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a temporary position with 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 [REDACTED] (the "Temp") who agrees to be bound by this Contract.

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

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

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

- The term of this Temporary Employment Contract shall commence on June 16, 2021 and continue until August 11, 2021; with mandatory training June 17, 2021, and June 18, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as a Temporary Teacher of Record (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 in accordance with the Year Round Calendar (see attached) July 1- August 11th, at a time determined by your direct supervisor. The Temp's teaching stipend also includes dates to effectively train and prepare for the program.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 6/10/2021
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Meghan Freeman Date

AGREED TO AND ACCEPTED BY:

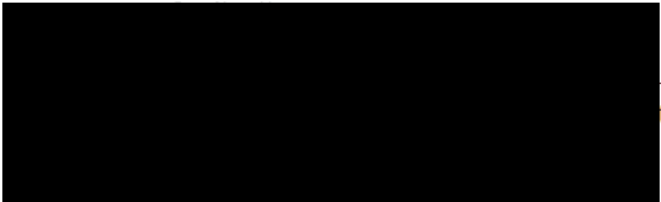


Exhibit A. Job Description (See attached)

Exhibit B. Compensation: io

- **COMPENSATION.**
 - The Temp shall be entitled to receive a teaching stipend of \$6000, along with a mileage stipend of \$450 (the "Compensation"), for performance of the duties described in the Job Description and Temporary Employment Contract.
 - 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.
 - "Compensation" will be made in 3 equal payments, of \$2,150.00, on the following dates: July 9th, July 26th, and August 10th.
 - Salary increases and annual bonuses may be awarded at the end of the learning period, 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 learning period.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Temporary Teacher of Record - Stipend Job Description

Job Title:	Temporary Teacher of Record
Position Type:	Temporary
Department:	Education
Reports To:	Program Director
FLSA Classification:	Exempt
Pay Range:	\$6000 stipend (plus mileage)
Classification:	Certificated
School Calendar Days:	Monday - Friday (Year-Round Calendar)
Location:	Remote/Virtual

Position Summary: *The temporary Teacher of Record is primarily responsible for effective teaching and learning of the assigned subjects(s) following the approved curriculum for a 6-week learning period. Additionally, the temporary Teacher of Record is responsible for student safety, effective collaboration and attention to each student's readiness to learn including needed guidance, discipline and welfare. Employee may teach in a variety of virtual, elementary and/or secondary educational, individual, and group teaching settings.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Attends and actively participates in weekly program meetings with other teachers, support staff, and the program lead and/or administrator as needed.
- Works with a high level of independence and professional discretion under the general supervision of the Director.
- Works collaboratively in a professional learning community with other teachers and support staff to address the needs of the students.
- Supports the mission, vision, and goals of Elite Academic Academy.

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*

- Ensures the Course of Study for each student indicating curriculum used in Core Subject Areas, encompassing the Common Core standards focusing on intervention and/or enrichment for each student.
- Effectively communicates weekly feedback concerning the expectation of achievement with respect to learning goals.
- Calls, emails, texts or Zooms with students and families at least once a week.
- Meets with the Program Director to collect student work completed per week; and provides assistance with collection of work.
- Records student work completed and identifies student work missing; and works with administration to collect missing assignments.
- Implement Elite's non-compliance policy
- Completes all compliance documentation, including master agreements, attendance records, portfolio of work samples, and assignment and work records for each student.
- Assigns additional student work if needed.
- Responds to parent, student, and administrative inquiries within 24 hours of contact.
- Provides instructional and intervention support for students who are not meeting academic expectations.
- Maintains professional competence through in-service educational activities provided by the school and other professional growth activities.

Other Duties:

- Documents and reports to Elite Academic administration all formal disciplinary actions involving students and staff; addresses and resolves complaints from students, parents, and staff in a timely manner; and ensures compliance with the Elite Academic Uniform Complaint Policy, the Elite Academic Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Required to travel up to 100 miles to various public locations to meet with students.
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of K-12 grade children.
- Principles, theories, practices, methods, and techniques used in curriculum development, instruction, and assessment.

- Procedures and best practices that promote appropriate student conduct.
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance and Special Education practices and procedures.
- Applicable sections of the Education Code and other applicable laws.
- Research methods and report writing techniques.

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 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 children in learning environments.
- Use good 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.

Education and Experience:

- BA or BS from an accredited college or university
- Valid California Multiple Subject Credential or Intern Credential
- NCLB Compliant
- ELL Authorization - CLAD, BCLAD desirable
- Passed CBEST
- Negative TB Test or Risk Assessment Questionnaire
- DOJ Fingerprint Clearance
- Valid CA Driver's License
- First Aid/ CPR Certification

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of accounting software, 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 Temporary Teacher of Record is expected to acquire and maintain a working computer with an internet connection and a printer. Teachers are expected to have a phone to be able to contact students and families.

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.

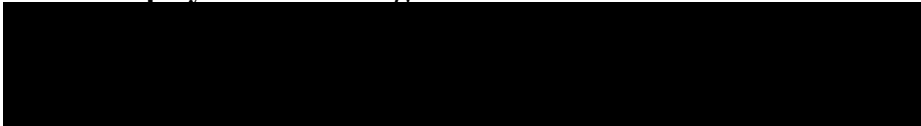
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

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

Employee Acknowledgement:



6/10/2021

Date



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. 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”).

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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 Bert Esposito and 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:
Meghan Freeman
By: _____
Meghan Freeman, CEO
6/10/2021

EMPLOYEE: DocuSigned by:
[REDACTED]
By: _____
[REDACTED]
DATED: _____

EAA 2021/2022 Staffing Calendar - Temporary Year-Round Employees

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					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

Important Dates	
6/16	Contract Start Date
7/1	First Day of School
7/5	Independence Day Holiday
8/7	Last Day of First LP- Year Round
8/10	Contract End Date

Key

	Contract Start and End Dates
	First & Last Day of the Learning Period
	Holiday
	Professional Development Days



Board Approved 05/06/2021





Date of Offer: June 10, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a temporary position with 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 [REDACTED] (the "Temp") who agrees to be bound by this Contract.

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

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

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

- The term of this Temporary Employment Contract shall commence on June 16, 2021 and continue until August 11, 2021; with mandatory training June 17, 2021, and June 18, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as a Temporary Teacher of Record (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 in accordance with the Year Round Calendar (see attached) July 1- August 11th, at a time determined by your direct supervisor. The Temp's teaching stipend also includes dates to effectively train and prepare for the program.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 6/10/2021
A4137E406BF5494...
Meghan Freeman Date

AGREED TO AND ACCEPTED BY:



Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- **COMPENSATION.**
 - The Temp shall be entitled to receive a teaching stipend of \$6000, along with a mileage stipend of \$450 (the "Compensation"), for performance of the duties described in the Job Description and Temporary Employment Contract.
 - 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.
 - "Compensation" will be made in 3 equal payments, of \$2,150.00, on the following dates: July 9th, July 26th, and August 10th.
 - Salary increases and annual bonuses may be awarded at the end of the learning period, 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 learning period.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Temporary Teacher of Record - Stipend Job Description

Job Title:	Temporary Teacher of Record
Position Type:	Temporary
Department:	Education
Reports To:	Program Director
FLSA Classification:	Exempt
Pay Range:	\$6000 stipend (plus mileage)
Classification:	Certificated
School Calendar Days:	Monday - Friday (Year-Round Calendar)
Location:	Remote/Virtual

Position Summary: *The temporary Teacher of Record is primarily responsible for effective teaching and learning of the assigned subjects(s) following the approved curriculum for a 6-week learning period. Additionally, the temporary Teacher of Record is responsible for student safety, effective collaboration and attention to each student's readiness to learn including needed guidance, discipline and welfare. Employee may teach in a variety of virtual, elementary and/or secondary educational, individual, and group teaching settings.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Attends and actively participates in weekly program meetings with other teachers, support staff, and the program lead and/or administrator as needed.
- Works with a high level of independence and professional discretion under the general supervision of the Director.
- Works collaboratively in a professional learning community with other teachers and support staff to address the needs of the students.
- Supports the mission, vision, and goals of Elite Academic Academy.

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*

- Ensures the Course of Study for each student indicating curriculum used in Core Subject Areas, encompassing the Common Core standards focusing on intervention and/or enrichment for each student.
- Effectively communicates weekly feedback concerning the expectation of achievement with respect to learning goals.
- Calls, emails, texts or Zooms with students and families at least once a week.
- Meets with the Program Director to collect student work completed per week; and provides assistance with collection of work.
- Records student work completed and identifies student work missing; and works with administration to collect missing assignments.
- Implement Elite's non-compliance policy
- Completes all compliance documentation, including master agreements, attendance records, portfolio of work samples, and assignment and work records for each student.
- Assigns additional student work if needed.
- Responds to parent, student, and administrative inquiries within 24 hours of contact.
- Provides instructional and intervention support for students who are not meeting academic expectations.
- Maintains professional competence through in-service educational activities provided by the school and other professional growth activities.

Other Duties:

- Documents and reports to Elite Academic administration all formal disciplinary actions involving students and staff; addresses and resolves complaints from students, parents, and staff in a timely manner; and ensures compliance with the Elite Academic Uniform Complaint Policy, the Elite Academic Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Required to travel up to 100 miles to various public locations to meet with students.
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of K-12 grade children.
- Principles, theories, practices, methods, and techniques used in curriculum development, instruction, and assessment.

- Procedures and best practices that promote appropriate student conduct.
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance and Special Education practices and procedures.
- Applicable sections of the Education Code and other applicable laws.
- Research methods and report writing techniques.

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 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 children in learning environments.
- Use good 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.

Education and Experience:

- BA or BS from an accredited college or university
- Valid California Multiple Subject Credential or Intern Credential
- NCLB Compliant
- ELL Authorization - CLAD, BCLAD desirable
- Passed CBEST
- Negative TB Test or Risk Assessment Questionnaire
- DOJ Fingerprint Clearance
- Valid CA Driver's License
- First Aid/ CPR Certification

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of accounting software, 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 Temporary Teacher of Record is expected to acquire and maintain a working computer with an internet connection and a printer. Teachers are expected to have a phone to be able to contact students and families.

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 25 pounds.
- Close vision and ability to adjust focus.

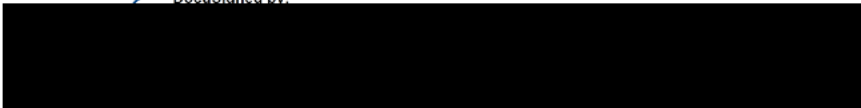
Work Environment:

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

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

Employee Acknowledgement:

DocuSigned by:



6/11/2021

Date

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*



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. 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 Regina Rivero and Meghan Freeman on behalf of the COMPANY.


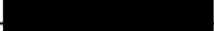
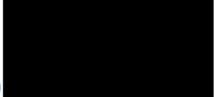
XII. Binding Effect

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:	<small>DocuSigned by:</small>	EMPLOYEE:	
	<i>Meghan Freeman</i>		
By:	<small>44137E4059F5494</small>	By:	
	_____ Meghan Freeman, CEO		_____
DATED:	6/10/2021	DATED:	
	_____		_____

EAA 2021/2022 Staffing Calendar - Temporary Year-Round Employees

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					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

Important Dates	
6/16	Contract Start Date
7/1	First Day of School
7/5	Independence Day Holiday
8/7	Last Day of First LP- Year Round
8/10	Contract End Date

Key

	Contract Start and End Dates
	First & Last Day of the Learning Period
	Holiday
	Professional Development Days



Board Approved 05/06/2021

DocuSigned by:



6/11/2021



Date of Offer: June 10, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a temporary position with 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 [REDACTED] (the "Temp") who agrees to be bound by this Contract.

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

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

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

- The term of this Temporary Employment Contract shall commence on June 16, 2021 and continue until August 11, 2021; with mandatory training June 17, 2021, and June 18, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as a Temporary Teacher of Record (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 in accordance with the Year Round Calendar (see attached) July 1- August 11th, at a time determined by your direct supervisor. The Temp's teaching stipend also includes dates to effectively train and prepare for the program.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 6/10/2021
A4137E406BF5494...
Meghan Freeman Date

AGREED TO AND ACCEPTED BY:


DocuSigned by:


Exhibit A. Job Description (See attached)

Exhibit B. Compensation:

- **COMPENSATION.**
 - The Temp shall be entitled to receive a teaching stipend of \$6000, along with a mileage stipend of \$450 (the "Compensation"), for performance of the duties described in the Job Description and Temporary Employment Contract.
 - 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.
 - "Compensation" will be made in 3 equal payments, of \$2,150.00, on the following dates: July 9th, July 26th, and August 10th.
 - Salary increases and annual bonuses may be awarded at the end of the learning period, 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 learning period.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Temporary Teacher of Record - Stipend Job Description

Job Title:	Temporary Teacher of Record
Position Type:	Temporary
Department:	Education
Reports To:	Program Director
FLSA Classification:	Exempt
Pay Range:	\$6000 stipend (plus mileage)
Classification:	Certificated
School Calendar Days:	Monday - Friday (Year-Round Calendar)
Location:	Remote/Virtual

Position Summary: *The temporary Teacher of Record is primarily responsible for effective teaching and learning of the assigned subjects(s) following the approved curriculum for a 6-week learning period. Additionally, the temporary Teacher of Record is responsible for student safety, effective collaboration and attention to each student's readiness to learn including needed guidance, discipline and welfare. Employee may teach in a variety of virtual, elementary and/or secondary educational, individual, and group teaching settings.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Attends and actively participates in weekly program meetings with other teachers, support staff, and the program lead and/or administrator as needed.
- Works with a high level of independence and professional discretion under the general supervision of the Director.
- Works collaboratively in a professional learning community with other teachers and support staff to address the needs of the students.
- Supports the mission, vision, and goals of Elite Academic Academy.

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*

- Ensures the Course of Study for each student indicating curriculum used in Core Subject Areas, encompassing the Common Core standards focusing on intervention and/or enrichment for each student.
- Effectively communicates weekly feedback concerning the expectation of achievement with respect to learning goals.
- Calls, emails, texts or Zooms with students and families at least once a week.
- Meets with the Program Director to collect student work completed per week; and provides assistance with collection of work.
- Records student work completed and identifies student work missing; and works with administration to collect missing assignments.
- Implement Elite's non-compliance policy
- Completes all compliance documentation, including master agreements, attendance records, portfolio of work samples, and assignment and work records for each student.
- Assigns additional student work if needed.
- Responds to parent, student, and administrative inquiries within 24 hours of contact.
- Provides instructional and intervention support for students who are not meeting academic expectations.
- Maintains professional competence through in-service educational activities provided by the school and other professional growth activities.

Other Duties:

- Documents and reports to Elite Academic administration all formal disciplinary actions involving students and staff; addresses and resolves complaints from students, parents, and staff in a timely manner; and ensures compliance with the Elite Academic Uniform Complaint Policy, the Elite Academic Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Required to travel up to 100 miles to various public locations to meet with students.
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of K-12 grade children.
- Principles, theories, practices, methods, and techniques used in curriculum development, instruction, and assessment.

- Procedures and best practices that promote appropriate student conduct.
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- Research methods and report writing techniques.

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 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 children in learning environments.
- Use good 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.

Education and Experience:

- BA or BS from an accredited college or university
- Valid California Multiple Subject Credential or Intern Credential
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To perform this job successfully, an individual should have general knowledge of accounting software, 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 Temporary Teacher of Record is expected to acquire and maintain a working computer with an internet connection and a printer. Teachers are expected to have a phone to be able to contact students and families.

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.

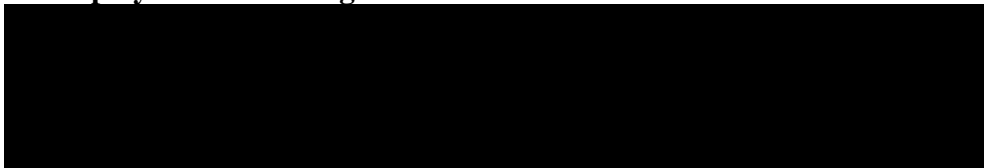
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to demonstrate activities.
- Operates a computer and other office productivity machinery.
- Seeing to read a variety of materials and monitor students.
- Bending at the waist, kneeling or crouching.
- Sitting or standing for extended periods of time.
- Lifting objects up to 25 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

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

Employee Acknowledgement:



6/10/2021

Date



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. 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 Javier Aguiniga-Camposand 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:
Meghan Freeman
A4137E406BE5494

EMPLOYEE:

By: _____

Meghan Freeman, CEO
6/10/2021

By: _____

DATED: _____

DATED _____



EAA 2021/2022 Staffing Calendar - Temporary Year-Round Employees

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					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

Important Dates	
6/16	Contract Start Date
7/1	First Day of School
7/5	Independence Day Holiday
8/7	Last Day of First LP- Year Round
8/10	Contract End Date

Key	
	Contract Start and End Dates
	First & Last Day of the Learning Period
	Holiday
	Professional Development Days



Board Approved 05/06/2021

DocuSigned by:

6/10/2021



Date of Offer: June 7, 2021

Assignment Offered: Temporary Virtual SEL Content Teacher

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a temporary position with the 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 - [REDACTED] (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 9, 2021, and continue until August 11th, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp’s employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as Temporary Virtual SEL Content Teacher (the “Position”) performing the duties described on Exhibit A attached hereto. The Temp accepts employment with the School on the terms and conditions set forth in this Temporary Employment Contract, and agrees to devote his/her full time and attention (reasonable periods of illness excepted) to the performance of his/her duties under this Contract.
- The Temp’s days of work shall be Monday through Friday at hours determined by the School provided that ordinary working hours shall not exceed 40 hours per week unless agreed upon by the School.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School’s Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 6/7/2021
A4197E406BF5494...
Meghan Freeman - 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 \$75.00 (the "Compensation") for performance of the duties described in the Temporary Employment Contract.
 - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Part-Time Elite Virtual SEL (Social Emotional Learning) Content Teacher Job Description

Job Title:	Elite Virtual SEL (Social Emotional Learning) Content Teacher
Department:	Student Support Services
Reports To:	Track A Director
FLSA Status:	Non-Exempt
Job Classification:	Certificated Part-Time
Pay Range:	Hourly \$75 per hour
Position Location:	Remote Office

Position Summary:

The Virtual SEL Content Teacher is responsible for overseeing SEL-specific online courses. The Virtual Content Teacher reviews and sets up their course according to guidelines provided, and their knowledge of the subject material. The Virtual SEL Content Teacher hosts all Live Sessions and supports small group breakout sessions. The Virtual SEL Content Teacher will also train the Teacher of Records for small group discussions and plan supplemental assignments. The Virtual SEL Content teacher plans weekly live sessions with discussion topics and engaging material to support the courses. In addition, the Virtual Content Teacher will ensure academic success of the students in their courses through consistent and clear communication, synchronous & asynchronous direct instruction sessions for student participation, holds office hours for small groups and/or 1-1 tutoring opportunities for Elite students. The Virtual Content Teacher responds to students within 24 hours of receipt of a message. Communicates to Elite Educator (TOR) any concerns regarding the successful completion of a course.

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 MFT credential for teaching staff. A copy of MFT Credential to be provided and kept current.
- Highly qualified to authorize students' learning in the content area served.

- 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.

General skills:

- Team player.
- Love of learning – a lifelong learner.
- Ability to transmit passion for learning to students and families.
- Flexibility and adaptability.
- Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
- Conflict resolution skills.
- Strong organizational skills.
- Openness to differing views and objectives.
- Computer and technology literacy including webinars.
- Tech-oriented mindset.
- Willingness to research and become knowledgeable of curriculum and educational resources.
- Ability to deliver information effectively.
- Serve the staff, student and parent's needs to the best of his/her ability without allowing his/her own convenience to interfere.
- Ensures a culture where students, parents and teachers feel valued and served by contributing to providing a positive, supportive atmosphere for all.
- Consistently communicate professionally and with a tone of mutual respect.
- Maintain integrity at all times.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Elite Academic Academy Virtual Content Teacher Courses:

- Initial setup and preparation of their courses, including due dates, syllabus, grading scale, and content review.
- Provide students with syllabus, pacing guide with due dates for assignments, and assessments.
- Provide students with standards.
- Issue midterm progress report.
- Offer office hours and Tutoring opportunities for students.
- Review completed coursework and work with the Teacher of Record to determine final grades.
- Update course as necessary.
- Hold Live Sessions for each core course.
- Train the Teacher of Records in the subject material to hold small group discussions.

Personalized Courses:

- Provide parent/students with standards.
- Review the course outline and ensure the standards are covered and that there is adequate rigor.
- Provide students and parents with feedback as necessary.
- Create a pacing guide for the year for the parent and TF to utilize. This pacing guide will include due dates for assignments.
- Virtual Content Teacher gives final approval on personalized course.

Education:

Bachelor's Degree

M.A., Marriage and Family Therapy

Single Subject credential by coursework or exam -or- HQ by other means (e.g. HOUSSE, VPSS, etc.)

Experience:

Two (2) years directly related experience.

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 Virtual Content Teacher is expected to acquire and maintain a working computer with an internet connection and a printer.

Physical Demands:

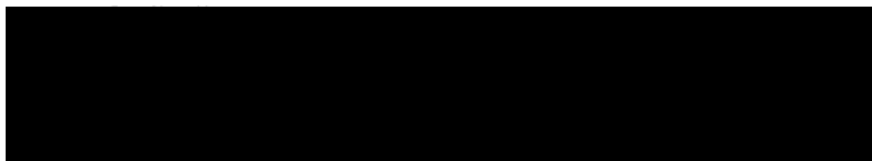
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to sit, talk and hear. The employee is also required to stand and walk. The employee must have available transportation and be able to drive up to 100 miles in a day. The employee must occasionally lift and/or move up to 50 pounds. Specific vision abilities required by this job include 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. The noise level in the work environment is usually moderate.

Employee Acknowledgement:



6/9/2021

Date



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. 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 Diana Nochez and 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:
Meghan Freeman
64137E406BE549d

EMPLOYEE:



By: _____

Meghan Freeman, CEO
6/7/2021

By: _____

DATED: _____

DATED: _____

EAA 2021/2022 Staffing Calendar - Temporary Year-Round Employees

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					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

Important Dates	
6/16	Contract Start Date
7/1	First Day of School
7/5	Independence Day Holiday
8/7	Last Day of First LP- Year Round
8/10	Contract End Date

Key

	Contract Start and End Dates
	First & Last Day of the Learning Period
	Holiday
	Professional Development Days



Board Approved 05/06/2021

DocuSigned by:
[Redacted Signature] /9/2021



Date of Offer: June 11, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

It is our pleasure to offer you a temporary position with 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 [REDACTED] (the "Temp") who agrees to be bound by this Contract.

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

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

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

- The term of this Temporary Employment Contract shall commence on June 16, 2021 and continue until August 11, 2021; with mandatory training June 17, 2021, and June 18, 2021.
- The Temp agrees and acknowledges that, just as the Temp has the right to terminate employment with the School at any time, with or without cause and with or without notice, the School has the same right, and may terminate the Temp's employment with the School at any time, with or without cause and with or without notice.
- The School shall employ the Temp as a Temporary Teacher of Record (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 in accordance with the Year Round Calendar (see attached) July 1- August 11th, at a time determined by your direct supervisor. The Temp's teaching stipend also includes dates to effectively train and prepare for the program.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:
Meghan Freeman 6/11/2021
A4137E408BF5494...

Meghan Freeman Date

AGREED TO AND ACCEPTED BY:

DocuSigned by:


Exhibit A. Job Description (See attached)

Exhibit B. Compensation: io

- **COMPENSATION.**
 - The Temp shall be entitled to receive a teaching stipend of \$6000, along with a mileage stipend of \$450 (the "Compensation"), for performance of the duties described in the Job Description and Temporary Employment Contract.
 - 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.
 - "Compensation" will be made in 3 equal payments, of \$2,150.00, on the following dates: July 9th, July 26th, and August 10th.
 - Salary increases and annual bonuses may be awarded at the end of the learning period, 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 learning period.
 - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
 - Payments to the Temp shall be subject to employer withholding.
 - STRS: Certificated Teacher shall be subject to STRS.



Temporary Teacher of Record - Stipend Job Description

Job Title:	Temporary Teacher of Record
Position Type:	Temporary
Department:	Education
Reports To:	Program Director
FLSA Classification:	Exempt
Pay Range:	\$6000 stipend (plus mileage)
Classification:	Certificated
School Calendar Days:	Monday - Friday (Year-Round Calendar)
Location:	Remote/Virtual

Position Summary: *The temporary Teacher of Record is primarily responsible for effective teaching and learning of the assigned subjects(s) following the approved curriculum for a 6-week learning period. Additionally, the temporary Teacher of Record is responsible for student safety, effective collaboration and attention to each student's readiness to learn including needed guidance, discipline and welfare. Employee may teach in a variety of virtual, elementary and/or secondary educational, individual, and group teaching settings.*

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Attends and actively participates in weekly program meetings with other teachers, support staff, and the program lead and/or administrator as needed.
- Works with a high level of independence and professional discretion under the general supervision of the Director.
- Works collaboratively in a professional learning community with other teachers and support staff to address the needs of the students.
- Supports the mission, vision, and goals of Elite Academic Academy.

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*

- Ensures the Course of Study for each student indicating curriculum used in Core Subject Areas, encompassing the Common Core standards focusing on intervention and/or enrichment for each student.
- Effectively communicates weekly feedback concerning the expectation of achievement with respect to learning goals.
- Calls, emails, texts or Zooms with students and families at least once a week.
- Meets with the Program Director to collect student work completed per week; and provides assistance with collection of work.
- Records student work completed and identifies student work missing; and works with administration to collect missing assignments.
- Implement Elite's non-compliance policy
- Completes all compliance documentation, including master agreements, attendance records, portfolio of work samples, and assignment and work records for each student.
- Assigns additional student work if needed.
- Responds to parent, student, and administrative inquiries within 24 hours of contact.
- Provides instructional and intervention support for students who are not meeting academic expectations.
- Maintains professional competence through in-service educational activities provided by the school and other professional growth activities.

Other Duties:

- Documents and reports to Elite Academic administration all formal disciplinary actions involving students and staff; addresses and resolves complaints from students, parents, and staff in a timely manner; and ensures compliance with the Elite Academic Uniform Complaint Policy, the Elite Academic Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Required to travel up to 100 miles to various public locations to meet with students.
- Performs other duties as assigned.

KNOWLEDGE AND ABILITIES

Knowledge of:

- Current trends and research concerning the growth and development of K-12 grade children.
- Principles, theories, practices, methods, and techniques used in curriculum development, instruction, and assessment.

- Procedures and best practices that promote appropriate student conduct.
- Educational research concerning extrinsic and intrinsic student motivation.
- Guidance and Special Education practices and procedures.
- Applicable sections of the Education Code and other applicable laws.
- Research methods and report writing techniques.

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 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 children in learning environments.
- Use good 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.

Education and Experience:

- BA or BS from an accredited college or university
- Valid California Multiple Subject Credential or Intern Credential
- NCLB Compliant
- ELL Authorization - CLAD, BCLAD desirable
- Passed CBEST
- Negative TB Test or Risk Assessment Questionnaire
- DOJ Fingerprint Clearance
- Valid CA Driver's License
- First Aid/ CPR Certification

Use of Computer Technology:

To perform this job successfully, an individual should have general knowledge of accounting software, 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 Temporary Teacher of Record is expected to acquire and maintain a working computer with an internet connection and a printer. Teachers are expected to have a phone to be able to contact students and families.

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 25 pounds.
- Close vision and ability to adjust focus.

Work Environment:

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

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

Employee Acknowledgement:



6/11/2021

Date

*Temporary Teacher of Record Job Description
Board Approved: March 05, 2020*



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. 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 Alexa Pauland Meghan Freeman on behalf of the COMPANY.


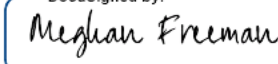
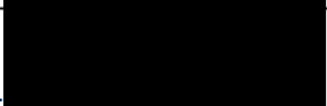

XII. Binding Effect

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:	<small>DocuSigned by:</small>	EMPLOYEE:	
By:		By:	
	_____ Meghan Freeman, CEO		_____
DATED:	6/11/2021	DATED:	
	_____		_____

EAA 2021/2022 Staffing Calendar - Temporary Year-Round Employees

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					1	2	3	1	2	3	4	5	6	7
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30	31				

Important Dates	
6/16	Contract Start Date
7/1	First Day of School
7/5	Independence Day Holiday
8/7	Last Day of First LP- Year Round
8/10	Contract End Date

Key

	Contract Start and End Dates
	First & Last Day of the Learning Period
	Holiday
	Professional Development Days



Board Approved 05/06/2021



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

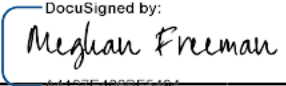
Date: June 1, 2021

Re: [REDACTED] 21/22 Change of Relationship

Effective as of July 1, 2021, your Part-Time (60%) (Exempt) Special Education Coordinator position, **with Prime Educational Solutions**, will be changed to a Part-Time (60%) (Exempt) Special Education Coordinator position **with Elite Academic Academy - Lucerne**. You will report to the Special Education Consultant, or designee.

Please see the attached contract, job description, and accompanying documents, 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] or



AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Lucerne

Name: [REDACTED]

in the position of

Title: Special Education Coordinator

June 1, 2021



Dear [REDACTED],

We are pleased to offer you the position of **Part-Time (60%) (Exempt) Special Education Coordinator** commencing **July 1, 2021**, with Elite Academic Academy – Lucerne (the “School”). We are delighted you chose to join the Elite Academic Academy team and are confident you will enjoy it here. The terms of your employment offer are set forth in this At-Will Employment Agreement (the “Agreement”), and are conditioned upon the receipt of proof of your legal eligibility to work in the United States (IRS I-9) and successful completion of all background (Livescan) checks. They are as follows:

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

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

- d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that while you are working for the School you will not render services in person or by electronic means, paid or otherwise, to any other entity, unless prior written approval is given by the CEO.
4. You will be paid an annual salary of \$66,000, less applicable withholdings, for 239 days of work (see attached calendar). You will also receive a stipend of \$250 a month for travel and mileage (in lieu of mileage reimbursement). You will be paid once a month on or before the 26th of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.
5. You are compensated for the general value of services you perform and not for the amount of time you spend on the job. Thus, you will generally be paid your set salary notwithstanding the number of hours you work. However, to ensure that you can be reached by your supervisor and communicate with those individuals who will assist you in performing your job duties, you are generally expected to work Monday to Friday during normal business hours.
6. You will be eligible for all benefits as generally offered to similarly situated employees of the School (as outlined in the School's Employee Handbook).
7. 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.
8. 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.
9. 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).
10. 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.

11. 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.
12. 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.
13. 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 Special Education Department, and personally growing with the School.

Sincerely,

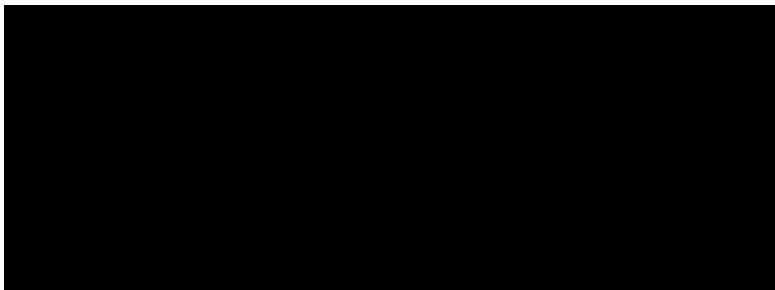
DocuSigned by:

A4137E406BF5494...
Meghan Freeman, CEO

CEO/Designee Signature:

Date: 6/1/2021

AGREED TO AND ACCEPTED BY:



Date: 6/1/2021



Special Education (SPED) Coordinator

Job Description

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

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

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

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

*Special Education Coordinator Job Description
Pending Board Approval*

ESSENTIAL DUTIES and RESPONSIBILITIES:

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

Other Duties:

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

KNOWLEDGE AND ABILITIES:

Knowledge of:

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

Ability to:

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

Physical Demands:

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.

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

1

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

Work Environment:

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

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

Employee Acknowledgement:



6/1/2021

Date

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



MUTUAL AGREEMENT TO ARBITRATE CLAIMS

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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 Jennifer Edick and 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: DocuSigned by:
Meghan Freeman By: _____

Meghan Freeman, CEO

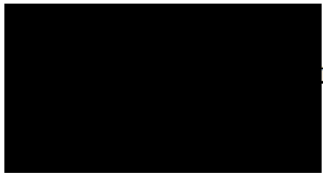
DATED: 6/1/2021 DATE _____

EAA 2021/2022 Staffing Calendar - 239 Day (12 month Classified) Employees

JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2	7/1	Contract Start Date
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday
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	9/6	Labor 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	11/11	Veteran's Day Holiday
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break	
																					31							12/20 - 12/31	Winter Break
NOVEMBER							DECEMBER							JANUARY							FEBRUARY							Important Dates	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
										1	2	3	4						1				1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	6/30	Contract End Date
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28							
														30	31														
MARCH							APRIL							MAY							JUNE							Key	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
			1	2	3	4	5					1	2	1	2	3	4	5	6	7				1	2	3	4		Contract Start and End Dates
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Paid Holidays
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Paid Flex (Non-school/contract) Days (FT only)
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		Professional Development Days
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30					



Board Approved 05/06/2021



1/2021

EAA 2021/2022 Staffing Calendar - Payroll

EAA 2021/2022 Staffing Calendar - Payroll																														
JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7				1	2	3	4						1	2			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor 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	11/11	Veteran's Day Holiday	
25	26	27	28	29	30	31	29	30	31	26	27	28	29	30	24	25	26	27	28	29	30	31	11/22 - 11/26	Thanksgiving Break						
																													12/20 - 12/31	Winter Break
																													1/17	MLK Day Holiday
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
	1	2	3	4	5	6				1	2	3	4							1			1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26			
28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28													
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4		Semi-Monthly Payroll
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		Monthly/Semi-Monthly Payroll	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		Paid Holidays	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
27	28	29	30	31	24	25	26	27	28	29	30	29	30	31	26	27	28	29	30											



Board Approved 05/06/2021

DocuSigned by:

1/2021

NOTICE TO EMPLOYEE AS TO CHANGE IN RELATIONSHIP

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

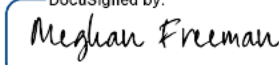
Date: June 1, 2021

Re: [REDACTED] - 21/22 Change of Relationship

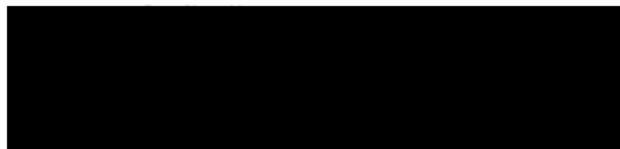
Effective as of July 1, 2021, your Full Time (Exempt) Special Education Administrative Assistant position, **with Prime Educational Solutions**, will be changed to a Full Time (Exempt) Special Education Administrative Assistant position **with Elite Academic Academy - Lucerne**. You will report to the Special Education Consultant, or designee.

Please see the attached contract, job description, and accompanying documents, for your review and consideration.

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

DocuSigned by:

A4137E4068F5494...

Meghan Freeman
CEO





AT-WILL EMPLOYMENT AGREEMENT

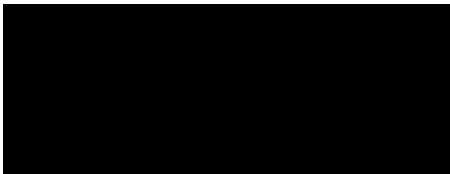
Between: Elite Academic Academy - Lucerne and

Name: [REDACTED]

in the position of

Title: Special Education Administrative Assistant

June 1, 2021



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

1. Your job duties are detailed in the attached job description ("Exhibit A") and you will report to the Special Education Coordinator, Special Education Consultant, or designee. A copy of your job description, attached hereto as Exhibit A, is incorporated by reference herein. The duties set forth in that job description may be amended from time to time at the sole discretion of the School.
2. You agree that you will at all times faithfully, industriously, and to the best of your ability, perform all of the duties that may be required of you which shall include:
 - a. Fulfilling the functions enumerated in the job description attached hereto;

- b. Such other duties as assigned by the Board of the School or your supervisor from time-to-time as necessary in the School's sole discretion and judgment to effectuate the purposes of this Agreement. You understand that the School may at times make assignments that are in addition to those expressly described in this Agreement;
 - c. Attending any scheduled School events or training or planning sessions before or during the School year; and
 - d. Following and abiding by the School's policies and procedures as adopted and amended from time-to-time, including those policies and procedures set forth in the School's current Employee Handbook, which may be amended from time to time at the sole discretion of the School.
3. You agree that you will not render services in person or by electronic means, paid or otherwise, for any other entity during your work hours for the School.
4. You will be paid an annual salary of \$65,000, less applicable withholdings, for 239 days of work (see attached calendar). You will be paid once a month on or before the 26th of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.
5. You are compensated for the general value of services you perform and not for the amount of time you spend on the job. Thus, you will generally be paid your set salary notwithstanding the number of hours you work. However, to ensure that you can be reached by your supervisor and communicate with those individuals who will assist you in performing your job duties, you are generally expected to work Monday to Friday during normal business hours with a one-hour lunch break each day.
6. You will be eligible for all benefits as generally offered to similarly situated employees of the School, including accrual of vacation and sick pay, as well as a 5% match with retirement benefits, as further described in the School's Employee Handbook.
7. The Charter offers Health and Welfare benefits, totaling \$10,800 a year (or \$900 a month), which can be used to purchase medical, dental, and vision insurance benefits offered through the Charter providers. You may "opt out" of medical insurance provided by the Charter and retain a monthly allotment of \$200. You will be eligible for the Health and Welfare benefits, after one month of employment.
8. Your employment at the School is "at will," which means that it is of no definite duration and will continue only as long as both you and the School consider it of mutual benefit. Either you or the School is free to terminate the employment relationship at any time, with or without cause, and with or without notice. Although your job duties, title, compensation and benefits, as well as our personnel policies and procedures, may change from time-to-time, the "at will" nature of your employment may only be changed in a document signed by you and the Chief Executive Officer of the School.

9. It is a condition of your employment that you sign the School's Arbitration Agreement which 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 secrets, 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).
11. The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and above), military or veteran status, physical or mental disability, including HIV and AIDS, medical condition, including cancer or a record or history of cancer, genetic characteristic or information, protected medical leaves (e.g., leave under the Family and Medical Leave Act or the California Family Rights Act), domestic violence victim status, political affiliation, and any other status protected by federal, state, or local laws. This commitment applies to all personnel decisions and to all persons involved in the operations of the School. In addition, you are expressly prohibited from discriminating against, retaliating against, or harassing any student of the School. You must treat all students and third parties working for or on behalf of the School respectfully and appropriately.
12. You affirm that you are not a party to any agreement(s) such as a non-competition agreement that would prohibit you from employment with us.
13. This Agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This Agreement may be amended only by a writing signed by both yourself and the CEO.
14. On your first day of work you will be required to complete the INS form I-9. Please bring appropriate identification that shows your eligibility to work in the United States.

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

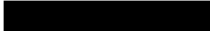
Once again, we are looking forward to you joining the Elite Academic Academy - Lucerne team, contributing to the Special Education Department and personally growing with the School.

Sincerely,

DocuSigned by:

A4137E406BF5494...
Meghan Freeman
CEO/Designee Signature

Date: 6/1/2021

AGREED TO AND ACCEPTED BY: 

DocuSigned by:



Date: 6/1/2021



Special Education Administrative Assistant
Job Description

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

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

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

*Special Education Administrative Assistant Job Description
Pending Board Approval*

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

Other Duties:

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

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

Knowledge of:

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

Ability to:

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

EDUCATION AND EXPERIENCE:

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

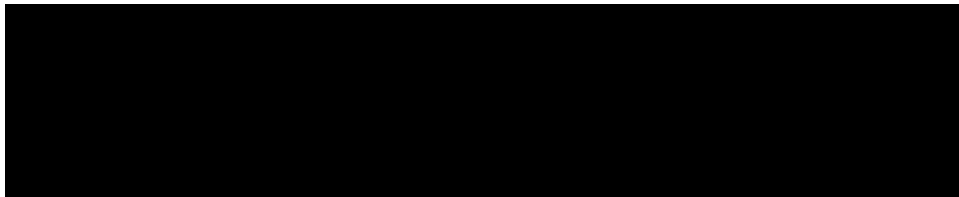
Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

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

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

Employee Acknowledgement:



1/2021

Date



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. 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 Michonne Taylor and 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: DocuSigned by:
Meghan Freeman By: [REDACTED]

(41437E182DFE181...)

Meghan Freeman, CEO 021

DATED: 6/1/2021 DATED: _____

EAA 2021/2022 Staffing Calendar - 239 Day (12 month Classified) Employees

JULY							AUGUST							SEPTEMBER							OCTOBER							Important Dates		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	1	2	3	4	5	6	7					1	2	3	4						1	2	7/1	Contract Start Date
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7/4	Independence Day Holiday	
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	9/6	Labor 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	11/11	Veteran's Day Holiday	
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30	11/22 - 11/26	Thanksgiving Break		
																					31							12/20 - 12/31	Winter Break	
NOVEMBER							DECEMBER							JANUARY							FEBRUARY									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
										1	2	3	4							1								1/17	MLK Day Holiday	
	1	2	3	4	5	6																		1	2	3	4	5	2/18 - 2/21	Presidents' Day Weekend
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	3/14 - 3/18	Spring Break	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	5/30	Memorial Day	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	6/30	Contract End Date	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	27	28								
														30	31															
MARCH							APRIL							MAY							JUNE							Key		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5					1	2	1	2	3	4	5	6	7					1	2	3	4	 	Contract Start and End Dates
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	 	Paid Holidays	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	 	Paid Flex (Non-school/contract) Days (FT only)	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	 	Professional Development Days	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				26	27	28	29	30						



Board Approved 05/06/2021

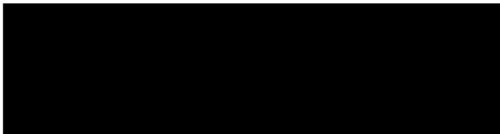


EAA 2021/2022 Staffing Calendar - Payroll

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



Board Approved 05/06/2021





June 7, 2021

Re: [REDACTED] Employment Status

[REDACTED],

Per your temporary contract addendum signed February 12, 2021, your employment with Elite Academic Academy – Lucerne is completed. Your last date of work was June 4, 2021.

You will receive your final paycheck (which will include any/all hours worked in the month of June), via mail, within 2 to 3 business days.


Should you still be in possession of any company-owned property, please return it within 3 days. You can hand-deliver, or mail, these items to our Temecula business office: 43414 Business Park Drive, Temecula, CA 92590.

Attached to this letter, please find the following:

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

Thank you for your service.

Sincerely,

DocuSigned by:

F52A6A160B834C3...

Tracy J. Hasper, Esq. - Chief Personnel Officer

EAA Lucerne - 2021-22 Budget and Multi-Year Projection		2020-21	2021-22	2022-23	2023-24
	LCFF Revenue	5,364,017	9,434,548	11,550,834	14,292,151
	CTE	161,889	17,988		
	Fed SPED	58,214	64,699	77,639	93,167
	PCSGP	62,804			
	Title I & II	66,967	100,450	120,540	144,648
	Coronavirus Relief - Federal	272,924	441,675		
	PPP Loan Forgiveness	668,800			
	SPED - State	449,094	527,999	633,599	760,319
	Lottery & Other State	210,120	221,872	266,246	319,495
	Coronavirus Relief - State	47,380			
	Expanded Learning	188,862	188,862		
	Other Revenue Local	21,638	0		
	Total Revenue	7,572,709	10,998,093	12,648,857	15,609,779
1000-2000	Total Salaries	2,511,825	3,486,696	4,158,316	4,983,902
3000	Benefits, Health Insurance, Retirement & Payroll Taxes	590,477	869,858	1,224,599	1,441,476
4100	Approved Core Curriculum, Teacher Manuals & Textbooks	486,305	729,457	901,609	1,114,388
4300	Materials & Supplies	33,698	50,548	54,166	58,174
4400	Non-Capitalized Equipment	101,176	151,764	181,993	218,613
5200	Travel and Conference	35,222	101,815	113,238	126,156
5300	Dues and Memberships	3,168	4,752	4,895	5,041
5400	Insurance	16,140	20,175	20,780	21,404
5500	Operations & Housekeeping Services	5,544	7,699	7,930	8,168
5600	Rentals, Leases, Repairs	36,139	43,367	44,668	46,008
5800	Professional/Consulting Services	2,781,119	4,075,319	4,889,434	5,989,209
5900	Communications	83,892	125,837	152,397	185,129
7438	Interest - Revolving Loan	3,884	2,499	1,104	0
7438	Interest - Factored Receivables	13,774	57,501	58,896	60,000
	Total Expenses	6,702,361	9,727,286	11,814,024	14,257,668
	Revenue in Excess of Expenses	870,347	1,270,807	834,833	1,352,111
	Beginning Cash		404,942	842,306	1,328,107
	Plus Collection of Prior Year (2020-21) Receivables		974,220	1,745,161	2,094,193
	Less Non-Collection of Current Year (2021-22) Receivables		-1,745,161	-2094193.2	-2513031.84
	Repayment of Revolving Loan Fund		-62,502		
	Ending Cash Balance		842,306	1,328,107	2,261,379
	Annual Surplus (Deficit)	870,347	1,270,807	834,833	1,352,111
	Beginning Fund Balance	565,244	1,435,591	2,706,398	3,541,231
	Ending Fund Balance	1,435,591	2,706,398	3,541,231	4,893,342
	Fund Balance as a Percent of Expenses	21.42%	27.82%	29.97%	34.32%
	Narrative & Assumptions:				
	We are projecting a surplus of \$870,347 in 2020-21 and an end of year fund balance of \$1,435,591.				
	We are projecting a surplus of \$1,270,807 in 2021-22 and an end of year fund balance of \$2,706,398.				
	The annual ADA (Average Daily Attendance) for 2020-21 is projected to be 629, which is higher than our 2019-20 ADA of 547.				
	The annual ADA (Average Daily Attendance) for 2021-22 is projected to be 943.				
	For years 2022-23 & 2023-24, annual ADA is assumed to grow by 20% per year.				

EAA Lucerne - 2021-22 Budget and Cash Flow

		2021-22	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Accrual	Total
	LCFF Revenue	9,434,548	0	255,341	255,341	491,043	459,614	459,614	709,672	459,614	1,243,719	1,306,576	1,243,719	1,243,719	1,306,576	9,434,548
	CTE	17,988						17,988							0	17,988
	Fed SPED	64,699													64,699	64,699
	PCSGP														0	0
	Title I & II	100,450	0	0	0	16,742	0	0	16,742	0	0	33,483	0	0	33,483	100,450
	Coronavirus Relief - Federal	441,675				110,419			110,419			110,419			110,419	441,675
	PPP Loan Forgiveness															0
	SPED - State	527,999				44,000	44,000	44,000	44,000	44,000	44,000	44,000	44,000	44,000	131,999	527,999
	Lottery & Other State	221,872	0	0	0	0	0	25,888	48,994	0	0	48,994	0	0	97,986	221,872
	Coronavirus Relief - State															0
	Expanded Learning	188,862						188,862							0	188,862
	Other Revenue Local	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue	10,998,093	0	255,341	255,341	662,204	503,614	736,362	929,827	503,614	1,287,719	1,543,472	1,287,719	1,287,719	1,745,161	10,998,093
1000	Certificated Salaries	3,129,090	260,757	260,757	260,757	260,757	260,757	260,757	260,757	260,757	260,757	260,757	260,757	260,757		3,129,090
2000	Classified Salaries	357,606	29,801	29,801	29,801	29,801	29,801	29,801	29,801	29,801	29,801	29,801	29,801	29,801		357,606
3000	Benefits	869,858	72,488	72,488	72,488	72,488	72,488	72,488	72,488	72,488	72,488	72,488	72,488	72,488		869,858
4000	Books & Supplies	931,768	124,469	124,469	119,366	74,706	74,706	74,706	74,706	74,706	74,706	74,706	20,261	20,261	0	931,768
5000	Contracts & Services	4,378,964	399,676	399,676	336,199	330,592	330,592	330,592	613,628	330,592	330,592	330,592	323,117	323,117	0	4,378,964
7400	Debt Service (see Debt Form)	60,000	0	1,621	224	185	4,964	168	16,102	4,792	9,584	7,986	6,389	7,986	0	60,000
	Total Expenses	9,727,286	887,191	888,812	818,835	768,529	773,308	768,512	1,067,482	773,136	777,927	776,330	712,813	714,410	0	9,727,286
	Revenue in Excess of Expenses	1,270,807	-887,191	-633,471	-563,494	-106,325	-269,694	-32,150	-137,655	-269,522	509,792	767,142	574,906	573,309	1,745,161	1,270,807
	Beginning Cash	404,942	404,942	265,442	1,148,075	721,702	647,366	877,319	834,752	686,680	1,417,158	926,950	694,091	768,997		
	Plus Collection of Prior Year (2020-21) Receivables	974,220	747,692	26,521	147,539	42,406	10,063									
	Less Non-Collection of Current Year (2021-22) Receivables	-1,745,161														
	Repayment of Revolving Loan Fund	-62,502		-10,417	-10,417	-10,417	-10,417	-10,417	-10,417							
	Plus Proceeds from Short Term Borrowing			1,500,000			1,000,000		1,000,000	1,500,000						
	Less Repayments from Short Term Borrowing						-500,000		-1,000,000	-500,000	-1,000,000	-1,000,000	-500,000	-500,000		
	Ending Cash Balance	842,306	265,442	1,148,075	721,702	647,366	877,319	834,752	686,680	1,417,158	926,950	694,091	768,997	842,306		
	Narrative & Assumptions:	We will need to borrow increments of \$1min to \$1.5min during the course of the fiscal year, and repayments will be monthly beginning in November 2021.														

**Charter Schools
Budget Submission Check List**

Rev. 5/28/2021

**Elite Academic Academy - Lucerne
36-75051-0136960**

On or before July 1 Budget Report to Authorizing District (*Coordinate due date with District*)

Electronic - Required

CHARTER 2021-22 Budget/Interim Reporting Worksheet (all Budget tabs completed):

- Budget - Certification
- Budget - ADA Projections
- Budget - Assumptions
- Budget - Unrestricted MYP
- Budget - Restricted MYP
- Budget - Summary MYP
- Budget - Debt (sheet has a field to report if No Debt)
- Budget - Cash Flow Year 1
- Budget - Cash Flow Year 2

- LCFF calculator (using the most recent FCMAT release*)
- LCAP

Hard Copy - Minimum Requirement (authorizing District may require additional documents):

- Budget - Certification ***Signed***

* Be sure to use the most recent version of the calculator at:

<https://www.fcma.org/lcff>

Charter School Name: Elite Academic Academy - Lucerne
 CDS #: 36-75051-0136960
 Charter Authorizer: Lucerne Valley USD
 County: San Bernadino
 Charter #: 1923

Rev. 5/28/2021

To the authorizing/oversight district:
 2021-22 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)
 Printed Name: Meghan Freeman Title: CEO

CERTIFICATION OF FINANCIAL CONDITION:

<input checked="" type="checkbox"/> POSITIVE As the Charter School Official, I certify that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> QUALIFIED As the Charter School Official, I certify that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> NEGATIVE As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
--	---	--

To the County Superintendent of Schools:
 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been reviewed pursuant to Education Code 47604.32(a) is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)
 Printed Name: _____ Title: _____

<input type="checkbox"/> POSITIVE As the Charter School Authorizer, I believe that this Charter will be able to meet its financial obligations for the current fiscal year and two subsequent fiscal years.	<input type="checkbox"/> QUALIFIED As the Charter School Authorizer, I believe that this Charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.	<input type="checkbox"/> NEGATIVE As the Charter School Authorizer, I believe that based upon current projections this charter will be unable to meet its financial obligations for remainder of the fiscal year or for the subsequent year.
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2021-22 CHARTER SCHOOL INTERIM REPORT -- ALTERNATIVE FORM: This report has been received by the County Superintendent of Schools pursuant to Education Code Section 47604.33(1).

Signed: _____ Date: _____
 County Superintendent/Designee
 (Original signature required)

For additional information on the budget report, please contact:

For Charter Authorizer/Reviewer:
Douglas Beaton
 Name
Chief Business Official
 Title
760 248 6108 X 4135
 Telephone
douglas_beaton@lucernevalleyusd.org
 E-mail address

For Charter School:
Adam Woodard
 Name
Director of Finance
 Title
866-354-8302
 Telephone
awoodard@eliteacademic.com
 E-mail address

Charter School Attendance												
CHARTER NAME: Elite Academic Academy - Lucerne												
CHARTER #: 1923												
Fiscal Year 2021-22 Budget												
Projected ADA												
Charter Authorizer: Lucerne Va ley USD	Line	2020-21		2021-22			2022-23			2023-24		
		Actual ADA P-2 (19/20)	Funded ADA *	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year	Projected ADA P-2	Funded ADA *	% Change over Prior Year
Non Classroom Funding Determination Rate * 100%												
TK/K-3												
Regular ADA	A-1	123.73		197.54		59.65%	237.05		20.00%	284.46		20.00%
Classroom-based ADA included in A-1	A-2	-										
Extended Year Special Ed	A-3	-										
Classroom-based ADA included in A-3	A-4	-										
Special Ed - NPS	A-5	-										
Classroom-based ADA included in A-5	A-6	-										
Extended Year Special Ed - NPS	A-7	-										
Classroom-based ADA included in A-7	A-8	-										
ADA Totals (A-1 A3 A5 A7)	A-9	123.73		197.54		59.65%	237.05		20.00%	284.46		20.00%
Classroom-based ADA Totals (A-2 A-4 A-6 A-8)	A-10	-		-		-	-		-	-		-
Non classroom-based ADA Totals (Difference of A-9 and A-10)	A-11	123.73	123.73	197.54	197.54	59.65%	237.05	237.05	20.00%	284.46	284.46	20.00%
ADA for 5 students in Transitional Kindergarten (Lines A-1 A-3 A-5 and A-7 TK/K-3 Column First Year ADA Only)	B-1											
Grades 4-6												
Regular ADA	A-1	80.53		179.66		123.10%	215.59		20.00%	258.71		20.00%
Classroom-based ADA included in A-1	A-2	-										
Extended Year Special Ed	A-3	-										
Classroom-based ADA included in A-3	A-4	-										
Special Ed - NPS	A-5	-										
Classroom-based ADA included in A-5	A-6	-										
Extended Year Special Ed - NPS	A-7	-										
Classroom-based ADA included in A-7	A-8	-										
ADA Totals (A-1 A3 A5 A7)	A-9	80.53		179.66		123.10%	215.59		20.00%	258.71		20.00%
Classroom-based ADA Totals (A-2 A-4 A-6 A-8)	A-10	-		-		-	-		-	-		-
Non class oom-based ADA Totals (Difference of A-9 and A 10)	A-11	80.53	80.53	179.66	179.66	123.10%	215.59	215.59	20.00%	258.71	258.71	20.00%
Grades 7-8												
Regular ADA	A-1	131.03		249.92		90.73%	299.90		20.00%	359.88		20.00%
Classroom-based ADA included in A-1	A-2	-										
Extended Year Special Ed	A-3	-										
Classroom-based ADA included in A-3	A-4	-										
Special Ed - NPS	A-5	-										
Classroom-based ADA included in A-5	A-6	-										
Extended Year Special Ed - NPS	A-7	-										
Classroom-based ADA included in A-7	A-8	-										
ADA Totals (A-1 A3 A5 A7)	A-9	131.03		249.92		90.73%	299.90		20.00%	359.88		20.00%
Classroom-based ADA Totals (A-2 A-4 A-6 A-8)	A-10	-		-		-	-		-	-		-
Non class oom-based ADA Totals (Difference of A-9 and A 10)	A-11	131.03	131.03	249.92	249.92	90.73%	299.90	299.90	20.00%	359.88	359.88	20.00%
Grades 9-12												
Regular ADA	A-1	211.29		315.75		49.44%	378.90		20.00%	454.68		20.00%
Classroom-based ADA included in A-1	A-2	-										
Extended Year Special Ed	A-3	-										
Classroom-based ADA included in A-3	A-4	-										
Special Ed - NPS	A-5	-										
Classroom-based ADA included in A-5	A-6	-										
Extended Year Special Ed - NPS	A-7	-										
Classroom-based ADA included in A-7	A-8	-										
ADA Totals (A-1 A3 A5 A7)	A-9	211.29		315.75		49.44%	378.90		20.00%	454.68		20.00%
Classroom-based ADA Totals (A-2 A-4 A-6 A-8)	A-10	-		-		-	-		-	-		-
Non class oom-based ADA Totals (Difference of A-9 and A 10)	A-11	211.29	211.29	315.75	315.75	49.44%	378.90	378.90	20.00%	454.68	454.68	20.00%
Totals												
Regular ADA	A-1	546.58		942.87		72.50%	1,131.44		20.00%	1,357.73		20.00%
Classroom-based ADA included in A-1	A-2	-		-		-	-		-	-		-
Extended Year Special Ed	A-3	-		-		-	-		-	-		-
Classroom-based ADA included in A-3	A-4	-		-		-	-		-	-		-
Special Ed - NPS	A-5	-		-		-	-		-	-		-
Classroom-based ADA included in A-5	A-6	-		-		-	-		-	-		-
Extended Year Special Ed - NPS	A-7	-		-		-	-		-	-		-
Classroom-based ADA included in A-7	A-8	-		-		-	-		-	-		-
ADA Totals (A-1 A3 A5 A7)	A-9	546.58		942.87		72.50%	1,131.44		20.00%	1,357.73		20.00%
Classroom-based ADA Totals (A-2 A-4 A-6 A-8)	A-10	-		-		-	-		-	-		-
Non class oom-based ADA Totals (Difference of A-9 and A 10)	A-11	546.58	546.58	942.87	942.87	72.50%	1,131.44	1,131.44	20.00%	1,357.73	1,357.73	20.00%
Total Funded ADA			546.58		942.87		1,131.44			1,357.73		

* For non-classroom, P-2 ADA is multiplied by Funding Determination %. Use this amount in the LCFF calculator and any other ADA based revenue calculations.

Fiscal Year 2021-22 Budget

Rev 5/28/2021

ASSUMPTIONS:	2021-22	2022-23	Change	2023-24	Change
Local Control Funding (LCFF) - BAS/FCMAT Calculator:					
COLA (on Base)	5.07%	2.48%	-2.59%	3.11%	0.63%
Total Phase-In Entitlement (FCMAT calculator, Summary Tab)	\$ 9,434,548	\$ 11,550,834	22.43%	\$ 14,292,151	23.73%
LCAP: Public Hearing Date (mm/dd/yyyy)					
Board Approval Date (mm/dd/yyyy)					
Lottery Allocation Amount Per ADA:					
Unrestricted	\$ 150	\$ 150	\$ -	\$ 150	\$ -
Restricted	\$ 49	\$ 49	\$ -	\$ 49	\$ -
ADA/Enrollment:					
Total Non-Classroom Based (Independent Study) ADA	942.87	1,131.44	188.57	1,357.73	226.29
Total Funded Non-Classroom Based (Independent Study) ADA	942.87	1,131.44	188.57	1,357.73	226.29
Total Classroom Based ADA	-	-	0.00	-	0.00
Total Funded P-2 Attendance	942.87	1,131.44	188.57	1,357.73	226.29
Estimated Enrollment	587	704	117.00	845	141.00
Estimated Enrollment PY CBEDS Certified Enrollment	587	704	117.00	845	141.00
Enrollment Growth Over Prior Year	#DIV/0!	19.93%		20.03%	
ADA to Enrollment Ratio	2020-21 #DIV/0!	160.63%	160.72%	160.68%	
Unduplicated Count	297	356	59.00	427	71.00
Unduplicated Count PY CBEDS Certified Unduplicated Count	297	356	59.00	427	71.00
Unduplicated Pupil % (FCMAT LCFF Calc, Summary Tab, Rolling %)	2020-21 53.03%	50.59%		50.59%	
Certificated Salaries and Benefits:					
Number of Teachers (FTE)	43.00	51.60	8.60	61.92	10.32
Number of Certificated Management FTEs	6.00	6.00	0.00	6.00	0.00
Number of Other Certificated FTEs	2.70	3.20	0.50	3.75	0.55
Classroom Staffing Ratio - Students per FTE	13.65	13.64	-0.01	13.65	0.00
Teachers Increased/(Decreased) for projected Enrollment change over PY	14.00	9.00	-5.00	10.00	1.00
Average Teacher FTE Salary	\$ 58,227	\$ 59,974	3.00%	\$ 61,773	3.00%
Average Certificated Management FTE Salary	\$ 88,363	\$ 91,014	3.00%	\$ 93,744	3.00%
Average Other Certificated FTE Salary	\$ 52,017	\$ 53,057	2.00%	\$ 55,332	4.29%
Cert Step and Column Increase (Total Annual Cost)					
Health and Welfare Cost per Employee	\$ 4,979	\$ 5,040	1.23%	\$ 5,195	3.08%
Retirement Cost per Employee					
STRS Rate	16.92%	19.10%	2.18%	19.10%	0.00%
Explain any year over year changes (/ - positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Classified Salaries and Benefits:					
Number of Classified (Non-Mgmt) FTEs	3.50	4.50	1.00	4.50	0.00
Number of Classified Mgmt FTEs	1.50	1.50	0.00	1.50	0.00
Average Salary per Classified Non-Mgmt FTE	\$ 49,273	\$ 50,985	3.47%	\$ 52,920	3.80%
Average Salary per Classified Mgmt FTE	\$ 90,586	\$ 93,304	3.00%	\$ 96,103	3.00%
Class Step and Column Increase (Total Annual Cost)					
Health and Welfare Cost per Class Employee	\$ 4,979	\$ 5,040	1.23%	\$ 5,195	3.08%
Retirement Cost per Class Employee					
PERS Rate			0.00%		0.00%
Explain any year over year changes (/ - positions, budgeted salary increases (ongoing or one-time), health and welfare contribution changes, etc...):					
Our classified employees don't participate in PERS.					
Statutory Benefits					
FICA (Social Security)	6.20%	6.20%	0.00%	6.20%	0.00%
Medicare Tax	1.45%	1.45%	0.00%	1.45%	0.00%
Unemployment	1.23%	0.90%	-0.33%	0.30%	-0.60%
Workers Comp	1.00000%	1.00000%	0.00%	1.00000%	0.00%
Facilities:					
Rent	\$ 42,938	\$ 44,227	3.00%	\$ 45,553	3.00%
Electricity	\$ 1,964	\$ 2,022	2.95%	\$ 2,083	3.02%
Heating (gas)					
Other					
Explain "Other" facility costs:					
Administrative Service Agreements:					
3.00% Oversight Fees to Sponsor	\$ 283,036	\$ 346,525	22.43%	\$ 428,765	23.73%
Administrative Service Contract					
Other Contracted Costs					
List Noteworthy Assumptions for other budget line items: (Books, Supplies, Services, Capital Outlay, Debt, etc.)					

CHARTER NAME: Elie Academic Academy - Lucerne
 CDS#: 361995-010000
 CHARTER #: 1922

Fiscal Year 2021-22 Budget
 Unrestricted ed MW

Rev 9/20/21

DESCRIPTION	Estimate Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Project ed Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	
REVENUES								
LCFF Sources								
LCFF	8011	\$ 5,186,604	9,027,348	78.77%	11,070,000	20.68%	13,737,342	24.00%
SPA	8012	109,376	188,971	72.50%	229,386	20.00%	271,548	20.00%
State Aid - Pk or Year	8015							
State Aid - Pre or Year	8016	147,877	218,620	47.65%	248,483	14.11%	283,263	13.54%
Other Line Items by Taxes	8028							
Project	8100-8299							
State	8660	167,388	147,715	-11.75%	177,263	20.00%	212,715	20.00%
Lottery - Unrestricted	8660							
Lottery - Prop 201 - Restricted	8660							
Other State Revenue	8500-8599	15,556	25,898	66.48%	31,078	20.00%	37,293	20.00%
Local	8600							
Interest	8092							
ABRIS Local Special Education Transfer	8092							
Other Local Revenues	8600-8799	21,638						
Total Revenues		\$ 5,568,959	\$ 9,608,163	72.54%	\$ 11,769,174	22.39%	\$ 14,542,150	23.67%
EXPENDITURES								
Contracted Salaries	1000-1999	1,363,649	2,863,376	112.81%	3,506,286	20.77%	4,224,077	20.47%
Contracted Salaries	2000-2999	156,794	203,998	30.10%	288,978	36.07%	481,089	12.78%
Benefits	3000-3999	339,837	776,941	128.57%	1,103,144	43.24%	1,352,355	17.43%
Books & Supplies	4000-4999	481,707	833,533	73.07%	1,079,862	29.56%	1,321,688	22.39%
Contracts & Services	5000-5999	2,338,807	3,589,328	62.21%	4,276,473	32.78%	5,780,640	23.33%
Capital Outlay	6000-6999							
Other Outlay	7100-7299	17,656	60,200	239.74%	60,000	0.00%	60,000	0.00%
Other Services (non-Data Forms)	7400-7499							
Total Expenditures		\$ 4,688,252	\$ 8,237,356	77.48%	\$ 10,924,341	31.03%	\$ 13,150,043	20.74%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 870,707	\$ 1,370,807	46.01%	\$ 834,833	34.91%	\$ 1,392,107	81.96%
OTHER SOURCES & USES								
Other Sources (not allocated to Restricted Programs)	8600							
Other Uses	9500							
Net Sources & Uses		\$ -	\$ -		\$ -		\$ -	
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 870,707	\$ 1,270,807	46.01%	\$ 834,833	34.91%	\$ 1,392,107	81.96%
FUND BALANCE - RESERVES								
Beginning Balance of Adopted Budget	9781	565,243	1,435,932	153.98%	2,708,399	89.92%	3,541,232	30.85%
Adjustments for Unaudited Actuals	9782							
Final Fund Balance of Unaudited Actuals	9783							
Adjustments for Audit	9785							
Beginning Fund Balance as per Audit Report - Res & amounts		565,243						
Ending Balance	9780	\$ 1,435,932	\$ 2,708,399	89.92%	\$ 3,541,232	99.85%	\$ 4,863,341	38.18%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Resolving Cash	9711							
Grants	9712							
Prepaid Expenses	9713							
All Others	9718							
b. Restricted								
c. Committed								
Committed - State/Local/Other	9760							
Committed - Other	9760							
d. Assignments								
Reserve for Economic Uncertainty	9789	469,825	833,738	77.48%	1,092,434	31.03%	1,319,005	20.74%
Unrestricted/Unsupervised Amount/Unrestricted Net Position	9790	965,767	1,872,663	93.90%	2,448,798	30.77%	3,274,336	45.90%
ASSUMPTIONS FOR UNRESTRICTED PROGRAMS:								
1. ALL FEDERAL UNRESTRICTED REVENUES (MOST FEDERAL PROGRAM REVENUES ARE RESTRICTED AND SHOULD BE ON RESTRICTED SHEET)								
1. Ex-Grate								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
Total Federal Awards Budget ed:		\$ -	\$ -		\$ -		\$ -	
Lottery Unrestricted Allocation per ACA		\$ 150	\$ 150		\$ 150		\$ 150	
Lottery Unrestricted Ex-Grate Award		\$ 147,715	\$ 117,715	-11.75%	\$ 177,263	20.00%	\$ 212,715	20.00%
LIST UNRESTRICTED STATE FUNDS BUDGETED IN Other State Revenue								
1. Ex-Mandated Cost								
2. 8500 - K-12 Mandate Block Grant		15,556	25,898	66.48%	31,078	20.00%	37,293	20.00%
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
Total Other State Revenue Funds Budget ed:		\$ 15,556	\$ 25,898	66.48%	\$ 31,078	20.00%	\$ 37,293	20.00%
LIST OTHER UNRESTRICTED LOCAL REVENUES BUDGETED IN Other Local Revenues								
1. Ex-Services Reimbursed by District								
2. Miscellaneous Revenue		21,638						
3.								
4.								
5.								
6.								
Total Other Local Revenue Funds Budget ed:		\$ 21,638	\$ -		\$ -		\$ -	

DESCRIPTION	Estimated Actuals 2022/23	Adopted Budget 2023/23	% Change	Special Budget 2023/23	% Change	Special Budget 2023/23	% Change
REVENUES							
1. Tuition	1,000,000	1,000,000					
2. Fees	100,000	100,000					
3. Fundraising	100,000	100,000					
4. Other	100,000	100,000					
Total	1,300,000	1,300,000					
5. State	100,000	100,000					
6. Local	100,000	100,000					
7. Other	100,000	100,000					
8. Total	300,000	300,000					
9. Total	1,600,000	1,600,000					
10. Total	1,600,000	1,600,000					
EXPENSES							
1. Personnel	1,000,000	1,000,000					
2. Benefits	100,000	100,000					
3. Supplies	100,000	100,000					
4. Other	100,000	100,000					
Total	1,300,000	1,300,000					
5. State	100,000	100,000					
6. Local	100,000	100,000					
7. Other	100,000	100,000					
8. Total	300,000	300,000					
9. Total	1,600,000	1,600,000					
NET INCREASE (DECREASE) IN UNRESERVED FUNDS							
	0	0					
OTHER REVENUES & LIABILITIES							
1. Other	100,000	100,000					
2. Other	100,000	100,000					
Total	200,000	200,000					
NET INCREASE (DECREASE) IN UNRESERVED FUNDS							
	0	0					
UNRESERVED FUNDS							
1. Beginning	0	0					
2. Additions	0	0					
3. Subtractions	0	0					
Total	0	0					
COMPARISON OF BUDGET AND ACTUAL REVENUES							
1. Budget	0	0					
2. Actual	0	0					
3. Difference	0	0					
4. Budget	0	0					
5. Actual	0	0					
6. Difference	0	0					
7. Budget	0	0					
8. Actual	0	0					
9. Difference	0	0					
ASSET FUND OF RESTRICTED RESOURCES							
1. Budget	0	0					
2. Actual	0	0					
3. Difference	0	0					
4. Budget	0	0					
5. Actual	0	0					
6. Difference	0	0					
7. Budget	0	0					
8. Actual	0	0					
9. Difference	0	0					
10. Budget	0	0					
11. Actual	0	0					
12. Difference	0	0					
13. Budget	0	0					
14. Actual	0	0					
15. Difference	0	0					
16. Budget	0	0					
17. Actual	0	0					
18. Difference	0	0					
19. Budget	0	0					
20. Actual	0	0					
21. Difference	0	0					
22. Budget	0	0					
23. Actual	0	0					
24. Difference	0	0					
25. Budget	0	0					
26. Actual	0	0					
27. Difference	0	0					
28. Budget	0	0					
29. Actual	0	0					
30. Difference	0	0					
31. Budget	0	0					
32. Actual	0	0					
33. Difference	0	0					
34. Budget	0	0					
35. Actual	0	0					
36. Difference	0	0					
37. Budget	0	0					
38. Actual	0	0					
39. Difference	0	0					
40. Budget	0	0					
41. Actual	0	0					
42. Difference	0	0					
43. Budget	0	0					
44. Actual	0	0					
45. Difference	0	0					
46. Budget	0	0					
47. Actual	0	0					
48. Difference	0	0					
49. Budget	0	0					
50. Actual	0	0					
51. Difference	0	0					
52. Budget	0	0					
53. Actual	0	0					
54. Difference	0	0					
55. Budget	0	0					
56. Actual	0	0					
57. Difference	0	0					
58. Budget	0	0					
59. Actual	0	0					
60. Difference	0	0					
61. Budget	0	0					
62. Actual	0	0					
63. Difference	0	0					
64. Budget	0	0					
65. Actual	0	0					
66. Difference	0	0					
67. Budget	0	0					
68. Actual	0	0					
69. Difference	0	0					
70. Budget	0	0					
71. Actual	0	0					
72. Difference	0	0					
73. Budget	0	0					
74. Actual	0	0					
75. Difference	0	0					
76. Budget	0	0					
77. Actual	0	0					
78. Difference	0	0					
79. Budget	0	0					
80. Actual	0	0					
81. Difference	0	0					
82. Budget	0	0					
83. Actual	0	0					
84. Difference	0	0					
85. Budget	0	0					
86. Actual	0	0					
87. Difference	0	0					
88. Budget	0	0					
89. Actual	0	0					
90. Difference	0	0					
91. Budget	0	0					
92. Actual	0	0					
93. Difference	0	0					
94. Budget	0	0					
95. Actual	0	0					
96. Difference	0	0					
97. Budget	0	0					
98. Actual	0	0					
99. Difference	0	0					
100. Budget	0	0					
101. Actual	0	0					
102. Difference	0	0					
103. Budget	0	0					
104. Actual	0	0					
105. Difference	0	0					
106. Budget	0	0					
107. Actual	0	0					
108. Difference	0	0					
109. Budget	0	0					
110. Actual	0	0					
111. Difference	0	0					
112. Budget	0	0					
113. Actual	0	0					
114. Difference	0	0					
115. Budget	0	0					
116. Actual	0	0					
117. Difference	0	0					
118. Budget	0	0					
119. Actual	0	0					
120. Difference	0	0					
121. Budget	0	0					
122. Actual	0	0					
123. Difference	0	0					
124. Budget	0	0					
125. Actual	0	0					
126. Difference	0	0					
127. Budget	0	0					
128. Actual	0	0					
129. Difference	0	0					
130. Budget	0	0					
131. Actual	0	0					
132. Difference	0	0					
133. Budget	0	0					
134. Actual	0	0					
135. Difference	0	0					
136. Budget	0	0					
137. Actual	0	0					
138. Difference	0	0					
139. Budget	0	0					
140. Actual	0	0					
141. Difference	0	0					
142. Budget	0	0					
143. Actual	0	0					
144. Difference	0	0					
145. Budget	0	0					
146. Actual	0	0					
147. Difference	0	0					
148. Budget	0	0					
149. Actual	0	0					
150. Difference	0	0					
151. Budget	0	0					
152. Actual	0	0					
153. Difference	0	0					
154. Budget	0	0					
155. Actual	0	0					
156. Difference	0	0					
157. Budget	0	0					
158. Actual	0	0					
159. Difference	0	0					
160. Budget	0	0					
161. Actual	0	0					
162. Difference	0	0					
163. Budget	0	0					
164. Actual	0	0					
165. Difference	0	0					
166. Budget	0	0					

CHARTER NAME: Elite Academic Academy - Lucerne
 CDS #: 36-75051-0136960
 CHARTER #: 1923

Fiscal Year 2021-22 Budget
 Summary MYP

Rev. 5/28/2021

DESCRIPTION	Estimated Actuals 2020-21	Adopted Budget 2021-22	Percent Change	Projected Budget 2022-23	Percent Change	Projected Budget 2023-24	Percent Change	
REVENUES								
LCFF Sources								
LCFF	8011	5 106 824	9 027 348	76.77%	11 075 063	22.88%	13 737 942	24.04%
EPA	8012	109 316	188 571	72.50%	226 288	20.00%	271 546	20.00%
State Aid - Prior Year	8019	-	-	-	-	-	-	-
In Lieu Property Taxes	8096	147 877	218 629	47.85%	249 483	14.11%	283 263	13.54%
Federal	8100-8299	1 129 709	606 824	-46.28%	198 179	-67.34%	237 815	20.00%
State								
Lottery - Unrestricted	8560	167 388	147 719	-11.75%	177 262	20.00%	212 715	20.00%
Lottery - Prop 20 - Restricted	8560	26 668	48 255	80.95%	57 906	20.00%	69 487	20.00%
Other State Revenue	8300-8599	414 195	232 748	-43.81%	31 078	-86.65%	37 293	20.00%
Local								
Interest	8660	-	-	-	-	-	-	-
AB602 Local Special Education Transfer	8792	449 094	527 999	17.57%	633 599	20.00%	760 318	20.00%
Other Local Revenues	8600-8799	21 638	-	-	-	-	-	-
Total Revenues		\$ 7 572 708	\$ 10 998 092	45.23%	\$ 12 648 858	15.01%	\$ 15 609 778	23.41%
EXPENDITURES								
Certificated Salaries	1000-1999	2 213 371	3 129 090	41.37%	3 758 338	20.11%	4 532 813	20.61%
Classified Salaries	2000-2999	298 454	357 606	19.82%	399 978	11.85%	451 089	12.78%
Benefits	3000-3999	590 476	869 658	47.31%	1 224 600	40.78%	1 441 477	17.71%
Books & Supplies	4000-4999	621 179	931 788	50.00%	1 137 788	22.11%	1 391 175	22.27%
Contracts & Services	5000-5999	2 961 223	4 378 964	47.88%	5 233 341	19.51%	6 381 115	21.93%
Capital Outlay	6000-6599	-	-	-	-	-	-	-
Other Outgo	7100-7299	-	-	-	-	-	-	-
Debt Service (see Debt Form)	7400-7499	17 658	60 000	239.79%	60 000	0.00%	60 000	0.00%
Total Expenditures		\$ 6 702 361	\$ 9 727 286	45.13%	\$ 11 814 025	21.45%	\$ 14 257 669	20.68%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES		\$ 870 347	\$ 1 270 806	46.01%	\$ 834 833	-34.31%	\$ 1 352 109	61.96%
OTHER SOURCES & USES								
Other Sources/Contributions to Restricted Programs	8900	-	-	-	-	-	-	-
Other Uses	7600	-	-	-	-	-	-	-
Net Sources & Uses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
NET INCREASE (DECREASE) IN FUND BALANCE		\$ 870 347	\$ 1 270 806	46.01%	\$ 834 833	-34.31%	\$ 1 352 109	61.96%
FUND BALANCE, RESERVES								
Beginning Balance at Adopted Budget	9791	565 245	1 435 592	153.98%	2 706 398	88.52%	3 541 231	30.85%
Adjustments for Unaudited Actuals	9792	-	-	-	-	-	-	-
Beg Fund Balance at Unaudited Actuals		-	-	-	-	-	-	-
Adjustments for Audit	9793	-	-	-	-	-	-	-
Adjustments for Restatements	9795	-	-	-	-	-	-	-
Beginning Fund Balance as per Audit Report +/- Restatements		565 245	-	-	-	-	-	-
Ending Balance	9790	\$ 1 435 592	\$ 2 706 398	88.52%	\$ 3 541 231	30.85%	\$ 4 893 340	38.18%
Components of Ending Fund Balance (Budget):								
a. Nonspendable								
Revolving Cash	9711	-	-	-	-	-	-	-
Stores	9712	-	-	-	-	-	-	-
Prepaid Expenditures	9713	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-	-
c. Committed								
Committed - Stabilization Arrangements	9750	-	-	-	-	-	-	-
Committed - Other	9760	-	-	-	-	-	-	-
d. Assignments	9780	-	-	-	-	-	-	-
e. Unassigned								
Reserve for Economic Uncertainties	9789	469 825	833 736	77.46%	1 092 434	31.03%	1 319 005	20.74%
Undesignated / Unappropriated Amount / Unrestricted Net Position	9790	965 767	1 872 663	93.90%	2 448 798	30.77%	3 574 336	45.96%
Economic Uncertainty and Unappropriated Reserve Percentage (9789+9790)/(Total Expenditures + Other Uses)		21.42%	27.82%		29.97%		34.32%	

Reserve Standard (unless different standard identified in MOU)	4%	4%	3%	3%
If MOU contains a Reserve Standard other than above, enter here				
Reserve Standard Met/Not Met	Met	Met	Met	Met

If not meeting standards, discuss fiscal recovery plan:

Unrestricted Deficit Spending Percentage	0.0%	0.0%	0.0%	0.0%
Unrestricted Deficit Spending Standard	7.1%	9.3%	10.0%	11.4%
Unrestricted Deficit Spending Standard Met/Not Met	Met	Met	Met	Met

If deficit spending, explain cause and if one-time or on-going. If for on-going, what is the Charter's plan to eliminate the deficit?

DEBT - Multiyear Commitments

Fiscal Year 2021-22 Budget

CHARTER NAME: Elite Academic Academy - Lucerne

Rev. 5/28/2021

Complete the following table for all significant multiyear commitments for the budget year and the following two years. Clearly identify the number of years remaining and the total remaining principal amount of the commitment, the amount of principal and interest budgeted for the current fiscal year and the following two years.

Under the Comment Section, provide a brief statement identifying the funding source for repayment of each obligation.

NO DEBT (if no debt, **X**)

Type of Commitment	# of Years Remaining	July 1, 2021 Principal Balance	2021-22 Payment		2022-23 Payment		2023-24 Payment		Object Code(s)
			Principle	Interest	Principle	Interest	Principle	Interest	
State School Building Loans									
Charter School Start-up Loans	2	125,004	62,502	2,599	62,502	1,106			
Other Post Employment Benefits									
Compensated Absences									
Bank Line of Credit Loans									
Municipal Lease									
Capital Lease									
Capital Lease									
Capital Lease									
Inter-Agency Borrowing									
Other	0	-							
Total		125,004	62,502	2,599	62,502	1,106			

Other Commitments:

Comments:

We anticipate having intra-year debt during the 2021-22 fiscal year by factoring receivables, and we anticipate paying them back by the end of the fiscal year. See rows 52-53 of the Budget-Cash Flow Year 1.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Elite Academic Academy-Lucerne
CDS Code:	36750510136960
LEA Contact Information:	Name: Meghan Freeman Position: CEO Email: mfreeman@eliteacademic.com Phone: (866) 354-8302 Ext. 703
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$9,434,548
LCFF Supplemental & Concentration Grants	\$904,678
All Other State Funds	\$956,721
All Local Funds	\$0
All federal funds	\$606,824
Total Projected Revenue	\$10,998,093

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$9,727,286
Total Budgeted Expenditures in the LCAP	\$8,186,980
Total Budgeted Expenditures for High Needs Students in the LCAP	\$904,678
Expenditures not in the LCAP	\$1,540,306

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$362,008
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$657,915

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$295,907

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Employees Benefits, Special Education Costs and Misc. Business and Operating expenses are not included in the LCAP

LCFF Budget Overview for Parents

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

CDS Code: 36750510136960

School Year: 2021-22

LEA contact information:

Meghan Freeman

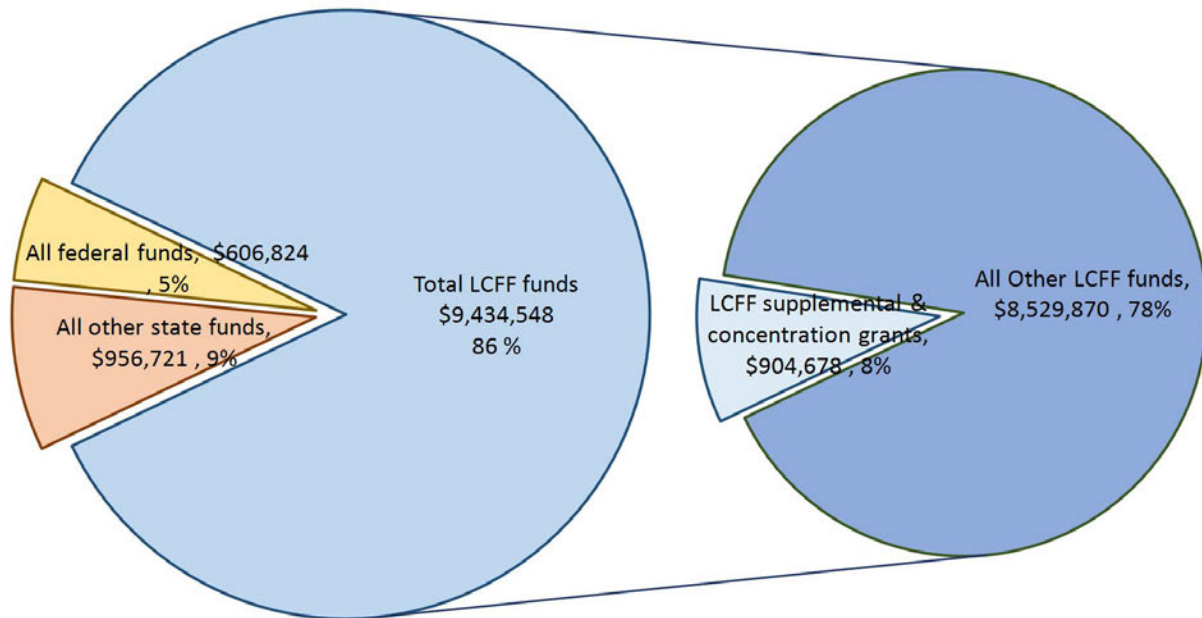
mfreeman@eliteacademic.com

(866) 354-8302 Ext. 703

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

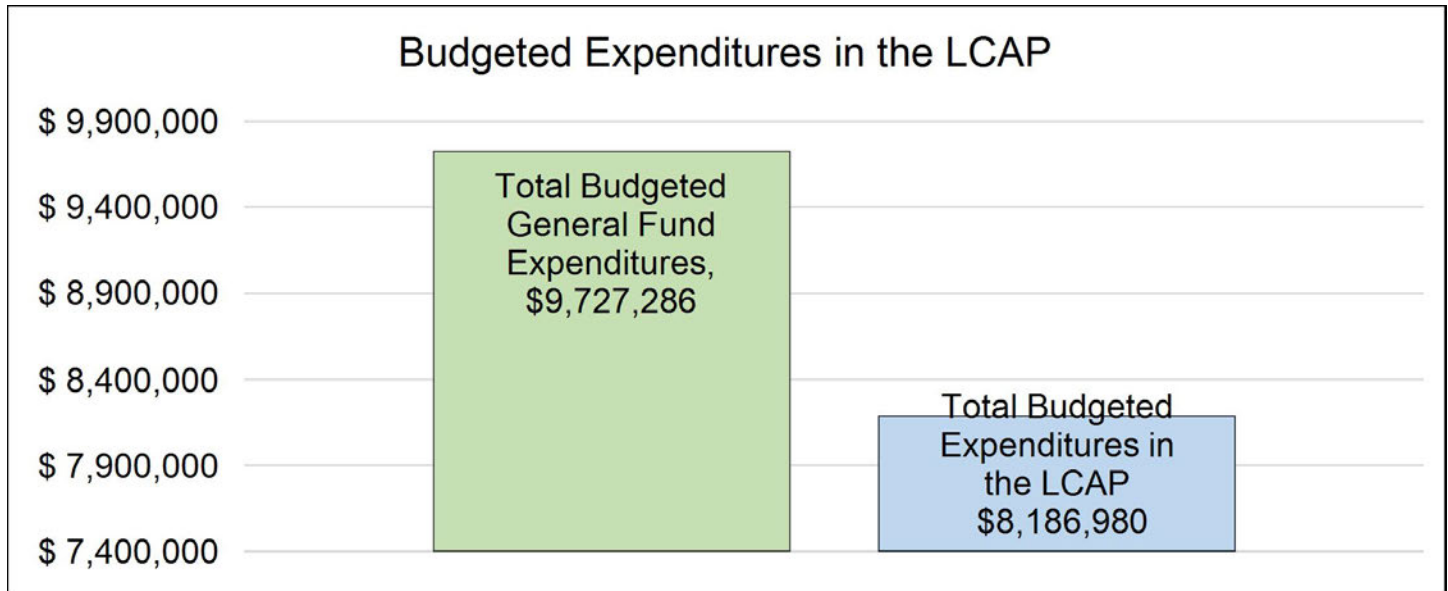


This chart shows the total general purpose revenue Elite Academic Academy-Lucerne expects to receive in the coming year from all sources.

The total revenue projected for Elite Academic Academy-Lucerne is \$10,998,093, of which \$9,434,548 is Local Control Funding Formula (LCFF), \$956,721 is other state funds, \$0 is local funds, and \$606,824 is federal funds. Of the \$9,434,548 in LCFF Funds, \$904,678 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Elite Academic Academy-Lucerne plans to spend \$9,727,286 for the 2021-22 school year. Of that amount, \$8,186,980 is tied to actions/services in the LCAP and \$1,540,306 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

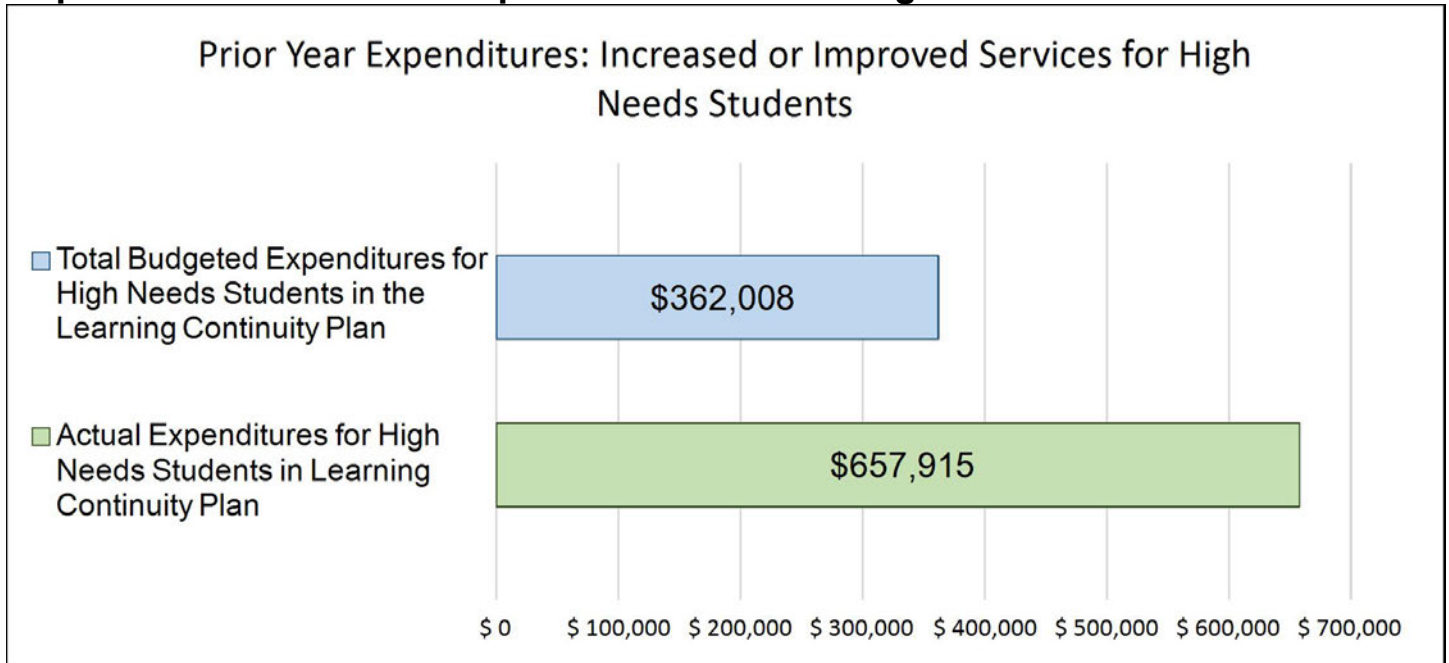
Employees Benefits, Special Education Costs and Misc. Business and Operating expenses are not included in the LCAP

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

In 2021-22, Elite Academic Academy-Lucerne is projecting it will receive \$904,678 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Lucerne must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Lucerne plans to spend \$904,678 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Elite Academic Academy-Lucerne's Learning Continuity Plan budgeted \$362,008 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Lucerne actually spent \$657,915 for actions to increase or improve services for high needs students in 2020-21.



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A C A D E M Y

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

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

LEA Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Lucerne	Meghan Freeman CEO	mfreeman@eliteacademic.com (866) 354-8302 Ext. 703

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP</p> <p>Baseline Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.</p>	<p>Students performed significantly lower in math than in language arts. This pattern occurred regardless of ethnicity, or socioeconomic background.</p> <p>Hispanic and economically disadvantaged groups performed ½ as well as non-economically disadvantaged or white students.</p> <p>ELA - had the highest percentage of students achieve above standard in Understanding What They Read.</p> <p>ELA - had the lowest percentage of students achieve above standard in Expressing Thoughts and Communicating Ideas in Writing.</p> <p>We need to review our math curriculum and delivery to increase the proficiency rate for students. We also need to increase test-preparation and test-taking strategy and skills.</p>

Expected	Actual
	<p>Report Options</p> <p>Year: 2018-19 Grade: All Grades Student Group: All Students (Default)</p> <p>ELA Percent of students within each achievement level</p> <ul style="list-style-type: none"> 25.84% Standard Met (LEVEL 3) 3.37% Standard Exceeded (LEVEL 4) 46.07% Standard Not Met (LEVEL 1) 29.21% Met or Exceeded Standard for ELA 24.72% Standard Nearly Met (LEVEL 2) <p>Mathematics Percent of stud</p> <ul style="list-style-type: none"> 13.33% Standard Nearly Met (LEVEL 2) 3.33% Standard Met (LEVEL 3) 3.33% Standard Exceeded (LEVEL 4)
<p>Metric/Indicator LCFF EVALUATION RUBRIC</p> <p>Baseline Because the 2018 - 2019 school year is the first year for the Elite Academic Academy program, there is no current student achievement data available.</p>	<p>At Elite we met all of the local indicator standards. We have a population of over 71% of our student designated as low socio-economically disadvantaged that come to our school with significant achievement gaps. We have a small EL population but a large literacy issue. Areas for improvement that were focused on this 19/20 school year: targeted literacy and math intervention to support in accelerating our students learning to close achievement gaps; Career Technical Courses to support in certificate high school diploma tracks to allow students to join the workforce upon</p>

Expected	Actual
	graduation; and access and preparation for state assessments on line, allow for practice, preparation and ensure students learn the academic vocabulary necessary to be successful on the assessment.

Expected

Actual

California School LCFF Evaluation R

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Evaluate students' levels of academic performance, based on local assessment results, and provide targeted interventions including: meeting with guidance director and curriculum director, RTI process, tutor support from approved vendors, test taking strategies, and time management training with student/parent. (All Students)</p>	<p>N/A</p>	<p>Assessment Tools Scantron 4000-4999: Books And Supplies LCFF Supplemental and Concentration 6400</p> <p>Assessment Tools Aleks Math 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3600</p> <p>Tutoring% 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 65000</p>
<p>1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students with Disabilities, for proficiency on state and local assessments, to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)</p>	<p>Student Support Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 47,545</p>	<p>Literacy Tools Fast Forward 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5100</p> <p>Student Support Team/Services 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 150,000</p>
<p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels, assisting students in completing standards aligned content, including: (All Students)</p> <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core • Service vendors offering educational opportunities across geographical area 	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 300,000</p> <p>Supplemental Elective Offerings 5800: Professional/Consulting Services And Operating Expenditures LCFF 420,000</p>	<p>Common Core Aligned Curriculum 4000-4999: Books And Supplies LCFF 347,306</p> <p>Supplemental Elective Offerings 5000-5999: Services And Other Operating Expenditures LCFF 470,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.4 Professional development, and ongoing trainings and discussions, on remote teaching, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade level proficiency will be provided.</p> <p>Follow-up: PD and results reviewed/follow through. (WASC) (All Students)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 10,106</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 8,944</p>
<p>1.5 Teacher and staff professional development on the implementation of the EL Master Plan, ELD Instruction, SDAIE strategies, ELD progress and reclassification, and inform adult students. Follow Up: PD effectiveness survey and results reviewed/follow through.(WASC) (EL)</p>	<p>Assessment Director % 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 37,000</p> <p>EL Technology/supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000</p>	<p>Assessment Director % 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25,000</p> <p>EI Technology/Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 25,000</p>
<p>1.6 Elite Academic Academy program will continue to implement processes for curricular review (including course rubrics) and evaluation; including graduation requirements, credits and grading policies. (ALL)</p>	<p>N/A</p>	<p>N/A</p>
<p>1.7 Elite Academic Academy program will develop and implement post-graduation plans that will consist of a senior survey, a postgraduate annual survey, and provide graduates opportunities to share their stories and progress with current students and staff members. (ALL)</p>	<p>Google Forms 0</p>	<p>Google Forms 0.00</p>
<p>1.8 Students will be provided with instructional strategies, connected to the grade level curriculum, to become confident thinkers, educational communicators, involved community members, empowered independent learners, and college and career minded individuals. (WASC) (All Students)</p>	<p>N/A</p>	<p>N/A</p>

Goal Analysis

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

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

There were many successes and challenges in implementing the actions and services needed to achieve this goal. While the pandemic played a small role in the challenges, Elite Academic Academy shifted gears to support all students to achieve academic success. The following outlines the challenges and successes of Goal 1.

Challenges:

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

Action item 1.1 Successes :

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

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

Action Item 1.2 Successes:

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

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

Action Item 1.3 Successes:

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

Action Item 1.4 Successes:

- Each Academy team met for 4-6 hours a month for:
 - student success and intervention needs
 - technology tools
 - engaging teaching strategies
 - compliance training
 - rubric development and usage
 - benchmark administration and data analysis
 - intervention needs, tools, and strategies
- Teachers have trained annually on Fast ForWord implementation and data analysis.
- All teachers and directors were trained on the new benchmark assessment system, i-Ready

A monthly newsletter was published every two weeks with:

- Teaching strategies
- Tech tools and tips
- Website resources for students
- Training and resources for teachers

- Short YouTube Videos were created to show teachers how to troubleshoot problems.
- In order to provide Elite staff with the knowledge and understanding of CTE programs and pathways, Professional Development and training are held annually.
- The CTE team met regularly to discuss how to support academic success, use rubrics, and integrate concepts with Common Core Standards.
- All staff PD was held every other month to support teacher growth and effective communication.
- Leadership team meetings were held twice a month to develop leadership competencies and ensure student success.

Action Item 1.5 Successes:

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

Action Item 1.6 Successes:

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

- Committees were formed to ensure systematic implementation of policy.
- A Promotion and Retention Board Policy was approved
- The Student Handbook was revised to reflect new policies

Action Item 1.7 Successes:

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

Action Item 1.8 Successes:

- Teachers met with students and provide strategies and support on objectives not yet mastered per the benchmark assessment results.
- Elite Staff worked with parents to provide instructional strategies.
- Academic consultations or learning period meetings occurred weekly/bi-weekly and students discussed and shared their learning with their teachers.
- Workshops were provided on writing, test-taking, and literacy support
- Virtual courses have content teachers to challenge our students, provide personal feedback, offer tutoring sessions (in groups or 1:1), held live sessions, and opportunities for further enrichment.
- Elite has developed a CTE curriculum and courses for all students using guidelines, rubrics, and CTE Industry standards that align to CCSS, NGSS, CTE Anchor Standards, and CTE Industry standards. Visual & Performing Arts Pathway courses, Marketing, and Recreation & Tourism courses are offered this year.

Overall, Elite Academic Academy is very proud of the successes this year in improving academic achievement for ALL students

through effective instruction and a challenging/engaging curriculum. While COVID-19 has affected many other schools and school culture, Elite took the time to define and implement creative ways to support all students.

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 11.3%</p> <p>Baseline N/A</p>	<p>The supervising teachers are trained to determine average daily attendance (ADA) earned according to Independent Study law. ADA is recorded in the student information system at the end of each learning period (at least every 35 school days) and in the student’s independent study file. Teachers and Leads are provided reports that identify areas of concern, including Chronic Absenteeism, Suspension, and Expulsions, and will work to implement strategies to help students whose ADA percentages are low. By recording ADA each Learning Period, Teachers and Leads will be able to identify students who are struggling, ensuring the correct support is provided before the student gets too far behind.</p> <p>It is our goal to always reduce Chronic absenteeism in our school. Daily engagement is the key to successful education. This year our teachers attended extensive training on Elite Academic Academy expectations and how to help increase student attendance.</p>

Expected	Actual

Expected

Actual

[LEARN MORE](#)

Chronic Absenteeism

All Students

State



No Performance Color

11.3% chronically absent

No Data

EQUITY REPORT

Number of Student Groups in Each Color



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

Expected

Actual

[LEARN MORE](#)

Suspension Rate

All Students

State



No Performance Color

0% suspended at least once

No Data

EQUITY REPORT

Number of Student Groups in Each Color



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Focus on school climate and student engagement, and maintain a high rate of ADA Availability of RTI at all levels, support student engagement by focusing on time management and organization, provide access to Guidance Counselor, and provide Credit Recovery Options for Secondary Level (WASC) (All Students)	School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 40,000	School Counslor (Sal) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 42,725
2.2 Maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. Training effectiveness survey included, results reviewed/follow through. (WASC) (All Students)	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 959000 Classified Employees 2000-2999: Classified Personnel Salaries LCFF 100,000	Certificated Employees 1000-1999: Certificated Personnel Salaries LCFF 1,049,987 Classified Employees* 2000-2999: Classified Personnel Salaries LCFF 125, 696
2.3 Excess tutoring for students who are struggling to complete courses or all falling behind academically.	Tutoring 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 100000	Tutoring/Supplemental Support Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 375000

Goal Analysis

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

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

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

Challenges:

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

Successes:

Action 2.1

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

Action 2.2

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

Action 2.3

- Utilized Fast ForWord program for literacy and Language Arts support.
- Utilized ALEKS math to ensure repetition and exposure to common core math standards.
- Provided one-on-one and group tutoring in-person (per-COVID) and virtually. Evaluated curriculum to ensure students were placed in correct level courses and curriculum that is engaging promotes critical thinking.
- Hired Math specialist and ELA tutor for weekly academic support.
- Students had access to a highly qualified Content Teacher for 6-12 core classes, which are all available for personal and small-group tutoring sessions.
- Students who were struggling to complete courses or are falling behind academically were provided with a number of tutoring options as well as the option of participating in a school-wide support program.
- Students are provided tutoring from their Highly Qualified Teacher, Content Teachers, Program Lead, and other tutors as needed.
- Our school counselor worked closely to develop a plan for all students who are struggling or falling behind. The counselor provided community resources when needed and monitors academic progress to ensure students are getting back on track.
- CTE Teachers made were made available for tutoring students with high-quality instruction. Data was used to collect student progress and academic success through informal and formal testing, benchmark assessments Assessment scores, and Industry Certifications.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Provide meaningful and transparent communication with all stakeholders to ensure that students, students, and teachers feel that our schools are providing opportunities for participation and input (All Students).	Parent Square 5000-5999: Services And Other Operating Expenditures LCFF 1900 Zoom/Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 3000	Parent Square 5000-5999: Services And Other Operating Expenditures LCFF 1,905 Zoom/ Go To Meeting 5000-5999: Services And Other Operating Expenditures LCFF 2,839
3.2 Notification of Surveys, Parent Meetings, and Board of Trustee Public meetings, will be shared in a timely manner through emails, website, and other social media school sites. (All Students)	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 125,000	Website/Marketing 5800: Professional/Consulting Services And Operating Expenditures LCFF 116,412 Marketing Coordinator 2000-2999: Classified Personnel Salaries LCFF 27,838 Board Effects On-Line Board Agenda Platform 5000-5999: Services And Other Operating Expenditures LCFF 4,900
3.3 Provide calendar of events on parent training, learning opportunities, and workshops on: Common Core, VAPA, Bullying, Suicide Prevention, Athletics, State Testing, Test Prep, and more. *Training effectiveness survey included and results reviewed/discussed/follow through. (WASC) (All Students)	Parent Square 5800: Professional/Consulting Services And Operating Expenditures LCFF 1905	Included in 3.1
3.4 Ensure that parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming, and aesthetically pleasing learning environment, and provide clear lines of communication so each stakeholder can be heard. (All Students)	N/A	N/A
3.5 Properly vet all newly hired vendors to ensure standards alignment, and safety for our students. (All Students)	Job Position Platforms 5800: Professional/Consulting Services And Operating Expenditures LCFF 1050	Job Position Platforms 5800: Professional/Consulting Services And Operating Expenditures LCFF 1875

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Admin HR Assistant 2000-2999: Classified Personnel Salaries LCFF 3761.5
3.6 The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices, and participating in mandated trainings through safe schools. School wide safety plans will be created and implemented, as necessary. (All Students)	N/A	N/A
3.7 Notices, reports, statements, or records, sent to a parent or guardian, will be translated as needed and required by law. (EL)	Contracted Translation Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 8450	Contracted Translation Services 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15000
3.8 Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the business department and cabinet: Chief Executive Officer, Chief Academic/Operations Officer, and Chief Personnel Officer who support Directors/Leads in each Academy(All Students)	Certificated Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 450,000 Classified Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 300,000 Contracted Business Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 50000	Certificated Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 435,411.77 Classified Leadership Employees 1000-1999: Certificated Personnel Salaries LCFF 306,302 Contracted Business Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 46000

Goal Analysis

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

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

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

Challenges:

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

Successes:

Action 3.1:

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

Action 3.2

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

- All Elite Activities and School Board meeting minutes were posted on the Elite website and ParentSquare for school and public access.
- Any surveys or important information were sent to all parents through ParentSquare or Panorama so that the information is archived and searchable by all and data is accessible by Elite Admin.
- Board Meetings are posted on our Board and Leadership webpage immediately following the adjournment.

Action 3.3

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

September 2nd - Find a Community Partner Pt. 1

September 3rd - ParentSquare Tutorial

September 9th - Find a Community Partner Pt. 2

September 14th - Parent Monthly Workshop: Elite 101

September 22nd - The YouSchool Parent Workshop

October 12th - Parent Monthly Workshop: Homeschool for Beginners

November 10th - Parent Monthly Workshop: Technology Tips

December 14th - Kindness Program Challenge

January 12th - The YouSchool Parent Workshop

March 8th - Parent Monthly Workshop: Student Support Services

March 30th - The YouSchool Parent Workshop

April 12th - Parent Monthly Workshop: Testing

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

Action 3.4

- Emails are sent to address any concerns, laws, or urgent messages for stakeholders.
- Students & parents were provided a handbook that states student expectations.
- Teachers are provided a handbook that states staff expectations.

- A foreign language translator was made available to support non-English speaking families Documents are provided in the families Native language as needed.
- Our social media and website showcase many of our students, all of whom have different strengths and backgrounds.
- We encouraged students to get involved with their interests by providing information about VAPA opportunities, college campus tours, Athletic Events, etc.
- Elite's line of communication is open and transparent. Academies have Directors and Lead available to assist with staff, student, and family needs.
- The Leadership Team met weekly and collaborates on "Best Practices" for our students and families.
- Cabinet was available at all times to collaborate on any new ideas and help with any problems that arise.

Action 3.5

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

Action 3.6

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

Action 3.7

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

Action 3.8

- Clear and consistent protocols are sent to the staff by the Compliance, Human Resources, and Business Services departments.

- Training or professional development is provided to Directors when there is a change or update in procedures.
- Compliance feedback is provided and additional training is available to support staff with corrections.

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator From baseline/prior year data:</p> <p>19-20 Increase the graduation rate by 2% 19/20 - 8/38 Graduates = 21%</p> <p>Baseline Increase the graduation rate by 2% 18/19 - 3/15 Graduates = 20%</p>	<p>EAA-L attracts many high school students who are extremely credit deficient and have either dropped out, or left the traditional setting. Our graduation rate is always going to be a challenge as we often do not have our students for 4 years (a cohort). Many of our students join us their junior/senior year significantly behind in school and need additional time beyond the 4 years to catch-up and graduate. So while our numbers here are significantly lower than the state, we are comparing apples to oranges. We are honored to serve our credit deficient students and give them a second chance to complete their needed diploma. These students need a home and each one that graduates is a celebration for us! For the 20/21 school year, EAA had a 70% graduation rate, which is a huge success and leap in percentages of graduates.</p>
<p>Metric/Indicator From baseline/prior year data:</p> <p>19-20 % students enrolled in courses for UC/CSU</p>	<p>EAA has made significant progress in CSU/UC A-G course participation. Each student starting in grade 9 is on track for College and Career post-secondary education. Elite has worked very hard in writing their own curriculum and having it evaluated</p>

Expected	Actual
<p>Baseline % students enrolled in courses for UC/CSU</p>	<p>and approved by the UCOP system. For the 20/21 school year EAA had 87% of students participate in A-G courses.</p>
<p>Metric/Indicator From baseline/prior year data: 19-20 Increase students who complete CTE certification courses by 2% Baseline Increase students who complete CTE certification courses by 2%</p>	<p>20/21 was a fantastic year for Career Technical Education (CTE), as the CTEIG helped EAA to grow pathways and write new CTE courses for student participation. 15% of students participated in CTE courses this year, and we are looking forward to students completing pathways in the 21/22 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; and increase Career Technical opportunities (CDE) to prepare students for the 21st century workforce and global competencies. (WASC) (All Students)</p>	<p>CTE Director 1000-1999: Certificated Personnel Salaries LCFF 50,461</p> <p>Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25000</p>	<p>CTE Director 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 56816</p> <p>Vapa Lead 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28553</p>
<p>4.2 Improve instructional practice through recruiting, and retaining, multiple subject and single subject, highly qualified teachers, and highly qualified classified staff. (All Students)</p>	<p>Ed Join, In Deed 5800: Professional/Consulting Services And Operating Expenditures Title II 1000</p>	<p>Already Included in Goal 3 Action 5</p>
<p>4.3 Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)</p>	<p>Test Prep Materials 4000-4999: Books And Supplies LCFF 5,492</p> <p>At Promise Director 9%) 1000-1999: Certificated Personnel Salaries Title I 24000</p>	<p>Test Preparation Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8000</p> <p>At Promise Director (%) 1000-1999: Certificated Personnel Salaries Title I 24,698</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Assessment Director (5) 2000-2999: Classified Personnel Salaries Title I 24000 Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15000	Assessment Director (%) 2000-2999: Classified Personnel Salaries Title I 24,698 Assessment Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration 18940
4.4 Advanced Placement exam costs for low income and foster youth pupils who cannot afford to take the exam. (LI)	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3380	SAT/ACT AP Waivers 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0

Goal Analysis

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

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

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

Challenges:

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

Successes:

Action 4.1

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

Action 4.2

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

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

Action 4.3

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

Action 4.4

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

We had a reduction in costs for webinar contracts as a percentage of meetings were offered for free.

Analysis of In-Person Instructional Offerings

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

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

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

Find a Community Partner Pt. 1

ParentSquare Tutorial

Find a Community Partner Pt. 2

Parent Monthly Workshop: Elite 101

The YouSchool Parent Workshop

Parent Monthly Workshop: Homeschool for Beginners

Parent Monthly Workshop: Technology Tips

Kindness Program Challenge

The YouSchool Parent Workshop

Parent Monthly Workshop: Student Support Services

The YouSchool Parent Workshop

Parent Monthly Workshop: Testing

Sports Academy Staff Movement

California Poppies Webinar

Integrating STEAM Guest Speaker Presentation

Ed Tech Webinar for Staff

VAPA Guest Speaker Series

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Evaluate students' levels of academic performance based on local assessment results and provide targeted interventions: meeting with guidance director, curriculum director, Rtl process, tutor support from approved vendors, time management training with student/parent. (All Students)	7858.00	8000	Yes
Curriculum Shipment Team/Office Space: Responsible for shipping curriculum to students and staff; maintaining inventory of curriculum and reordering as necessary; collecting curriculum at the end of each learning period	75000	90,000	Yes
Curriculum Shipping/Creation: Creating paper curriculum workbooks for students without internet access. Shipping curriculum to all students.	120000	78,000	Yes
Team Viewer purchase: To provide remote technical assistance for students and staff	600	600	Yes
Chromebooks w/LTE Service purchase: To provide remote access to curriculum for students without devices and Internet access at home	25,000	26000	Yes
Canvas LMS purchase: To provide access to Elite-created curriculum within an LMS.	4500	4500	Yes
ParentSquare: Family communication network and calendar of events for remote functions.	2500	1900	No
Monday.com to oversee communication, student progress, and provide streamlined support to all staff	1750	1750	No
SolarWinds Help Desk to streamline technology support to staff and families via remote assistance	2000	2200	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Sports Academy partnership to ensure students and staff receive quality physical fitness, nutrition, and health support through webinars, a custom-built app, and (when in-person services resume) access to local YMCAs	5000	5000	No

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

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

Analysis of the Distance Learning Program

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

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

Continuity of Instruction

- Successes:

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

- Challenges:

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

Access to Devices and Connectivity

- Successes:

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

- Challenges:

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

Pupil Participation and Progress:

- Successes:

Students all had access to high-quality instruction by certificated Elite Educators with a combination of synchronous and asynchronous lessons. Students who could not make the synchronous lesson were provided with the recording to access and complete coursework at their own time. Elite Administrators checked the LMS for student engagement daily and reported absences to teachers who were able to call and connect with students to ensure engagement was taking place. All Elite students were assigned a Teacher of Record, with who they met weekly/bi-weekly, to discuss, plan, and monitor student progress. The use of iReady and Scantron testing was also a great way for our teachers to monitor student growth and progress. The implementation of ALEKS math and FastForWard Literacy program helped many students grow and reach their math and literacy goals. These programs also gave weekly statistics to families and teachers to help monitor student participation and growth/regression. Many students also engaged in our school clubs, webinars, and virtual field trips. This information was communicated to parents and students through our Parent Square application in the

calendar section. Some examples of student engagement were: Podcast Club, Quest Crew (nature) Club, Core Us (Choir), The Art Seen (Art Club), CTE Industry Speaker Webinar Series, Yearbook Club, Athletics Webinars, Fitbit challenges with student and staff, Stacking Cup Challenges, and virtual Field trips to many zoos, The Museum of Tolerance, college tours, and National Parks. The Care Solace was also introduced to families and staff. This app was placed on our school website and is a concierge for Mental Health services free of charge to families and staff. An internal Survey called, We Care, was distributed to students quarterly, which allowed administrators to understand students' emotional challenges and needs, and to address those needs.

- Challenges:

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

Distance Learning Professional Development:

- Successes:

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

- Challenges:

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

Staff Roles and Responsibilities:

- Successes:

The Human Resources Department took on the role of ensuring that Community Partners, Staff, students, and our website were updated weekly with COVID-19 county restrictions. This communication was critical to ensure our students and staff were safe. The

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

- Challenges:

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

Support for Pupils with Unique Needs:

- Successes:

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

- Challenges:

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ELA/Math Tutoring provided by in-house and contracted tutors to assist struggling learners	50,000	401,090	Yes
Fast ForWord, an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner.	4725	5100	Yes
Aleks Math, a Web-based assessment and learning system to quickly and accurately determine exactly what a student knows and doesn't know in a course, and to provide targeted instruction in the needed areas.	2500	5300	Yes
Panorama Education contract to collect valid and reliable feedback on SEL and school climate surveys	2375	4375	Yes
Contracts for webinar-based workshops for parents on topics such as how to support their children at home; how to prepare for state and college acceptance tests; and how to effectively use technology for at-home learning	2000	2850	Yes

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

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

Analysis of Pupil Learning Loss

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

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

- Successes:

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

- Challenges:

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

Successes:

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

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

Challenges:

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

Analysis of Pupil and Family Engagement and Outreach

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

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

Successes:

- Parent Square application for streamlined communication to staff, students, and parents.
- Master Calendar of events and links for events allowed all students, staff, and parents to access events.
- Canvas LMS daily and weekly reports of student engagement and completion allowed for Directors and teachers to monitor and communicate student academic participation.
- Non-compliance protocols were followed by Elite educators and Directors and followed up by the compliance team if a student was out of compliance (absent).
- Multi-tiered intervention plan for students to re-engage in classes: Teacher meets weekly/bi-weekly with students. If the student is chronically absent, the Teacher makes the first contact with the student and family and offers support. Tutoring is offered to the student. If the student continues to not engage, a letter of non-compliance is sent to the parents, and attendance is monitored. A second letter is sent if the student does not engage in coursework or classes and the parents, student, and teacher meet to create an intervention plan for the student.

- Learning Period attendance logs are sent every 8-15 days to parents for signature and samples from student coursework is also collected as evidence of learning and engagement.
- Student Support Team was developed to help support students and parents with students who are struggling to engage and learn.
- Access to student contact information through the Student Information System
- Parent Workshops hosted by YouSchool.
- Student Webinars and clubs allowed student to participate and engage with one another and community partnerships such as: Podcast Club, Quest (Nature) Crew Club, VAPA CLub, Core Us (Choir), The Art Seen (Art Club), Equestrian Club, Golf Club, CTE Industry Webinar series, Virtual Field trips, Kindness Club, and Lunch Bunch clubs.
- Athletic gear given to students to help support health and wellness at home.
- Grasshopper phone extensions to support communication between staff and students.

Challenges:

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Website Hosting to keep our community engaged with our services	30,000	30,000	No
Pupil Engagement and Outreach	Grasshopper for remote phone services to staff so that families can continue to connect	1500	487.12	No
Pupil Engagement and Outreach	Outreach boxes: Students each receive a box that contains physical fitness gear, art supplies, school-branded notebooks and other school supplies, and additional items that would normally be part of an in-person school experience. These are meant to not only instruct but to build connections between the student and the school community while providing a well-rounded education.	50,000	18,000	Yes

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

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

Overall Analysis

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

Transitioning from in-person flexible support to Distance Learning has allowed Elite Academic Academy to spread its wings, readjust, and set new goals. While distance learning may have been foreign to some, Elite has always had a virtual academy, where students accessed school from a "distance". The Distance Learning Program allowed Elite to expand and refine processes and procedures with all three academies: Homeschool, Flex, and Virtual, to ensure that all students were engaged and the whole child was being served and supported by Elite staff. Some driving factors in creating the goals and actions in the 2021-24 LCAP were about supporting the student while attending Elite and post-graduation. Another driving factor is the Social and Emotional well-being of our students. Elite has learned that students need extra support. Although students are learning from home, parents don't always have the necessary

tools or time to ensure the students are academically progressing. This is why Elite has developed goals with some of the following actions for the 2021-24 school years:

- Participate in the SST process
- Receive tutor support from in house and approved partners
- Learn test-taking and time management strategies
- Enroll in Dual Enrollment, CTE, or other elective opportunities
- Social and Emotional Learning Opportunities
- Academic Coaches, Content Teachers, TOSAs, and Instructional Aides to provide targeted intervention
- Develop a tutoring hub to provide 1:1 academic support that targets Math and ELA content standards
- Increase Chromebook deployment to provide access to digital intervention tools
- Increase SEL courses and programs to support student success
- Implement MTSS school-wide
- Extended School year intervention for grades K-8
- Extended School year credit recovery/acceleration for grades 9-12
- Digital curriculum aligned to common core
- UC/CSU A-G approved curriculum
- Support of VAPA programs at the Elementary and Middle school level
- Support Athletics and Math Field day
- Continue to support innovative projects that support student learning and growth
- Provide meaningful and transparent communication, by the Marketing Coordinator and Administration, through social media, marketing, communication apps, technology and in-person meetings with all stakeholders to ensure that parents, students, and teachers feel that our schools are providing opportunities for participation and input.
- Establish Mental and Physical Health Services for students and staff.
- Mental health Awareness
- Creation of Mentoring and Coaching program for Middle/High School students.
- Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school.

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

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

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

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

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

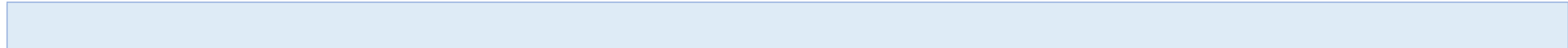
N/A

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

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

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

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



Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,123,289.00	3,698,011.27
	0.00	0.00
LCFF	2,642,808.00	2,814,537.27
LCFF Base	125,000.00	0.00
LCFF Supplemental and Concentration	296,375.00	825,134.00
Title I	48,000.00	49,396.00
Title II	11,106.00	8,944.00
	11,106.00	8,944.00
	11,106.00	8,944.00
	11,106.00	8,944.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,123,289.00	3,698,011.27
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,871,006.00	2,065,939.77
2000-2999: Classified Personnel Salaries	186,000.00	109,850.50
4000-4999: Books And Supplies	340,492.00	414,346.00
5000-5999: Services And Other Operating Expenditures	4,900.00	559,644.00
5800: Professional/Consulting Services And Operating Expenditures	720,891.00	548,231.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,123,289.00	3,698,011.27
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,759,461.00	1,791,700.77
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	87,545.00	249,541.00
1000-1999: Certificated Personnel Salaries	Title I	24,000.00	24,698.00
2000-2999: Classified Personnel Salaries	LCFF	100,000.00	31,599.50
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	62,000.00	53,553.00
2000-2999: Classified Personnel Salaries	Title I	24,000.00	24,698.00
4000-4999: Books And Supplies	LCFF	305,492.00	347,306.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	35,000.00	67,040.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,900.00	479,644.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	472,955.00	164,287.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	125,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	111,830.00	375,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	11,106.00	8,944.00
		11,106.00	8,944.00
		50,230.00	375,000.00
		11,106.00	8,944.00
		50,230.00	375,000.00
		11,106.00	8,944.00
		11,106.00	8,944.00
		11,106.00	8,944.00
		11,106.00	8,944.00
		47,545.00	0.00
		11,106.00	20,135.00
		47,545.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
		11,106.00	20,135.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	834,651.00	1,106,350.00
Goal 2	1,199,000.00	1,467,712.00
Goal 3	941,305.00	962,244.27
Goal 4	148,333.00	161,705.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$244,208.00	\$217,950.00
Pupil Learning Loss	\$61,600.00	\$418,715.00
Additional Actions and Plan Requirements	\$81,500.00	\$48,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$404,758.00	\$699,252.12

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$11,250.00	\$10,850.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$31,500.00	\$30,487.12
All Expenditures in Learning Continuity and Attendance Plan	\$42,750.00	\$41,337.12

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$17,450.00	\$14,100.00
Distance Learning Program	\$232,958.00	\$207,100.00
Pupil Learning Loss	\$61,600.00	\$418,715.00
Additional Actions and Plan Requirements	\$50,000.00	\$18,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$362,008.00	\$657,915.00



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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-Lucerne	Meghan Freeman CEO	mfreeman@eliteacademic.com (866) 354-8302 Ext. 703

Plan Summary [2021-22]

General Information

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

Elite Academic Academy-Lucerne

Mission Statement

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

Vision

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

About Elite Academic Academy

Elite Academic Academy-Lucerne (EAA-L) TK-12 is the premier independent study educational option. We focus on flexible individualized home schools and virtual/blended academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA provides high-quality and rigorous standards-based virtual and traditional curriculum options.. Currently, EAA-Lucerne serves 341 students across its three programs (Virtual, Homeschool, and Flex). Of these programs, 132 students are in grades TK-6 and 209 students are in grades 7-12. EAA-L serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 47.2% followed by African American or Black with 18.5%. The least prevalent races are Samoan, Nicaraguan, Asian Indian, Filipino, and Korean. 10 students or 2.9% of our student population are English Language Learners, 48.7% of students are socio-economically disadvantaged, 15.8% are in Special Education and 97.9% of students are in permanent housing.

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

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

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

Reflections: Successes

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

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

Reflections: Identified Need

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

Closing achievement gaps in ELA and Math continues to be the main goal moving forward. Although we are not able to assess our progress on CAASPP due to the pandemic, we know that our students have made gains in both Math and ELA due to our focused intervention programs. However, our students still have great gains to make in order to reach proficiency. We are often challenged with students who come to our school severely skill and credit deficient; knowing this, we work quickly and swiftly to create academic plans to accelerate their

learning. Students will get access to, and participate in, target intervention using ALEKS Math, Fast ForWord, and small group tutoring sessions. Using our SST process, students who are performing a 1 or 2 on CAASPP, or are identified as below proficiency levels on district assessments, are automatically enrolled in these intervention-based courses/programs with the support of the high-qualified teacher.

LCAP Highlights

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

Goal 1 Student Learner Outcomes

Metrics:

LCFF Evaluation Rubrics

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

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

Major Actions:

Continued evaluation of students' academic performance.

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

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

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

SST Process

CTE & Dual Enrollment

Social and Emotional Learning support

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

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

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

Tutoring Hub to provide 1:1 tutoring

Providing Internship opportunities for CTE students

Increase in student technology

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

Goal 2 Positive School Climate and High ADA

Metrics:

Attendance Rates

Stakeholder Connectedness Survey Results
Student CARES Quarterly Survey

Major Actions:

Addition of Guidance and Social & Emotional Counselor
Addition of Care Solace Resource for Students, Staff, and Families
Credit Recovery/Acceleration Options for high school students
Intervention/Acceleration options for K-8 students
Highly Qualified Teachers/ Highly Qualified CTE Teachers
Establishment of “At Promise” department to support At-risk students
Creation of school clubs for student participation and engagement
Implementation and expansion of SEL courses
Blog/Marketing posts highlighting student and staff achievements
Expansion of CTE pathways
Development of a Robust tutoring system

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

Metrics:

Stakeholder Parent Participation Survey Results
Stakeholder Safety and Satisfaction Survey Results
Community Partnership Meeting Minutes

Major Actions:

Meaningful and transparent communication through phone calls, emails, Parent-Square Communication App, Website and Social Media
Parent input opportunities
Parent training and workshops through YouSchool partnership, school counselor, and administration
EL Master Plan training (ELD placement, ELD progress, Reclassification)
Translated notices, reports, statements
Community Partnerships Webinars and Collaboration
SafeSchool Training, School Safe Plan
Community Partnership Meetings
Mental and Physical Health Care for Students and Staff

Goal 4 College and Career Readiness and Career Technical Education

Metrics:

Graduation Rates

AP Courses and Exams
UC/CSU A-G Course Enrollment
AP Course Participation
Dual Enrollment with Community Colleges Participation
Career Technical Education Courses and Pathways Participation
NCAA

Major Actions:

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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Stakeholder Engagement

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

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

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

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

Authorizer Presentation and Update: 6/3/2021

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

Board of Directors: Public Hearing: 6/3/21

Final Approval: 6/17/21

A summary of the feedback provided by specific stakeholder groups.

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Academic Performance	Evaluate students’ levels of academic performance based on local and state assessment results and provide targeted intervention or acceleration, such as: <ul style="list-style-type: none"> Participate in the SST process Receive tutor support from in house and approved partners Learn test-taking and time -management strategies 	\$337,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Enroll in Dual Enrollment, CTE, or other elective opportunities Social and Emotional Learning Opportunities Implement processes for curricular review (including course rubrics) and evaluation, including graduation requirements, credits, and grading policies. Fast ForWord Curriculum Interventions (All Students)		
2	Targeted Monitoring	Monitor Low-Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to ensure academic success and refer to the RtI/SST or IEP team or provide academic acceleration. ELPAC results will be reviewed each year, analyzed, shared with parents, and curriculum and EL minutes verified. Also, re-designation completed for students who qualify. (LI, FY, EL, SWD)	\$236,316.00	Yes
3	Equal Access to Common Core Aligned Materials/Content	All students will have access to materials/learning experiences aligned to common core standards (All Students) Online courses, credit recovery, core programs Supplemental curriculum and materials supporting common core standards Extended School year intervention for grades K-8 Extended School year credit recovery/acceleration for grades 9-12 Digital curriculum aligned to common core UC/CSU A-G approved curriculum Service vendors offering educational opportunities across a geographical area Integrated Core CTE courses A-G Approved	\$935,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, the use of rubrics and student academic achievement data to inform instruction, and identifying effective targeted interventions for students struggling to meet grade-level proficiency will be provided.	\$84,135.00	No
7	Expanded Student Support Team Services	Expand the services of the Student Support team to provide additional academic support to struggling students (ALL Students). Academic Coaches, Content Teachers, TOSAs, and Instructional Aides to provide targeted intervention Develop a tutoring hub to provide 1:1 academic support that targets Math and ELA content standards Increase Chromebook deployment to provide access to digital intervention tools Increase SEL courses and programs to support student success Implement MTSS school-wide	\$80,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
2	Highly Qualified Teaching Staff and Professional Development	Improve instructional practice through recruiting and maintaining the appropriate assignment and professional development of teachers who are fully credentialed in the subject areas of the pupils they are teaching, as well as highly qualified classified staff. (WASC) (All Students)	\$2,805,000.00	No
5	School Based Enrichment Activities	School-Based Enrichment Activities (All Students) Support of VAPA programs at Elementary and Middle school level Support Athletics and Math Field day Continue to support innovative projects that support student learning and growth	\$868,451.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Meaningful and Transparent Communication	<p>Provide meaningful and transparent communication to ensure a positive learning environment, by the Marketing Coordinator and Administration, through social media, marketing, communication apps, technology and in-person meetings with all stakeholders so that parents, students, and teachers feel that our schools are providing opportunities for participation and input.</p> <ul style="list-style-type: none"> • Surveys • Parent Meetings • Student Meetings • Important updates and Information • SEL Surveys • Anti-bullying Webinars, Parent Training, Suicide Awareness, State Testing, Test Prep communication, and more. • ParentSquare, website <p>(All Students)</p>	\$200,000.00	No
2	Mental/Physical Health	<p>Establish Mental and Physical Health Services for Students</p> <ul style="list-style-type: none"> • Social Work for Student Success • School Counselor • Social and Emotional Courses • Parent Workshops 	\$160,000.00	Yes
3	Safe Learning Environment	<p>The charter will continue to maintain a safe learning environment for all students by training the teachers on safe practices and participation in mandated training through Safe Schools. Fingerprinting and vetting all contracted service providers. School-wide safety plans will be created and implemented, as necessary. IT will continue safe technology by monitoring student web access through student-issued Chromebooks.</p>	\$25,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	English Language Family Support	Notices, reports, statements, or records, and conferences to a parent or guardian, will be translated in parent/guardian native language, as needed and required by law. (EL)	\$20,000.00	Yes
5	Leadership	Operations of the charter are maintained and controlled through the management, oversight, and provision of basic operating services, to all, by the Business Department, Directors, and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, and Chief Student Services officer.	\$666,057.00	No
6	Operations	Operations and business services that are contracted with industry experts to ensure high quality reporting, compliance and alignment with Education Code.	\$757,271.00	No
7	Mental and Physical Health	<p>Establish Mental and Physical Health Services for students and staff.</p> <ul style="list-style-type: none"> • Mental health Awareness • Solace Care Mental Health Community Partnership • Staff Mental and Physical Awareness with Sports Academy • Staff and Student Physical Step Challenges in Partnership with Fitbit • Social and Emotional Courses • Parent Workshops 	\$63,750.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of Graduation Rate by 2% annually	61%				67%
Increase the % of UC/CSU enrolled courses by 2% annually	85%				91%
Increase students who complete CTE certification course by 2% annually	0%				6%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CTE Program Creation	Develop a comprehensive Career Technical Education Program for middle and high school, students that help align student strengths and interests to post-secondary goals and interests and increases Career Technical Education Pathways (CTE) to prepare students for the 21st-	\$255,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>century workforce and global competencies.</p> <ul style="list-style-type: none"> • Develop CTE integrated Curriculum in Core Academics • Continue to provide Professional Development for CTE teachers • Continue to fund CTE Director • Continue to provide and implement pathways and support for CTE in grades 7-12 • Create a pathway in grades 7-8 to bridge to high school CTE pathway • Create a Career Exploration course for middle school students • Continue to fund participation costs and training • Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways. <p>(All Students)</p>		
3	Assessment Preparation	<p>Ensure all students have the opportunity for intensive CAASPP/ACT and SAT preparation; specifically, low income, EL, Foster Youth students and students with disabilities.</p> <p>Provide opportunities for students to take the PSAT for 8th, 9th, & 10th-grade students and provide opportunities for AP courses and exams.</p> <ul style="list-style-type: none"> • Provide for the cost of PSAT and SAT Fee waivers for students who are eligible low-income students. • Continue providing AP courses through accredited Curriculum providers • Continue providing AP students with AP course textbook/materials (LI, FY, EL, SWD) 	\$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Year Round Track	<p>Provide a Year-round track to increase the academic days and reduce the summer slide for low-income, EL, Foster Youth students that allow for credit recovery, CTE pathway discovery, reviewing of essential skills, and the opportunity for students to get ahead.</p> <ul style="list-style-type: none"> DASS Opportunities for graduation 	\$270,000.00	Yes
5				
6	College and Career Counseling	<p>College and career counseling and high school courses/curriculum and tools that will be meaningfully connected to life goals.</p> <ul style="list-style-type: none"> Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework Create internship and project experiences to create a more diverse understanding of life opportunities. Create externships, job shadowing experiences, and internships for Career Technical Education Students. Increase relationships with community college partners to increase the number of students taking college coursework concurrently, dual enrollment or CTE courses. Develop a comprehensive college application and support series for 9-12th grade students. Purchase of Industry Certification opportunities for CTE or college-bound students. Purchase of appropriate technology to support CTE learning goals/objectives. <p>(All Students)</p> <ul style="list-style-type: none"> Continue with College and Career Counselor to guide and plan students' 4-year plan and post-secondary --desires 	\$178,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> CTE completion, A-G completion, and NCAA completion (All Students). 		
7	Mentoring and Coaching	<p>Creation of Mentoring and Coaching program for Middle/High School students.</p> <ul style="list-style-type: none"> Create a robust Mentoring and Coaching program for Middle and High School students and implement Mentoring and Coaching program strategies throughout the school. (All Students) 	\$85,000.00	Yes
8				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.16%	904,678

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

Required Descriptions

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

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

- Teacher, staff, and parent training/professional development, on the EL Master Plan, ELD instruction, SDAIE strategies, ELD progress, and reclassification will be provided. (EL)
- Notices, reports, statements, or records sent to a parent or guardian will be translated as needed. (EL)
- Low-income students are four and a half times more likely to drop out of high school; and, even those who are academically proficient, are far less likely to complete college. Programs must be implemented in a way that considers flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).]
- Provide high-quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students includes EL, FY, LI)

- Develop a comprehensive college and career readiness program for middle and high school students that helps align student strengths and interests to post-secondary goals; Increase Career Technical Education (CTE) opportunities (CDE) to prepare students for the 21st-century workforce and global competencies (All Students includes EL, FY, LI)
- Ensure all students have the opportunity for intensive CAASPP preparation; specifically, low-income, EL, Foster Youth students, and students with disabilities. (LI, FY, EL, SWD)
- Provide Year-Round Track to increase the academic days for services for low-income, EL, Foster Youth students that allow for credit recovery, reviewing of essential skills, and the opportunity for students to get ahead. (LI, FY, EL)
- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI)
- Provide students with Community Partnerships and Athletic opportunities.
- Provide counseling services and community resources to students and parents.
- Multi-Tiered Systems of Support.
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to meet college and career.
- Increase opportunities for parents to participate and provide input/decision-making through LCAP advisory meetings.

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

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

- Adaptive online/traditional content from a variety of curriculum options
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Technology equipment to support unduplicated pupils

- Local assessments to drive instruction and needs of unduplicated pupils
- Enhanced project-based learning
- SEL support through the hiring of a Social Worker, School Counselor and adopting an A-G SEL curriculum.
- College and Career options for EL, Foster, students
- A comprehensive curriculum for EL learners
- Assessment tools that drive and provides customized instructional resources for the Response to Intervention (RTI) program.
- Increased tutoring and intensive intervention support will be provided beyond for unduplicated pupils who are struggling and, in an effort, to close the achievement gap.
- Professional Development, TOSA positions, FastForWard, and At Promise/Student Services Department are specific to helping unduplicated pupils close the achievement gap
- Adding Mentoring and Coaching program programs and CTE pathways to support students and give hands-on real-world experiences for learning.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,251,041.00	\$400,488.00		\$535,451.00	\$8,186,980.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,173,644.00	\$6,013,336.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Student Academic Performance	\$25,000.00			\$312,500.00	\$337,500.00
1	2	English Learners Foster Youth Low Income	Targeted Monitoring	\$150,000.00			\$86,316.00	\$236,316.00
1	3	All	Equal Access to Common Core Aligned Materials/Content	\$935,000.00				\$935,000.00
1	4	All	Professional Development	\$70,000.00			\$14,135.00	\$84,135.00
1	7	English Learners Foster Youth Low Income	Expanded Student Support Team Services	\$80,000.00				\$80,000.00
2	1	All	MTSS/RTI/At-Promise	\$50,000.00				\$50,000.00
2	2	All	Highly Qualified Teaching Staff and Professional Development	\$2,422,500.00	\$382,500.00			\$2,805,000.00
2	5	All	School Based Enrichment Activities	\$868,451.00				\$868,451.00
3	1	All	Meaningful and Transparent Communication	\$200,000.00				\$200,000.00
3	2	English Learners Foster Youth Low Income	Mental/Physical Health	\$80,000.00			\$80,000.00	\$160,000.00
3	3	All Students with Disabilities	Safe Learning Environment	\$25,500.00				\$25,500.00
3	4	English Learners	English Language Family Support	\$20,000.00				\$20,000.00
3	5	All	Leadership	\$666,057.00				\$666,057.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Operations	\$757,271.00				\$757,271.00
3	7	All	Mental and Physical Health	\$63,750.00				\$63,750.00
4	1	All	CTE Program Creation	\$237,012.00	\$17,988.00			\$255,000.00
4	3	English Learners Foster Youth Low Income	Assessment Preparation	\$110,000.00				\$110,000.00
4	4	English Learners Foster Youth Low Income	Year Round Track	\$227,500.00			\$42,500.00	\$270,000.00
4	6	All	College and Career Counseling	\$178,000.00				\$178,000.00
4	7	English Learners Foster Youth Low Income	Mentoring and Coaching	\$85,000.00				\$85,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$752,500.00	\$961,316.00
LEA-wide Total:	\$752,500.00	\$961,316.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Targeted Monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$236,316.00
1	7	Expanded Student Support Team Services	LEA-wide	English Learners Foster Youth Low Income		\$80,000.00	\$80,000.00
3	2	Mental/Physical Health	LEA-wide	English Learners Foster Youth Low Income		\$80,000.00	\$160,000.00
3	4	English Language Family Support	LEA-wide	English Learners	All Schools	\$20,000.00	\$20,000.00
4	3	Assessment Preparation	LEA-wide	English Learners Foster Youth Low Income		\$110,000.00	\$110,000.00
4	4	Year Round Track	LEA-wide	English Learners Foster Youth Low Income		\$227,500.00	\$270,000.00
4	7	Mentoring and Coaching	LEA-wide	English Learners Foster Youth Low Income		\$85,000.00	\$85,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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



**ELITE ACADEMIC ACADEMY – Lucerne
RESOLUTION # 20210002**

**RESOLUTION FOR
Gap Funding Loan Proposals for the 2021-22 School Year**

WHEREAS, Elite Academic Academy- Lucerne is projecting an increase in 50% Average Daily Attendance for the 2021-2022 school year;

WHEREAS, it is determined to be in the best interest of Elite Academic Academy - Lucerne to seek proposals for Gap Funding for the 2021-22 school year,

WHEREAS, the Elite Academic Academy – Lucerne CEO will make such inquiries and requests for proposal from properly qualified financial institutions and vet multiple offers;

WHEREAS, the Elite Academic Academy – Lucerne board of directors gives the CEO permission to enter into a loan agreement with the highest quality proposal not to exceed 5,000,000 for potential funding needs;

WHEREAS, the Elite Academic Academy – Lucerne board of directors will be informed of the loan agreement before the CEO signs for input and questions;

WHEREAS, the Elite Academic Academy – Lucerne board of directors will ratify this agreement at the next regularly scheduled board meeting.

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED by THE ELITE ACADEMIC ACADEMY - LUCERNE BOARD OF DIRECTORS AS FOLLOWS:

1. The CEO will need to seek proposals from high quality institutions for GAP funding for the schools projected 50% growth.
2. The CEO will inform the board of the highest quality proposal before entering into an agreement.
3. The loan agreement is not to exceed 5,000,000.
4. The board of directors will ratify the loan agreement at the next regularly scheduled board meeting

CERTIFICATE OF ADOPTION

I hereby certify that the foregoing resolutions were passed and adopted by the Board of Directors of the Company, at a meeting thereof duly held on June 17, 2021, by the following vote:

AYES:
NAYS:
ABSTAIN:
ABSENT:

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

By:

Name: Susan McDougal

Title: President of the Board

Elite Academic Academy - Lucerne

I, Kent Christensen, Secretary of the Board of Directors of Elite Academic Academy - Lucerne of the Lucerne Valley Unified School District in San Bernardino County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file in the office of said board.

X _____
Secretary of the Board of Directors
Elite Academic Academy – Lucerne

Date Signed: _____



Ambassadors Media Group, LLC (AOC)

RE: Payment Schedule
 28562 Oso Pkwy, D-132
 Rancho Santa Margarita, CA 92688

This payment agreement is between “**Ambassadors Media Group, LLC (AOC)**” and “Elite Academic Academy- Mountain Empire and Elite Academic Academy- Lucerne” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “Social and emotional wellness enrichment services”. **Important items to remember:**

- Ambassadors Media Group, LLC (AOC)** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **Ambassadors Media Group, LLC (AOC)** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

- Ambassadors Media Group, LLC (AOC)** understands that EAA can only pay you once services are rendered for up to a total of **(number)** students.
- All invoices submitted by **Ambassadors Media Group, LLC (AOC)**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); **Ambassadors Media Group, LLC (AOC)** information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
- Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

Schedule A: Full Services (COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

Schedule B: Social Distancing (COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Ambassadors Media Group, LLC (AOC)** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Ambassadors Media Group, LLC (AOC)** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year-Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **Ambassadors Media Group, LLC (AOC)** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **Ambassadors Media Group, LLC (AOC)** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **Ambassadors Media Group, LLC (AOC)** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year-Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **Ambassadors Media Group, LLC (AOC)** and Elite Academic Academy. Should **Ambassadors Media Group, LLC (AOC)** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **Ambassadors Media Group, LLC (AOC)** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **Ambassadors Media Group, LLC (AOC)**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____
 Meghan Freeman, CEO
 Elite Academic Academy

Date:

Signature: _____
 Eric Hannah, CEO/Owner
 Ambassadors Media
 Group, LLC (AOC)

Date:



Around the Horn (ATH)

RE: Payment Schedule
 855 S. Main St., Ste. K-150
 Fallbrook, CA 92028

This payment agreement is between “**Around the Horn (ATH)**” and “Elite Academic Academy-Mountain Empire and Elite Academic Academy- Lucerne” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “Athletic Enrichment Services”. **Important items to remember:**

1. **Around the Horn (ATH)** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **Around the Horn (ATH)** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

2. **Around the Horn (ATH)** understands that EAA can only pay you once services are rendered for up to a total of **(number)** students.
3. All invoices submitted by **Around the Horn (ATH)**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); **Around the Horn (ATH)** information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
4. Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

Schedule A: Full Services (COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

Schedule B: Social Distancing (COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Around the Horn (ATH)** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Around the Horn (ATH)** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year-Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **Around the Horn (ATH)** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **Around the Horn (ATH)** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **Around the Horn (ATH)** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year-Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **Around the Horn (ATH)** and Elite Academic Academy. Should **Around the Horn (ATH)** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **Around the Horn (ATH)** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **Around the Horn (ATH)**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____
 Meghan Freeman, CEO
 Elite Academic Academy

Date:

Signature: _____
 Doug Baker, CEO/Owner
 Around the Horn (ATH)

Date:



Desert Baseball Network
 RE: Payment Schedule
 44460 Avenida Atwater
 Indio, CA 92201

This payment agreement is between “**Desert Baseball Network**” and “**Elite Academic Academy-Mountain Empire and Elite Academic Academy- Lucerne**” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “**Athletic Enrichment Services**”. **Important items to remember:**

1. **Desert Baseball Network** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **Desert Baseball Network** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

2. **Desert Baseball Network** understands that EAA can only pay you once services are rendered for up to a total of **(number)** students.
3. All invoices submitted by **Desert Baseball Network**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); **Desert Baseball Network** information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
4. Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

Schedule A: Full Services (COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

Schedule B: Social Distancing (COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Desert Baseball Network** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Desert Baseball Network** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year-Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **Desert Baseball Network** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **Desert Baseball Network** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **Desert Baseball Network** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year-Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **Desert Baseball Network** and Elite Academic Academy. Should **Desert Baseball Network** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **Desert Baseball Network** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **Desert Baseball Network**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____
 Meghan Freeman, CEO
 Elite Academic Academy

Date:

Signature: _____
 Gilbert Saucedo,
 CEO/Owner
Desert Baseball Network

Date:



Elite Spirit Cheer

RE: Payment Schedule
 17 Via Del Renal Ct.
 Lake Elsinore, CA 92532

This payment agreement is between “Elite Spirit Cheer” and “Elite Academic Academy-Mountain Empire and Elite Academic Academy- Lucerne” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “Athletic Enrichment Services”. **Important items to remember:**

1. **Elite Spirit Cheer** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **Elite Spirit Cheer** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

2. **Elite Spirit Cheer** understands that EAA can only pay you once services are rendered for up to a total of (**number**) students.
3. All invoices submitted by **Elite Spirit Cheer**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); **Elite Spirit Cheer** information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
4. Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

Schedule A: Full Services (COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

Schedule B: Social Distancing (COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021

5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Elite Spirit Cheer** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **Elite Spirit Cheer** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year-Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **Elite Spirit Cheer** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **Elite Spirit Cheer** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **Elite Spirit Cheer** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year-Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **Elite Spirit Cheer** and Elite Academic Academy. Should **Elite Spirit Cheer** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **Elite Spirit Cheer** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **Elite Spirit Cheer**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: _____
 Meghan Freeman, CEO
 Elite Academic Academy

Date:

Signature: _____
 Cristina Planchon,
 CEO/Owner
Elite Spirit Cheer

Date:



**Elite Academic Academy-Lucerne
RESOLUTION**

Regarding Payment to Certificated/Classified Employees

The undersigned, on behalf of Elite Academic Academy - Lucerne, a California nonprofit public benefit corporation (the “Company”), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the “Board”) of the Company, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. III of the Bylaws, at a duly noticed meeting held on June 17, 2021 at 9:00 a.m., Pacific Standard Time, at 43414 Business Park Drive, in Temecula, CA 92590, and virtually. A quorum of the Board was present at the meeting.

WHEREAS, Due to unexpected enrollment caps (SB 820) and looming LCFF deferrals due to COVID-19 Pandemic, Elite Academic Academy- Lucerne chose to take a conservative approach in 2020 ; and

WHEREAS, as a result, Elite Academic Academy – Lucerne established certificated/classified salaries at the beginning of the 2021-2022 school year that did not include a COLA; and

WHEREAS, after July 1, 2021 and upon confirmation of projected funding and enrollment, the Board of Directors gives the CEO direction to pursue salary increases for all employees; and

WHEREAS, the Board of Directors desires to provide a salary schedule COLA increase of 5% to current 2021/2022 certificated/classified employees ; and

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE ELITE ACADEMIC ACADEMY - LUCERNE BOARD OF DIRECTORS AS FOLLOWS:

1. Upon confirmation of projected funding and enrollment, the Board of Directors gives the CEO direction to pursue 5% salary increases for all employees

2. Ms. Meghan Freeman, CEO, is hereby authorized to take any action necessary to implement this resolution.

[certification page follows]

CERTIFICATE OF ADOPTION

I hereby certify that the foregoing resolutions were passed and adopted by the Board of Directors of the Company, at a meeting thereof duly held on June 17, 2021, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

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

By:

Name: Susan McDougal

Title: President of the Board

Elite Academic Academy - Lucerne

I, Meghan Freeman, Secretary of the Board of Directors of Elite Academic Academy - Lucerne of the Lucerne Valley Unified School District in San Bernardino County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file in the office of said board.

X _____
Secretary of the Board of Directors
Elite Academic Academy – Lucerne

Date Signed: _____