



## Elite Academic Academy - Lucerne

Please join my meeting from your computer, tablet or smartphone. Join Zoom Meeting

[https://eliteacademic.zoom.us/j/97566202696?](https://eliteacademic.zoom.us/j/97566202696?pwd=R2daZzJSNnZPNUV3Nk83K0diZXJtUT09)  
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:

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#### 1.0 Call To Order

Roll Call:

Susan McDougal, Cody Simms, Kent Christensen

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#### 2.0 Approve/Adopt the Agenda

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

Motion: Second:  
Vote:

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#### 3.0 Public Comment -Closed Session

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

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#### 4.0 Adjourn to Closed Session

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

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#### 5.0 Closed Session

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

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

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

Time:

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#### 6.0 Pledge Of Allegiance

Led By:

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#### 7.0 Open Session

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#### 8.0 Public Comment

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

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## 9.0 General Functions

### 9.1 Informational Items

#### A. CEO Report

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

### 9.2 Consent Agenda

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

Motion: Second:  
Vote:

#### 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 Administrative 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](#)

#### 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.

Motion: Second:  
Vote:

[Lucerne Annual 21.22 Contracts\\_Invoices.pdf](#)

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## 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 Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[Carson Signed LOI.pdf](#)

[Hodges Signed LOI.pdf](#)

[Peralta Signed 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 Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[Hutchins Signed LOI.pdf](#)

[Noonan Signed LOI](#)

## 10.3 Releases and Resignations

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

Motion: Second:  
Vote:

[20210037.pdf](#)

## 10.4 Certificated Hires

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

Motion: Second:  
Vote:

[21220034](#)

## 10.5 Employee Contract Addendum

It is recommended that the Board ratify the following Employee Contract Addendum for Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:

[20211125.pdf](#)

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## 11.0 Public Hearing

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

Open (Time):  
Close (Time):

### 11.1 2021/2022 Annual Budget Hearing

[2021\\_LCFF\\_Budget\\_Overview\\_for\\_Parents\\_Elite\\_Academic\\_Academy\\_-\\_Lucerne\\_20210602-2.pdf](#)

[Lu Budget Report](#)

Open (Time):  
Close (Time):

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

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

[Local Indicators Presentation.pdf](#)

[2021\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_Elite\\_Academic\\_Academy\\_-\\_Lucerne\\_20210602.pdf](#)

[2021\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_LCP\\_Annual\\_Update\\_Elite\\_Academic\\_Academy\\_-\\_Lucerne\\_20210602.pdf](#)

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## 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 Elite Academic Academy - Lucerne.

Motion: Second:  
Vote:



## 12.2 Year-Round Community Partner Agreements

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

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

Motion: Second:  
Vote:

## 12.3 Proposed Vendor List for 2021-22

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

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

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

Motion: Second:  
Vote:

## 12.4 Hatch and Cesario Contract for 2021-22

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

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

Motion: Second:  
Vote:

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## 13.0 Educational Services/Policy Development

### 13.1 I-Ready Quote

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

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

Motion: Second:  
Vote:

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## 14.0 Report of Action Taken in Closed Session

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

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## 15.0 Calendar

The next scheduled meeting is 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 Elite Academic Academy - Lucerne.

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

Motion: Second:  
Vote:

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## 16.0 Board Comments and Future Planning

Time:

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## 17.0 Adjournment

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

Motion: Second:  
Vote:

agenda back-up materials may also be requested by calling the School at 1(866)354-8302. In addition, if you would like a copy of any record related to an item on the agenda, please contact administration.

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

# *Elite Academic Academy*

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



## **Monthly Update**

*May 2021*

*#BeElite*

ELITE ACADEMIC ACADEMY



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

# May 2021

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

**Celebration Areas:**

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



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

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

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



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



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



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

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



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





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

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

### Virtual Academy At-A-Glance

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

### In-House Virtual Tutoring

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

### Summative CAASPP & i-Ready

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

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

### Teacher Appreciation

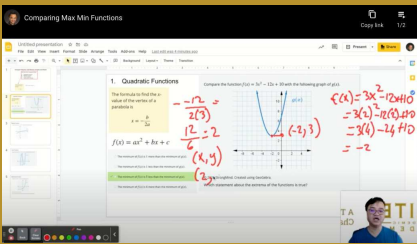
During Teacher Appreciation week in May, students submitted their stories about what they love about their teachers. Check out Virtual Academy 11th Grader Maleyna explaining her appreciation for Elite and her teachers here:

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



### New Student Opportunities

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



Mr. Bunn's Algebra 2B Lesson:  
[https://www.youtube-nocookie.com/embed/G2ZGqfifYCo?autoplay=1&iv\\_load\\_policy=3&loop=1&modestbranding=1&playlist=G2ZGqfifYCo](https://www.youtube-nocookie.com/embed/G2ZGqfifYCo?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=G2ZGqfifYCo)



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



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

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

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

### Curriculum

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

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

### CAASPP

Mountain Empire

ELA/Math CAT and PT: 218 assessments completed

### Lucerne

ELA/Math CAT and PT: 266 assessments completed

### Summer Growth Academy

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

### Track A

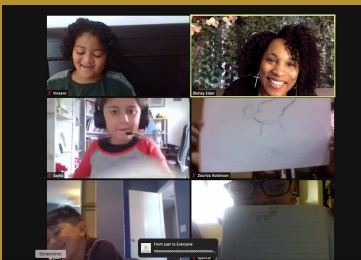
27 Flex high school students enrolled in the Track A program for credit recovery or acceleration.



Mrs. Gregus leading a small group discussion for World History



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



Mrs. Alvarez providing small group support and collaboration opportunities



# #BeElite Podcast

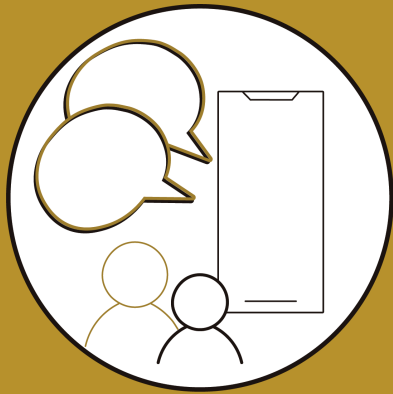
Lead: Mr. Nolan Smith  
Director: Ms. Ashlea Kirkland-Haynes

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

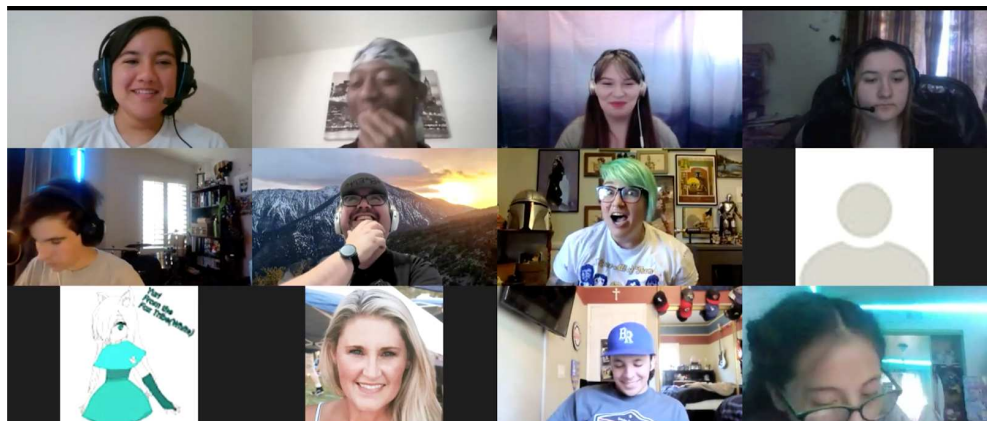
Below is an example of some of the Yearbook videos:

[Video 1](#)

[Video 2](#)



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

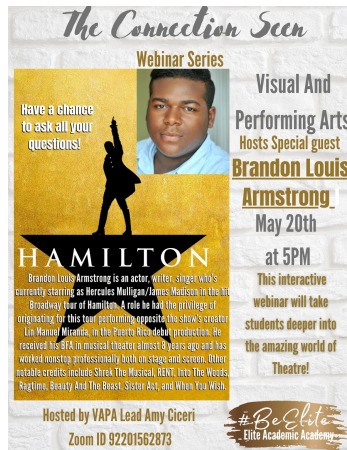






## PERFORMING ARTS ACADEMY

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

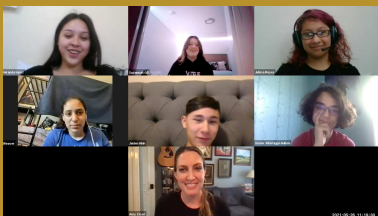


Courageous 9th grader Senna volunteered to cold read the slide live during the webinar to introduce Brandon. She shared how she and her mother felt so fortunate to see Brandon perform in the San Francisco Hamilton cast pre-Covid, and instantly became huge fans.

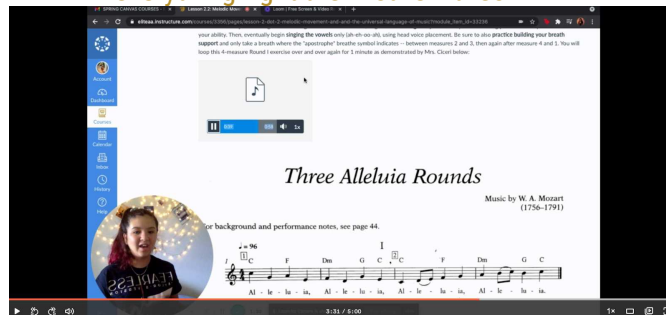
Below, several students asked meaningful questions and stepped outside their comfort zones to sing solos live after being inspired by the stories Brandon shared.



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



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






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

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

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



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



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



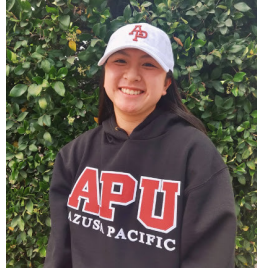
# Elite Athletic Enrichment

Lead: Mr. Andy Allanson

Director: Ms. Ashlea Kirkland- Haynes



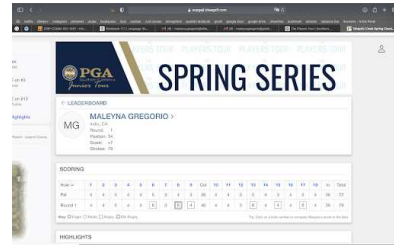
May delivered a winning logo for the Elite Equestrian & Riding Club. Logos designs were narrowed to three before EERC members and their TOR voted. A "Shout-Out" to our Marketing Department, and a "Big Thank You" to Adam & Kiley as they lead the collaboration with EERC members.



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



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



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



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





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

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

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

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





# Elite Student Support Services Department

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

## Meet Our Team...

Mrs. Karen Makkai, Director At Promise Department

Mrs. Antonette Sims, Director of Assessment

Ms. Nicole Lively, School Counselor

Ms. Jen Edick, Special Education Coordinator

Ms. Kiley Allen, Community and Marketing Coordinator

## Who we are...

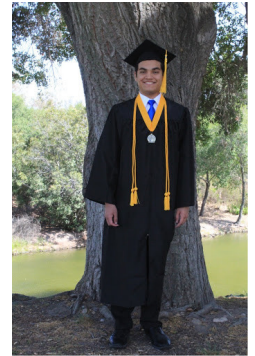
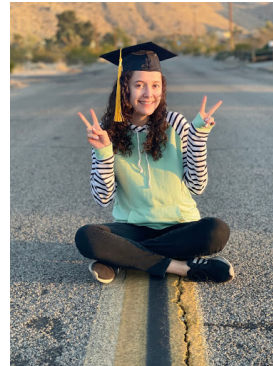
We foster positive relationships among educators and students through social-emotional learning, academic interventions and support, college and career readiness plans, and collaborative problem solving to ensure every student thrives - all in one team.

## What we do...

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



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



## Special Education

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



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

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

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

Date range: August 2020 - May 2021

Number of students: 161

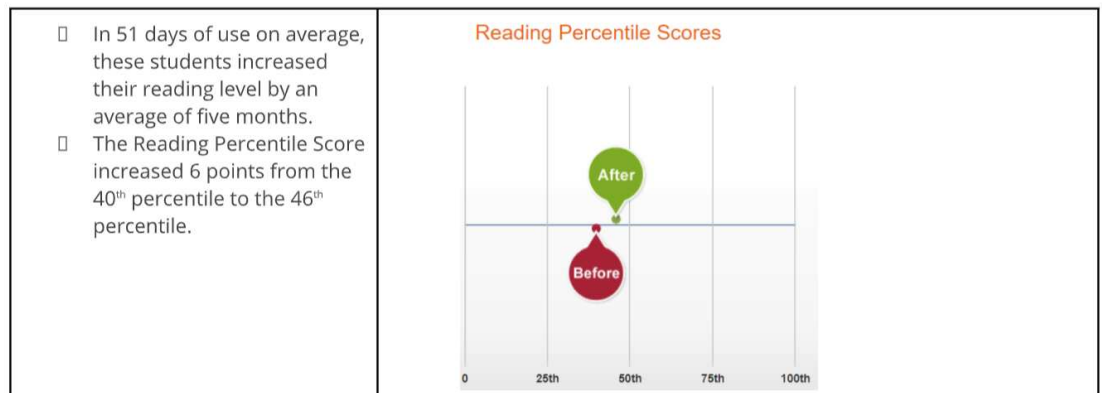
Metric	On Target Percentages	Your Students' Percentages
Completion Rate	65%	76%
Attendance	5 day schedule 80% 3 day schedule 90%	60%
Participation	95%	79%

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

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

Date range: August 2020 - May 2021

Number of students: 25





**Increase Engagement**

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

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

**Elite's LIFE Course is Paying off for Tiana Avetisian**



First Elite Anime/Comic Club Meeting – 5.7.21

**Effective Communication**

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

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



**Digital Marketing - Google and Facebook Ads**

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

**If The Shoe Fits**

**Here is Coach Andy to give us a demonstration!**

**Student Outreach**

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

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

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

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

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

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

Facebook Page Reach – 371.1k → up 130%

Instagram Page Reach – 191.207k → up 228%

New Facebook Page Likes – 111 → up 640%

Instagram Follower Increase up 22.7%



## Assesment

### CAASPP

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

Mountain Empire = 92.3%  
Lucerne = 92.5%

### ELPAC

The Summative ELPAC completion rates are as follows:

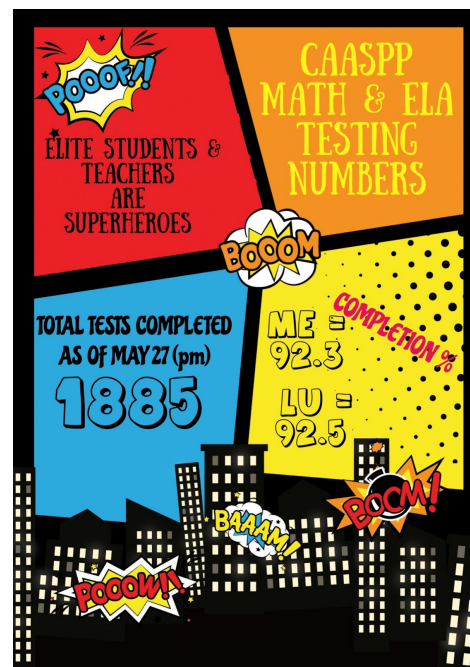
Mountain Empire = 76%  
Lucerne = 100%

### LCAP

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

### Spring Survey

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





# Elite Accomplishment Summary

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



Grade Span	ADA Projection
Tk-3	132
4-6	120
7-8	166
9-12	210
Total	Total 628

*\* As of 05/26/21*

## Goals For Next Month

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





Elite Academic Academy - Lucerne

Please join my meeting from your computer, tablet or smartphone <https://global.gotomeeting.com/join/942669773> You can also dial in using your phone. United States (Toll Free): 1 877 309 2073 United States: +1 (646) 749-3129

May 6, 2021 at 9:00 am

43414 Business Park Drive Temecula, CA 92590

37941 Rudall Ave. Palmdale, CA 93550

9921 Carmel Mountain Road #170 San Diego, CA 92129



## Elite Academic Academy - Lucerne May 6, 2021

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

Time: 9:03 a.m.

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#### 1. 1.0 Call To Order

Roll Call:

Susan McDougal, Kent Christensen

Present                      Present

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Kent      Susan

Motion: Second:

Vote: Susan; Aye, Kent;  
Aye.  
Item carries 2-0.

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#### 2. 2.0 Approve/Adopt the Agenda

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

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#### 3. 3.0 Board Organization

##### 1. 3.1 Nominate and appoint Ms. Cody Simms as Vice President of the Board

It is recommended that the Board approve the nomination and appointment of Ms. Cody Simms as Vice President of the Board for Elite Academic Academy - Lucerne.

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Kent      Susan

Motion:

Second: Vote: Susan; Aye,  
Kent; Aye.  
Item carries 2-0.

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Kent nominates Cody,  
Susan seconds, Ms.  
Cody Simms accepts  
nomination.

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#### 4. 4.0 Public Comment -Closed Session

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

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#### 5. 5.0 Adjourn to Closed Session

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

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#### 6. 6.0 Closed Session

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

1. 6.1 Personnel Matters (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

2. 6.2 Employer/Employee Relations (With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6)

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Time: 9:06 a.m.

#### 7. 7.0 Pledge Of Allegiance

Led By: Cody Simms

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#### 8. 8.0 Open Session

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#### 9. 9.0 Public Comment

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

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## 10. 10.0 General Functions

### 1. 10.1 Informational Items

#### 1. A. CEO Report

#### 2. B. AB1316

##### 1. Analysis of AB1316

### 2. 10.2 Consent Agenda

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

#### 1. A. Meeting Minutes from March 4, 2021

##### 1. EAA-LU Minutes 03.04.21.pdf

#### 2. B. Warrant Register

#### 3. C. Job Descriptions

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

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

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

##### 4. JD 21.22 Temporary Technology Support (pending).pdf

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

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

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

Kent Susan

Motion:

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

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## 11. 11.0 Personnel Services

### 1. 11.1 Temporary Classified Hires

It is recommended that the Board ratify the

Kent Cody

Motion:

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

following Temporary Classified Hires for Elite Academic Academy - Lucerne.

1. 20211125.pdf
2. 2021295 Addendum.pdf
3. 2021295.pdf
4. 2021036.pdf

2. 11.2 Letters of Intent for Temporary Certificated Hires

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

1. Livingston Signed LOI.pdf
2. Esposito Signed LOI.pdf
3. Elder Signed LOI.pdf
4. Aguiniga-Campos Signed LOI.pdf
5. Strawn Signed LOI - EAALU.pdf
6. Perkins Signed LOI.pdf
7. Niesen Signed LOI.pdf
8. Lung Signed LOI.pdf
9. Weitz Signed LOI .pdf
10. Arnett Signed LOI.pdf
11. Paul Signed LOI.pdf
12. Kirby Signed LOI.pdf
13. Ortiz Signed LOI.pdf
14. Rivero Signed LOI.pdf
15. Stover Signed LOI.pdf
16. Roberts Signed LOI.pdf
17. Merida Signed LOI.pdf
18. Onwudachi Signed LOI.pdf

3. 11.3 Contract Templates 21/22 School Year  
It is recommended that the Board approve the following Contract Templates for 2021/2022 for Elite Academic Academy - Lucerne.

1. 21.22 - 11 Month - Certificated Teacher Contract.pdf
2. 21.22 - 12 Month - Certificated Teacher Contract .pdf
3. 21.22 Full Time Certificated (Director) \_At-Will\_ Exempt (Salary) Contract .pdf

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.

4. 21.22 Full Time Classified (Director) \_At Will\_ Exempt (Salary) Contract .pdf

5. 21.22 Full-Time Classified Non-Exempt (Hourly) Contract.pdf

6. 21.22 Full-Time Classified Non-Exempt (Salary) Contract .pdf

7. 21.22 Part-Time Certificated Non-Exempt (Hourly) Contract .pdf

8. 21.22 Part-Time Classified Non-Exempt (Hourly) Contract .pdf

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

4. 11.4 Pay Scales/Salary Ranges for 21/22  
It is recommended that the Board approve the following Pay Scales/Salary Ranges for 2021-2022 for Elite Academic Academy - Lucerne.

1. 2021-2022 Staff Salary Ranges .xlsx

Cody Kent

Motion:

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

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## 12. 12.0 Business Services

1. 12.1 EPA Spending Plan EAA-LU 21/22  
It is recommended that the board approve the following EPA Spending Plan EAA-LU 21/22 for Elite Academic Academy - Lucerne.

1. 2020\_21-EAA-L-EPA-Spending-Plan-CURRENT.pdf

Kent Cody

Motion:

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

2. 12.2 Contract with Branche Jones  
It is recommended that the board approve the contract with lobbyist Branche Jones in order to get current information on legislation at the state level.

1. Elite Contract with Branche.docx

Kent Cody

Motion:

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

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## 13. 13.0 Educational Services/Policy Development

1. 13.1 Panorama Education Services  
It is recommended that the board approve the following contract for Panorama Education Services for Elite Academic Academy - Lucerne.

1. Panorama-Elite\_Academic\_Academy\_21-22.pdf

Cody Kent

Motion:

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

2. 13.2 COVID-19 Sick Leave Addendum 03.23.2021  
It is recommended that the board approve the following COVID-19 Supplemental Sick Leave Addendum dated 03.23.2021 for Elite Academic Academy - Lucerne.

1. COVID 19 Supplemental Paid Sick Leave 03.23.21.pdf

Kent Cody

Motion:

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

3. 13.3 Extended Learning Opportunities Grant Plan

Cody Kent

Motion:

It is recommended that the board approve the following Extended Learning Opportunities Grant Plan for Elite Academic Academy - Lucerne.

4. 13.4 Staffing Calendars for 2021/2022

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

1. 2021-2022 Staffing Calendars -187 (11 month)-pending board approval.pdf
2. 2021-2022 Staffing Calendars -224 (12 month)-pending board approval.pdf
3. 2021-2022 Staffing Calendars - 232 (12 month) - pending board approval.pdf
4. 2021-2022 Staffing Calendars - 239 (12 month) - pending board approval.pdf
5. 2021-2022 Staffing Calendar -Payroll Calendar (pending board approval).pdf
6. 2021-2022 Staffing Calendars - Temporary Year-Round (pending board approval).pdf

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14. 14.0 Report of Action Taken in Closed Session

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

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15. 15.0 Calendar

The next scheduled meeting is June 3, 2021 at 9:00 a.m.

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16. 16.0 Board Comments and Future Planning

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17. 17.0 Adjournment

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

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

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 Susan

Motion: Second:

Vote:

Susan; Aye, Cody; Aye,  
Kent; Aye. Item carries 3-0.

Staff Present

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

Time: 9:33 a.m.

## Elite Academic Academy - Lucerne

Date	Vendor Name	Account Name	Ref Number	Amount
4/1/2021	ANNUAL MEMBERSHIP FEE	Dues & Memberships	Credit Card 140	\$95.00
4/1/2021	VISME	Technology Services & Software - Business	Credit Card 140	\$348.00
4/2/2021	POSITIVE PROMOTIONS	Core Teaching/Student Supplies	Credit Card 140	\$169.65
4/4/2021	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card 140	\$118.00
4/5/2021	UNLIMITEDVILLE	Phone / Internet / Website Fees	Credit Card 642	\$249.00
4/5/2021	CUBESMART 713	Rent - Facilities Lease	Credit Card 2421	\$228.00
4/6/2021	PY *Sand Canyon Self Stor	Rent - Facilities Lease	Credit Card 140	\$189.00
4/7/2021	HALLMRK*HALLMARK ECARDS	Misc. Operating Expense	Credit Card 140	-\$0.16
4/7/2021	ENVATO	Marketing	Credit Card 140	\$546.00
4/8/2021	WHIZZIMO.COM	Core Teaching/Student Supplies	Credit Card 140	\$99.99
4/9/2021	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card 140	\$118.00
4/9/2021	VISME	Technology Services & Software - Business	Credit Card 140	\$339.41
4/9/2021	YOUNG MINNEY & CORR	Professional Development	Credit Card 140	\$30.00
4/9/2021	YOUNG MINNEY & CORR	Professional Development	Credit Card 140	\$30.00
4/9/2021	VISME	Technology Services & Software - Business	Credit Card 140	\$339.41
4/11/2021	2COCOM*ABSOLUTEH&O	Misc. Operating Expense	Credit Card 642	\$47.99
4/13/2021	EB VIRTUAL WORKSHOP P	Professional Development	Credit Card 140	\$380.00
4/16/2021	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card 140	\$118.00
4/18/2021	2COCOM*ABSOLUTEH&O	Misc. Operating Expense	Credit Card 642	\$47.99
4/18/2021	PAYPAL *DENIMTIAN	Misc. Operating Expense	Credit Card 140	\$95.00
4/21/2021	FEDEX 407423159	Postage & Delivery - Educational	Credit Card 140	\$309.36
4/21/2021	WACKY BUTTONS INC.	Core Teaching/Student Supplies	Credit Card 140	\$53.58
4/21/2021	EB VIRTUAL WORKSHOP P	Professional Development	Credit Card 140	\$95.00
4/22/2021	AVANGATE.COM	Misc. Operating Expense	Credit Card 642	-\$47.99
4/22/2021	FEDEX 407756889	Postage & Delivery - Educational	Credit Card 140	\$52.86
4/22/2021	OTC BRANDS INC	Core Teaching/Student Supplies	Credit Card 140	\$39.98
4/22/2021	POSITIVE PROMOTIONS	Core Teaching/Student Supplies	Credit Card 140	-\$169.65
4/22/2021	FEDEX 407648962	Postage & Delivery - Educational	Credit Card 140	\$115.49
4/23/2021	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card 140	\$118.00
4/23/2021	FEDEX 407863860	Postage & Delivery - Educational	Credit Card 140	\$271.25
4/25/2021	J2 EFAX SERVICES	Technology Services & Software - Business	Credit Card 140	\$16.95
4/25/2021	FEDEX 407967984	Postage & Delivery - Educational	Credit Card 140	\$385.25
4/26/2021	FEDEX 408224548	Postage & Delivery - Educational	Credit Card 140	\$63.99
4/28/2021	*1-800-FLOWERS.COM INC.	Misc. Operating Expense	Credit Card 140	\$58.16 Reimbursed

**Warrant Register - May 2021 + April CC Charges (No May CC)**



## Elite Academic Academy - Lucerne

4/28/2021	FEDEX 408448323	Postage & Delivery - Educational	Credit Card 140	\$51.03	
4/28/2021	*1-800-FLOWERS.COM INC.	Misc. Operating Expense	Credit Card 140	\$58.16	Reimbursed
4/29/2021	FEDEX 408554175	Postage & Delivery - Educational	Credit Card 140	\$298.47	
4/30/2021	MOLLY MAID OF SADDLEBACK	Janitorial Services	Credit Card 140	\$118.00	
4/30/2021	FEDEX 408661676	Postage & Delivery - Educational	Credit Card 140	\$89.88	
4/30/2021	OTC BRANDS INC	Core Teaching/Student Supplies	Credit Card 140	\$79.96	
5/5/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3118	\$79.00	
5/5/2021	Blick Art Materials	Core Teaching/Student Supplies	6172355	\$213.44	
5/5/2021	Breann Jamarillo	Core Teaching/Student Supplies	JAM040921	\$17.00	
5/5/2021	Lakeshore Learning Materials	Core Teaching/Student Supplies	5374070421	\$152.54	
5/5/2021	Olga Chernysheva	Educational Services	CHE040821a	\$260.00	
5/5/2021	Olga Chernysheva	Educational Services	CHE040821	\$280.00	
5/5/2021	Silvia Rashad	Educational Services	RAS040821a	\$250.00	
5/5/2021	Silvia Rashad	Educational Services	RAS040821	\$250.00	
5/5/2021	Tina Rodriguez	Educational Services	ROD040821	\$240.00	
5/6/2021	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	3734	\$6,840.00	
5/6/2021	Outschool, Inc.	Approved Core Curriculum, Teacher Manuals &	12345689318	\$55.00	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364973	\$343.08	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365161	\$214.42	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364737	\$139.75	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364778	\$424.46	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364766	\$129.19	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364755	\$37.97	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364754	\$90.30	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364762	\$140.31	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364750	\$56.45	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364764	\$103.07	
5/6/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3364739	\$302.20	
5/7/2021	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	31047218	\$322.06	
5/7/2021	EM Sports, LLC	Educational Services	6219	\$150.00	
5/7/2021	EM Sports, LLC	Educational Services	6121	\$200.00	
5/7/2021	EM Sports, LLC	Educational Services	6204	\$200.00	
5/7/2021	EM Sports, LLC	Educational Services	6059	\$200.00	
5/7/2021	EM Sports, LLC	Educational Services	6210	\$200.00	
5/7/2021	Marsh & McLennan Agency, LLC	Workers Compensation	Mar-49	\$1,366.00	

## Elite Academic Academy - Lucerne

5/11/2021	Brittany Nichols	Approved Core Curriculum, Teacher Manuals &	NIC041321	\$150.00
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365695	\$177.91
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3365699	\$234.01
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3368032	\$216.41
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3369388	\$217.91
5/11/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3368133	\$606.04
5/11/2021	Cody Simms	Board Stipends - Attendance	05May2021LU	\$300.00
5/11/2021	Kent Christensen	Board Stipends - Attendance	05May2021LU	\$300.00
5/11/2021	Susan Ann McDougal	Board Stipends - Attendance	05May2021LU	\$300.00
5/11/2021	Branche Jones	Business Services	5032021	\$1,500.00
5/11/2021	Mimeo.com, Inc	Business Services	1730557	\$220.84
5/11/2021	Blick Art Materials	Core Teaching/Student Supplies	6208091	\$262.52
5/11/2021	Home Science Tools	Core Teaching/Student Supplies	1114954A	\$325.63
5/11/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1730557	\$256.72
5/11/2021	Nickya Robertson	Core Teaching/Student Supplies	ROB041321	\$303.89
5/11/2021	Alicia Wofford	Educational Services	WOF041321	\$150.00
5/11/2021	Douglas Kim	Educational Services	KIM041421	\$175.00
5/11/2021	Lisa Doran	Educational Services	DOR041321	\$150.00
5/11/2021	Maria Gomez	Educational Services	GOM041321	\$1,088.45
5/11/2021	Sylvia Rodriguez	Educational Services	ROD041421	\$232.66
5/11/2021	Knight Security & Fire Systems	Fire, Alarm & Pest control	114558	\$40.00
5/11/2021	Aflac	Health Insurance	443451	\$892.39
5/11/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13590	\$2,568.00
5/11/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13591	\$6,010.00
5/11/2021	Hatch & Cesario, Attorneys-at-Law	Legal Fees	13589	\$1,022.00
5/11/2021	Riverside Insights	Special Education Services	INV072909	\$205.18
5/11/2021	Mimeo.com, Inc	Student Assessments	1730557	\$199.65
5/11/2021	Southern California Edison	Utilities - Gas/Electric/Water	005MaySCE2021LU	\$104.43
5/12/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1D6K-V944-1Y7K	\$14.55
5/12/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FXV-P43M-17YQ	\$65.95
5/12/2021	Crafty School Crates	Approved Core Curriculum, Teacher Manuals &	19275	\$259.43
5/12/2021	Horrible Books	Approved Core Curriculum, Teacher Manuals &	2021042101	\$76.70
5/12/2021	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	774696	\$176.27
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370232	\$1,153.33
5/12/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3370303	\$1,071.28

## Elite Academic Academy - Lucerne

5/12/2021	Prime Educational Solutions	Back Office Fees	1030	\$65,645.94
5/12/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QR4-LF7F-YR4P	\$304.69
5/12/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16HP-DXX4-VYPW	\$169.59
5/12/2021	EM Sports, LLC	Educational Services	6298	\$110.00
5/12/2021	EM Sports, LLC	Educational Services	6313	\$200.00
5/12/2021	Jeannette Reeves	Educational Services	REE042021a	\$40.00
5/12/2021	Jeannette Reeves	Educational Services	REE042021	\$80.00
5/12/2021	Mara Perez	Educational Services	PER042021	\$159.75
5/12/2021	Prime Educational Solutions	Educational Services	1030	\$8,666.67
5/12/2021	Soo Kim	Educational Services	KIM042121	\$210.00
5/12/2021	Amazon Capital Services, Inc.	Materials & Supplies - Office	1VG7-7367-CH79	\$42.19
5/12/2021	McColgan & Associates, Inc	Special Education Services	4143	\$8,408.75
5/12/2021	NCS Pearson, Inc.	Special Education Services	14171988	\$45.39
5/12/2021	NCS Pearson, Inc.	Special Education Services	14176022	\$68.10
5/12/2021	Prime Educational Solutions	Special Education Services	1030	\$12,123.75
5/12/2021	Universal Language Service, Inc.	Special Education Services	INV-210402-43193	\$28.05
5/12/2021	Staples Business Credit	Technology Equipment - Staff	7329044954-0-1	\$815.61
5/12/2021	Diligent Corporation	Technology Services & Software - Business	INV297369	\$4,892.50
5/17/2021	Department of Justice	Fingerprinting	510769	\$73.50
5/18/2021	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	3757	\$8,505.00
5/18/2021	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VM9-PY9Y-FKYX	\$86.88
5/18/2021	Crafty School Crates	Approved Core Curriculum, Teacher Manuals &	19306	\$131.09
5/18/2021	Nickya Robertson	Approved Core Curriculum, Teacher Manuals &	ROB042621	\$203.95
5/18/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3374005	\$62.57
5/18/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3374007	\$123.09
5/18/2021	Soo Kim	Approved Core Curriculum, Teacher Manuals &	KIM042621	\$242.15
5/18/2021	Damian Potrero Rosas**	Business Services	EAA10	\$40.00
5/18/2021	Valley Office Equipment**	Copier Lease, Service, Toner & Repair	IN2104-1700	\$29.75
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13FL-XKLH-PMNM	\$12.70
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QQK-6TQG-J9CV	\$98.49
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VP3-JWYJ-PXTN	\$233.15
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JXQ-FR1Y-HY6L	\$111.43
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D9C-3GF6-1TJ4	\$112.17
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17TM-9G73-9W34	\$662.35
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VM9-PY9Y-HMFY	\$53.82

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5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NCP-6QHK-3PTL	\$170.06
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D1K-JGX9-GRJH	\$17.39
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D1K-JGX9-DCVD	\$164.54
5/18/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1D1K-JGX9-DMNG	\$140.96
5/18/2021	Jostens	Core Teaching/Student Supplies	26097579	\$160.97
5/18/2021	Mimeo.com, Inc	Core Teaching/Student Supplies	1732522	\$34.89
5/18/2021	EM Sports, LLC	Educational Services	6338	\$200.00
5/18/2021	HOPE CDC	Educational Services	343	\$8,859.88
5/18/2021	HOPE CDC	Educational Services	344	\$10,874.70
5/18/2021	HOPE CDC	Educational Services	345	\$10,989.66
5/18/2021	Jennifer Barnett	Educational Services	BAR042321	\$185.00
5/18/2021	Jennifer Barnett	Educational Services	BAR042321a	\$275.00
5/18/2021	Sylvia Rodriguez	Educational Services	ROD042621a	\$279.00
5/18/2021	Sylvia Rodriguez	Educational Services	ROD042621	\$394.00
5/18/2021	Certifix Live Scan	Fingerprinting	53263	\$128.50
5/18/2021	Bagger Sports	Marketing Supplies	4106	\$3,249.60
5/18/2021	Life Storage	Rent - Facilities Lease	005May21#658	\$27.45
5/18/2021	McColgan & Associates, Inc	Special Education Services	4177	\$12,917.25
5/18/2021	Staples Technology Solutions	Technology Equipment - Staff	LEF588	\$3,857.58
5/18/2021	Panorama Education	Technology Services & Software - Business	INV6059	\$4,375.00
5/18/2021	OPS	Technology Services & Software - Educational	2134	\$768.47
5/24/2021	Nicole the Math Lady, LLC	Approved Core Curriculum, Teacher Manuals &	3133	\$79.00
5/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376891	\$34.37
5/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376885	\$128.57
5/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3377070	\$163.66
5/24/2021	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	3376897	\$141.43
5/24/2021	Write On! Webb	Approved Core Curriculum, Teacher Manuals &	1963	\$106.25
5/24/2021	Mimeo.com, Inc	Business Services	1734230	\$1,646.90
5/24/2021	Anika Cozart	Core Teaching/Student Supplies	COZ042821a	\$202.86
5/24/2021	Anika Cozart	Core Teaching/Student Supplies	COZ042821	\$21.95
5/24/2021	Cindy Poulsen	Educational Services	POU042721a	\$15.00
5/24/2021	Cindy Poulsen	Educational Services	POU042721	\$15.00
5/24/2021	Cory Lavender	Educational Services	LAV043021	\$750.00
5/24/2021	Dawn Jacob	Educational Services	JAC042921a	\$170.00
5/24/2021	Dawn Jacob	Educational Services	JAC042921	\$85.00

## Elite Academic Academy - Lucerne

5/24/2021	Desert Baseball Network**	Educational Services	534432481	\$300.00
5/24/2021	Frohlich Sports Academy	Educational Services	534432484	\$773.34
5/24/2021	Platinum Athletics Prep Academy	Educational Services	534432558	\$1,280.00
5/24/2021	Studio 1 Dance Academy	Educational Services	534432490	\$1,865.00
5/24/2021	U.S. Music Lessons	Educational Services	534432498	\$204.00
5/24/2021	Anthem Blue Cross	Health Insurance	2.02106E+11	\$11,832.12
5/24/2021	Danielle Woodard	Marketing	ELIT050121	\$140.00
5/24/2021	Frontier	Phone / Internet / Website Fees	006Jun2021	\$297.70
5/24/2021	AssetGenie, Inc.	Technology Services & Software - Educational	1555904	\$69.00
5/24/2021	School Pathways Holdings, LLC	Technology Services & Software - Educational	140-INV1513	\$2,041.38
5/25/2021	Sprint	Technology Equipment - Students	203114558-018	\$2,150.06
5/26/2021	Pitney Bowes Global Financial Services LLC	Business Services	3104710047	\$104.45
5/26/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CKM-9NMP-VVF1	\$486.76
5/26/2021	Neesha N. Rahim	Educational Services	41521	\$3,762.00
5/27/2021	Guardian	Health Insurance	006Jun2021	\$3,324.41
5/27/2021	Kaiser Foundation Health Plan	Health Insurance	006Jun2021LU	\$18,550.67
5/27/2021	SBCSS	STRS	05MaySTRS2021	\$63,062.43
5/28/2021	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139M-YNT3-L7FR	\$246.39
5/28/2021	Alexandria Minah Kim	Educational Services	KIM050421	\$210.00
5/28/2021	Becky Southwell	Educational Services	SOU050321	\$520.00
5/28/2021	Cece's Artistic Touch	Educational Services	534434942	\$595.00
5/28/2021	Desert Baseball Network**	Educational Services	534434940	\$450.00
5/28/2021	Jacinta Weitz	Educational Services	WEI050421a	\$80.00
5/28/2021	Jacinta Weitz	Educational Services	WEI050421	\$40.00
5/28/2021	Kayla Kendall	Educational Services	KEN050421	\$339.00
5/28/2021	Kayla Kendall	Educational Services	KEN050421a	\$12.78
5/28/2021	Kenneth Hu	Educational Services	HU050321	\$175.00
5/28/2021	Kenneth Hu	Educational Services	HU050321a	\$75.00
5/28/2021	Kimberly Keeth	Educational Services	534434943	\$350.00
5/28/2021	Lorna Jenkins	Educational Services	534434944	\$296.00
5/28/2021	Manju Mohan	Educational Services	MOH050421	\$200.00
5/28/2021	Michelle Wood	Educational Services	WOO050421a	\$105.00
5/28/2021	Michelle Wood	Educational Services	WOO050421	\$105.00
5/28/2021	Olga Chernysheva	Educational Services	CHE050421	\$800.00
5/28/2021	Sarah Taylor	Educational Services	TAY050421a	\$120.00

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5/28/2021	Soo Kim	Educational Services	KIM050421b	\$378.00
5/28/2021	Theresa Rubio	Educational Services	RUB050421	\$513.74
5/28/2021	Theresa Rubio	Educational Services	RUB050421a	\$416.98
5/28/2021	Tracy J Hasper	Educational Services	HAS050421	\$54.11
5/28/2021	Mary R. Pierce, Esq.	Legal Fees	202119	\$187.50
5/28/2021	TSW Therapy, Inc.	Special Education Services	918	\$125.00
5/28/2021	TSW Therapy, Inc.	Special Education Services	894	\$1,500.00
5/28/2021	TSW Therapy, Inc.	Special Education Services	893	\$5,840.00

\* School Reimbursed for this expenditure.



## Compliance Liaison

### *Job Description*

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

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

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

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

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

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

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

### **General Expectations:**

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

### **Other Duties:**

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



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

- Perform other duties as assigned.

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

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

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

\_\_\_\_\_  
Date



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

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**JOB SUMMARY:**

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

**ESSENTIAL DUTIES:**

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

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

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

**OTHER DUTIES:**

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

**EDUCATION AND EXPERIENCE:**

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

**LICENSES AND OTHER REQUIREMENTS:**

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

**WORKING CONDITIONS:**

**Environment:**

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

**PHYSICAL DEMANDS:**

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

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

**HAZARDS:**

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

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**Employee Acknowledgement:**

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

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

\_\_\_\_\_  
Date



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

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#### **JOB SUMMARY:**

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

#### **ESSENTIAL DUTIES:**

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

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

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

**OTHER DUTIES:**

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

**EDUCATION AND EXPERIENCE:**

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

**LICENSES AND OTHER REQUIREMENTS:**

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

**WORKING CONDITIONS:**

**Environment:**

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

**PHYSICAL DEMANDS:**

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

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

**HAZARDS:**

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

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**Employee Acknowledgement:**

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Employee Signature

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Printed Name

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Date





## **Special Education Administrative Assistant**

### *Job Description*

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

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

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

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

*Special Education Administrative Assistant Job Description  
Pending Board Approval*

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

**Other Duties:**

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

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

**Knowledge of:**

*Special Education Administrative Assistant Job Description  
Pending Board Approval*

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

**Ability to:**

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

**EDUCATION AND EXPERIENCE:**

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

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

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

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

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

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**Employee Acknowledgement:**

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

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

\_\_\_\_\_  
Date



## Special Education (SPED) Coordinator

### *Job Description*

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

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

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

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

*Special Education Coordinator  
Pending Board Approval*

- Valid California driver license.

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

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

### **Other Duties:**

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

### **KNOWLEDGE AND ABILITIES:**

#### Knowledge of:

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

#### Ability to:

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

### **Physical Demands:**

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

*l*



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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

\_\_\_\_\_  
Employee Signature                      Printed Name                      Date



## **(Remote) Chief Student Development Officer**

### *Job Description*

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

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

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

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

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

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

##### **Administrative Responsibilities:**

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

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

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

### **General Expectations**

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

### **Other Duties:**

- Perform other duties as assigned.

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

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

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Employee Signature

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Printed Name

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Date

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





## Chief Academic Innovations Officer

### *Job Description*

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

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### **Position Summary:**

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

### **Qualifications:**

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

- MA or MS required; doctoral degree preferred.



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

**Suggested Training and Experience:**

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

**ESSENTIAL DUTIES and RESPONSIBILITIES:**

**Administrative Responsibilities:**

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

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

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

**General Expectations**

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

**Other Duties:**

- Perform other duties as assigned.

**Use of Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

**Employee Acknowledgement:**

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

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

\_\_\_\_\_  
Date



## Director of Community Relations

### *Job Description*

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

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

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

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

- Valid California Driver's License.

## **ESSENTIAL DUTIES and RESPONSIBILITIES:**

### **Administrative Team Member**

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

### **Educational Leadership**

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

### **Community Partner Relations**

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

## **Financial**

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

## **Other Duties**

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

## **KNOWLEDGE AND ABILITIES:**

### **Knowledge of:**

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

### **Ability to:**

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

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

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



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

**Physical Demands:**

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

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

**Work Environment:**

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

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

**HAZARDS:**

Contact with dissatisfied individuals.

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**Employee Acknowledgement:**

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

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

\_\_\_\_\_  
Date



# ELITE™

— A C A D E M I C —

## A C A D E M Y

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

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

**Qualifications:**

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

## ESSENTIAL DUTIES and RESPONSIBILITIES

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

### General Expectations:

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

### Other Duties:

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

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

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**Employee Acknowledgement:**

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Employee Signature

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

\_\_\_\_\_  
Date

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

## Lucerne Reoccurring Contracts 21/22 School Year

Company	Type of Service	Charter	Annual Fiscal Impact
Diligent (BoardEffect)	Business Services	Lucerne	\$4,892.50
Sage Intacct	Business Services	Lucerne	\$4,300.00
Bill.com	Business Services	Lucerne	\$8,067.60
OPS - Lucerne and Summer	Purchasing System	Lucerne	\$10,879.40
Rosetta Stone	Foreign Languages	Lucerne	\$2,500.00
Scantron	Testing	Lucerne	\$2,500.00
FlipSwitch Marketing Inc.	Marketing	Lucerne	\$80,000.00
Strongminid	Curriculum	Lucerne	\$220,000.00
Waisman Consulting	Special Ed Services	Lucerne	\$400,000.00
Blank Rome	Legal Feess	Lucerne	\$25,000.00
Hatch & Cesario	Legal Feess (SPED)	Lucerne	\$15,000.00



Date of Offer: May 4, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Lucerne, as a Temporary Teacher of Record. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, student enrollment in the Year Round program, and your timely completion of the requirements set forth in this letter.

If you are currently under contract with another district/charter for June 16, 2021 - August 11, 2021, you must provide Elite Academic Academy - Lucerne with documentation of your eligibility for employment (most traditional schools only contract through June). You must meet all certification requirements before the beginning of your assignment. Failure to timely provide the specified credentials will nullify this offer.

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

Terms and Benefits for this position:

**Start Date:** June 16,2021

**Term:** Temporary/At- Will

**Position Title:** Temporary Teacher of Record

**FLSA/CA Classification:** Exempt

**Stipends:** \$6000 teaching stipend/\$450 mileage stipend

**Number of Sick Days:** 0

**Number of Vacation Days:** 0

**Work Days:** (Monday- Friday) Year Round Calendar

**Retirement Benefits:** STRS

Please sign below to indicate your acceptance of this conditional offer and return this letter within 7 calendar days. Please let us know if you have any questions. We look forward to working with you. Please understand vacation time is not granted and you are expected to work full-time from June 16, 2021- August 11, 2021.

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

Candidate: [REDACTED]

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

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

DocuSigned by:

[REDACTED]

Date: 5/7/2021

DocuSigned by:

*Meghan Freeman*

Chief Executive Officer

Date 5/7/2021

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Date of Offer: May 7, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Lucerne, as a Temporary Teacher of Record. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, student enrollment in the Year Round program, and your timely completion of the requirements set forth in this letter.

If you are currently under contract with another district/charter for June 16, 2021 - August 11, 2021, you must provide Elite Academic Academy - Lucerne with documentation of your eligibility for employment (most traditional schools only contract through June). You must meet all certification requirements before the beginning of your assignment. Failure to timely provide the specified credentials will nullify this offer.

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

Terms and Benefits for this position:

- Start Date:** June 16,2021
- Term:** Temporary/At- Will
- Position Title:** Temporary Teacher of Record
- FLSA/CA Classification:** Exempt
- Stipends:** \$6000 teaching stipend/\$450 mileage stipend
- Number of Sick Days:** 0
- Number of Vacation Days:** 0
- Work Days:** (Monday- Friday) Year Round Calendar
- Retirement Benefits:** STRS

Please sign below to indicate your acceptance of this conditional offer and return this letter within 7 calendar days. Please let us know if you have any questions. We look forward to working with you. Please understand vacation time is not granted and you are expected to work full-time from June 16, 2021- August 11, 2021.

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

Candidate: [REDACTED]

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

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

DocuSigned by:  
[REDACTED] \_\_\_\_\_ Date: 5/7/2021

DocuSigned by:  
Meghan Freeman \_\_\_\_\_ Date: 5/7/2021  
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Chief Executive Officer \_\_\_\_\_



Date of Offer: May 4, 2021

Assignment Offered: Temporary Teacher of Record

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

It is our pleasure to offer you a position with Elite Academic Academy - Lucerne, as a Temporary Teacher of Record. This offer is contingent upon final Board approval, an acceptable FBI/DOJ background clearance, student enrollment in the Year Round program, and your timely completion of the requirements set forth in this letter.

If you are currently under contract with another district/charter for June 16, 2021 - August 11, 2021, you must provide Elite Academic Academy - Lucerne with documentation of your eligibility for employment (most traditional schools only contract through June). You must meet all certification requirements before the beginning of your assignment. Failure to timely provide the specified credentials will nullify this offer.

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

Terms and Benefits for this position:

- Start Date:** June 16,2021
- Term:** Temporary/At- Will
- Position Title:** Temporary Teacher of Record
- FLSA/CA Classification:** Exempt
- Stipends:** \$6000 teaching stipend/\$450 mileage stipend
- Number of Sick Days:** 0
- Number of Vacation Days:** 0
- Work Days:** (Monday- Friday) Year Round Calendar
- Retirement Benefits:** STRS

Please sign below to indicate your acceptance of this conditional offer and return this letter within 7 calendar days. Please let us know if you have any questions. We look forward to working with you. Please understand vacation time is not granted and you are expected to work full-time from June 16, 2021- August 11, 2021.

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

Candidate: [REDACTED]

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

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

DocuSigned by:  
[REDACTED] 5/12/2021  
Date: \_\_\_\_\_

DocuSigned by:  
*Meghan Freeman* 5/7/2021  
Chief Executive Officer \_\_\_\_\_ Date \_\_\_\_\_  
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Date of Offer: May 19, 2021

Assignment Offered: Temporary Year-Round Instructional Aide

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

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

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

Terms and Benefits for this position:

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

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

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

**Candidate:** [REDACTED]

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

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

DocuSigned by:

[REDACTED]

Date: 5/19/2021

DocuSigned by:

*Meghan Freeman*

Chief Executive Officer

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Date 5/19/2021



Date of Offer: May 24, 2021

Assignment Offered: Temporary Year-Round Instructional Aide

Candidate Name: [REDACTED]

Candidate Address: [REDACTED]

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

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

Terms and Benefits for this position:

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

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

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

**Candidate:** [REDACTED]

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

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

DocuSigned by: [REDACTED] e: 5/24/2021

DocuSigned by:  Meghan Freeman  Date 5/24/2021

Chief Executive Officer



May 20, 2021

**Re:** [REDACTED] **Employment Status**

[REDACTED],

Per your communication with Teresa Schaffer on May 5, 2021, you have resigned from your employment as Educational Business/SPED Liaison with Elite Academic Academy - Lucerne, effective May 21, 2021.

Please return all company-owned property within 3 days. You can hand-deliver 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 (and paystub)
3. Company Property Return Form
4. For Your Benefit (Form 2320)
5. Notice to Terminating Employees- Health Insurance Premium Notice

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

Sincerely,

DocuSigned by:

Tracy Hasper

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Tracy J. Hasper, Esq. - Chief Personnel Officer





## AT-WILL EMPLOYMENT AGREEMENT

Between Elite Academic Academy Charter - Lucerne

Name: [REDACTED]

in the position of

Title: Independent Study School Social Worker

May 24, 2021

[REDACTED]  
[REDACTED]  
[REDACTED]

Dear [REDACTED]

We are pleased to offer you the position of **full-time exempt Independent Study School Social Worker** with Elite Academic Academy - Lucerne (the "School") **commencing June 28, 2021**, including 3 Professional Development days (August 18, 19, and 20, 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:

Your job duties are detailed in the attached job description and you will report to the Chief Academic Innovations Officer, or designee.

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

You will be paid an annual salary of \$65,000, less applicable withholdings for 224 days of work (see

calendars attached) + 3 days of Professional Development (see above). [**Note:** Because your contract begins June 28th, the 225 day (20/21) staffing calendar will apply for the days worked during the month of June 2021; then, please refer to the 224 day (21/22) staffing calendar for your work days for July 2021 - June 2022, for the upcoming school year.]

You will also receive a stipend of \$250 a month for travel and mileage (in lieu of mileage reimbursement). You will be paid once a month on or before the 26th of each month. Please refer to the attached payroll calendar to confirm your exact pay dates.

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

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

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

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

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

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

The School is an equal opportunity employer. School policy prohibits discrimination, retaliation, or harassment based on actual or perceived ancestry, race, color, religion, including religious dress and grooming practices, national origin, including language use and possession of a driver's license issued to persons unable to prove their presence in the United States is authorized under federal law, citizenship, marital status, sex, pregnancy, childbirth, breastfeeding, or related medical conditions, gender, gender identity, gender expression, sexual orientation, age (40 and

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

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


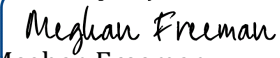
This letter agreement, when accepted by you, constitutes our entire agreement and supersedes all prior agreements and representations whether written or oral. This letter agreement may be amended only by a writing signed by both yourself and the School.

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

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

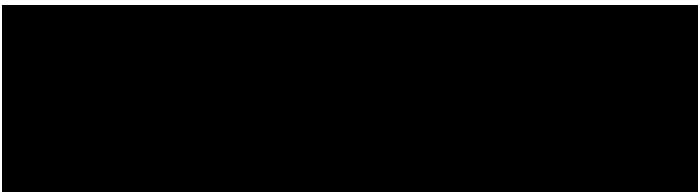
Once again, we are looking forward to you joining the Elite Academic Academy - Lucerne team, and personally growing with the School.

Sincerely,

  
  
Meghan Freeman  
CEO

5/24/2021  
Date: \_\_\_\_\_

AGREED TO AND ACCEPTED BY:



5/25/2021  
Date: \_\_\_\_\_



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

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

**Qualifications:**

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

## **ESSENTIAL DUTIES and RESPONSIBILITIES**

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

### **General Expectations:**

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

### **Other Duties:**

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

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

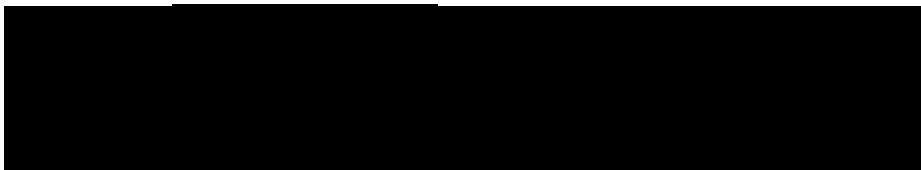
**Work Environment:**

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

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

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**Employee Acknowledgement:**



5/25/2021

Date

*Study School Social Worker Job Description  
Pending Board Approval*



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

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

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

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

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

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

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

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

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

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

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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



**IX. Arbitration Fees and Costs**

The fees for the arbitrator (including any administrative costs charged by the arbitration 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 Melissa Schulze 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.**

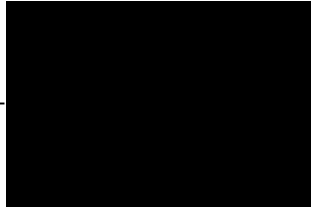
**Both the COMPANY and EMPLOYEE understand that by using arbitration to resolve any Covered Dispute between EMPLOYEE and the COMPANY or COMPANY PARTIES they are not entitled to a judge or jury trial or the right to pursue a class or collective action.**

**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*  
44137E406BE5494...

EMPLOYEE:



By:

Meghan Freeman, CEO

By:

DATED:

5/24/2021

DATED:

# EAA 2020/21 Calendar - 225 Day (12 month) Employees

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

AUGUST						
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23	24	25	26	27	28	29
30	31					

SEPTEMBER						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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

Holidays	
7/1	First Day of School
7/3	Fourth of July (observed)
9/7	Labor Day
11/11	Veteran's Day
11/23-11/27	Thanksgiving Break
12/21-1/1	Winter Break
1/18	Martin Luther King Day
2/15	President's Day
3/15-3/19	Spring Break
5/31	Memorial Day
6/7	Last Day of Traditional
6/15	Last Day of Year Round

NOVEMBER						
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22	23	24	25	26	27	28
29	30					

DECEMBER						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

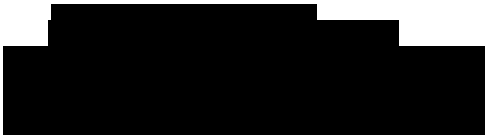
MARCH						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Approved by Board 05/07/2020



**Key**

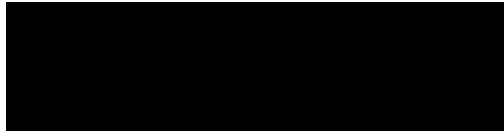
	Contract Start & End Date
	First & Last Day of School
	Paid Holidays
	Paid Flex (Non-Contract) Days
	PD Days

# EAA 2021/2022 Staffing Calendar - 224 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	31	11/11	Veteran's Day Holiday							
																												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

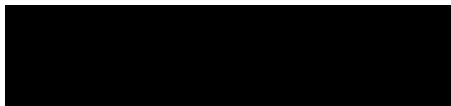


# EAA 2021/2022 Staffing Calendar - Payroll

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							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		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






**Temporary Contract Addendum**

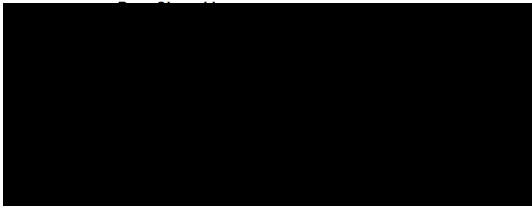
May 19, 2021

**Re: Temporary Year-Round Instructional Aide Position – [REDACTED]**

Effective May 3, 2021, your temporary contract (attached) was amended (by virtue of this contract addendum) to include a pay rate of \$18 per hour (rather than \$15 per hour).

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

DocuSigned by:  
  
A4137E406BF5404...  
Meghan Freeman  
CEO





Date of Offer: April 1, 2021

Assignment Offered: Temporary Part-Time Instructional Aide

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 May 1, 2021, and continue until a date TBD and agreed upon by you and your direct supervisor..
- 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 Part-Time Instructional Aide (the "Position") performing the duties described on Exhibit A attached hereto. The Temp accepts employment with the School on the terms and conditions set forth in this Temporary Employment Contract, and agrees to devote his/her full time and attention (reasonable periods of illness excepted) to the performance of his/her duties under this Contract.
- The Temp's days of work shall be Monday through Friday at hours determined by the School, provided that ordinary working hours shall not exceed 20 hours per week, *unless agreed upon by the School*.
- In consideration for the performance of the duties hereunder, the Temp shall be entitled to compensation as described on Exhibit B attached hereto.
- The Temp agrees and acknowledges that he/she shall comply with the School's Employee Handbook. Copies of such documents are available upon request.
- No modification of this Contract shall be valid unless in writing and agreed upon by both Parties.

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

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

Elite Academic Academy

DocuSigned by:  
Meghan Freeman                      4/1/2021  
A4137E406BF5494...  
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 \$15.00 (the "Compensation") for performance of the duties described in the Temporary Employment Contract.
  - Payments from the pay period beginning on the 1st and ending on the 15th will be paid on, or before, the 26th of that month; and payments for the pay period beginning on the 16th thru the end of the month, will be paid on or before the 10th of the month.
  - The compensation set out above shall be the Temp's sole compensation under the Temporary Employment Contract. Sick leave will be provided in accordance with the law.
  - Payments to the Temp shall be subject to employer withholding.



## Temporary Year-Round Instructional Aide

### *Job Description*

<b>Position Title:</b>	<b>Temporary Year-Round Instructional Aide</b>
<b>Reports To:</b>	Teacher of Record
<b>FLSA Status:</b>	Non-Exempt
<b>School Classification:</b>	Classified
<b>Pay Range:</b>	\$15-18 per hour
<b>Work Schedule:</b>	Varies
<b>Location:</b>	Remote

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**Position Summary:** *The Instructional Aide supports the staff and students by completing various duties outlined in this job description to support student engagement and learning.*

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

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



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

- Carry out tasks assigned by the admin/teacher of record.
- Provide support to the teacher to ensure students are engaged in their academics.
- Contact students via phone, text, or zoom to help keep them engaged.
- Collect student work samples, and required signed documents for the teacher of record.
- Assist students in uploading work and required documents
- Follow up on emails written by the teacher of record.
- Assists students and/or parents, individually or in groups, with lesson assignments to present or reinforce learning concepts.
- Assist students and/or parents in connecting with the proper support needed by their teachers of record, academic support and content teachers.
- Assist in the maintenance/preparation of instructional materials.
- Assist in maintenance of student attendance and achievement.
- Assist students in attending enrichment webinars.

#### **Other Duties**

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

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

- Effective written and oral communication form.
- Ability to understand and follow safety procedures.
- Develop and maintain effective working relationships.
- Display sensitivity, tact and responsiveness in various situations and needs.
- Handle public contact and relations effectively.
- Ability to understand and follow specific instructions and procedures.
- Analyze and resolve problems.
- Ability to work independently and coordinate with others.
- Maintain accurate and orderly records.
- Ability to work collaboratively with a team.
- Maintain a high level of confidentiality.

- Handle feedback and constructive criticism.

**Use of Computer Technology:**

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

**Physical Demands:**

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

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

**Work Environment:**

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

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

**Hazards:**

- Contact with dissatisfied individuals

**Employee Acknowledgement:**



4/1/2021

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](http://www.adr.org). A copy of the AAA Rules is also available from the Elite Academic Academy Human Resources Department upon request. Arbitration under this Agreement may be conducted by the AAA, ADR Services, Inc., JAMS, Inc. or other similar organization agreed to by the parties.

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

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

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

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

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

**III. Class and Collective Action Waiver**

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

**IV. Governing Law**

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

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

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

**VI. Place of Arbitration**

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

**VII. Discovery**

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

**VIII. Arbitration Decision**

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

**IX. Arbitration Fees and Costs**

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

**X. Severability**

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

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

This Agreement between EMPLOYEE and the COMPANY constitutes the entire agreement between the parties with respect to the matters referenced herein. This Agreement can be modified only by a written instrument executed by Hannah Makkai 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: \_\_\_\_\_

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

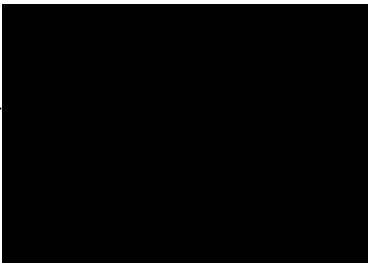
Meghan Freeman, CEO

4/1/2021

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

DATED \_\_\_\_\_

DocuSigned by:  
*Meghan Freeman*  
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# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

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

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

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$9,434,548
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$904,678
<b>All Other State Funds</b>	\$1,051,832
<b>All Local Funds</b>	\$0
<b>All federal funds</b>	\$606,825
<b>Total Projected Revenue</b>	\$11,093,205

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$9,868,962
<b>Total Budgeted Expenditures in the LCAP</b>	\$8,186,980
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$904,678
<b>Expenditures not in the LCAP</b>	\$1,681,982

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

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

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	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

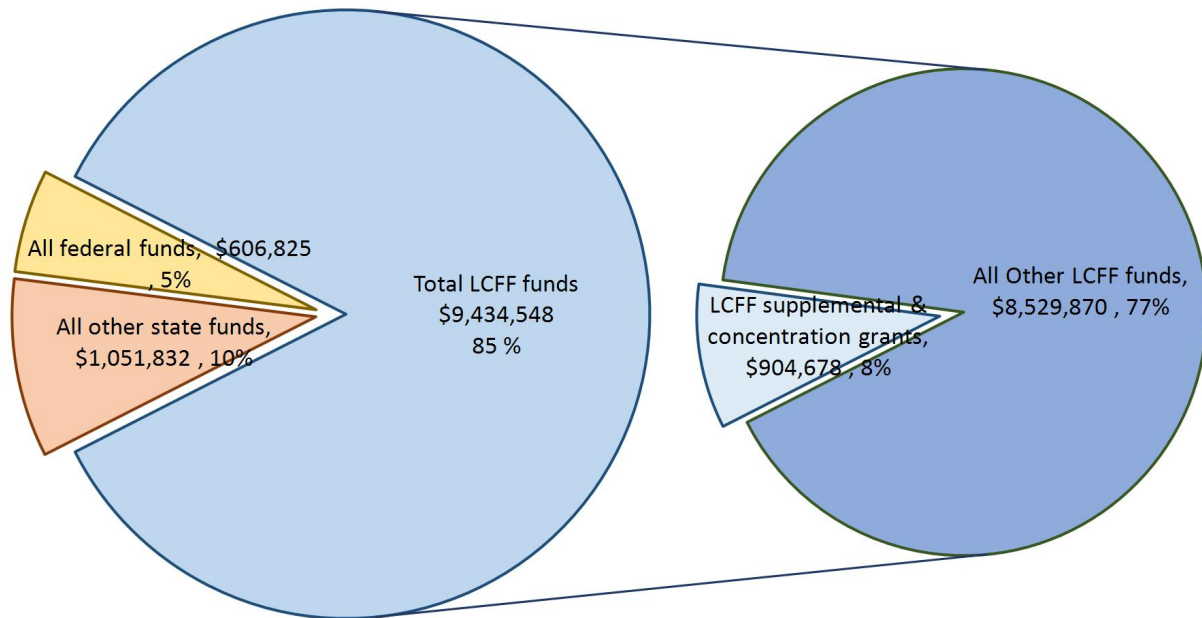
mfreeman@eliteacademic.com

(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.

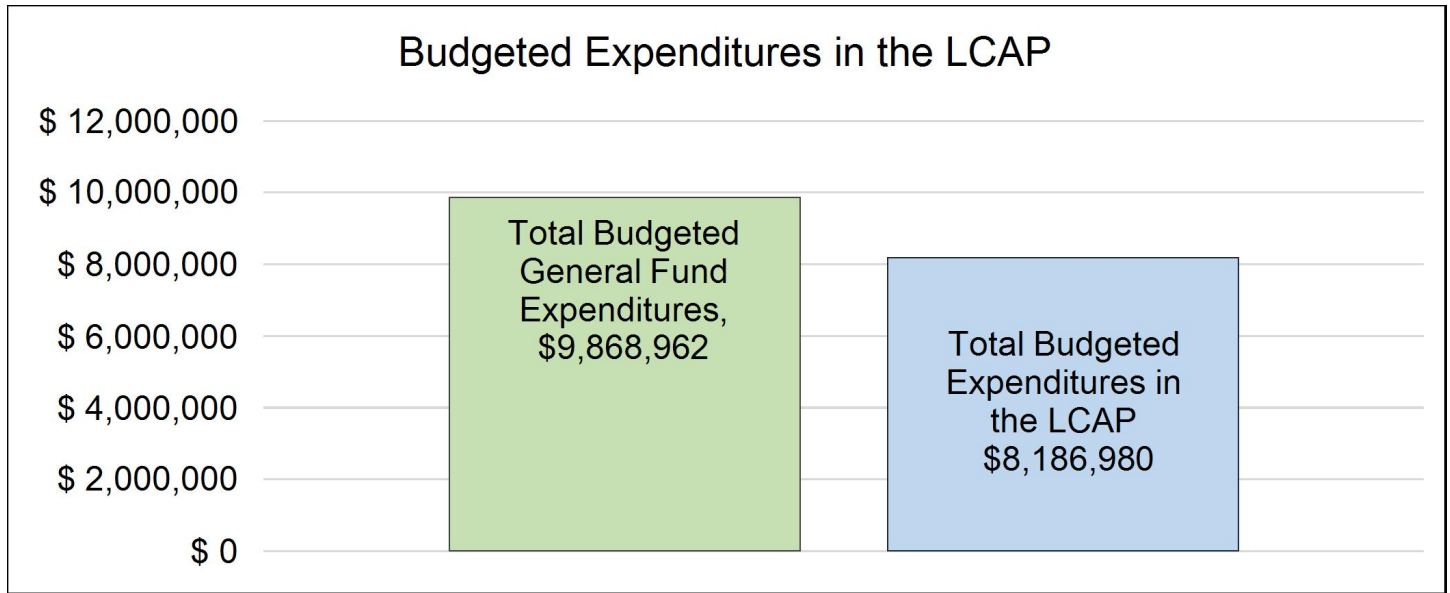
The total revenue projected for Elite Academic Academy-Lucerne is \$11,093,205, of which \$9,434,548 is Local Control Funding Formula (LCFF), \$1,051,832 is other state funds, \$0 is local funds, and \$606,825 is federal funds. Of the \$9,434,548 in LCFF Funds, \$904,678 is generated based on the enrollment 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 \$9,868,962 for the 2021-22 school year. Of that amount, \$8,186,980 is tied to actions/services in the LCAP and \$1,681,982 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

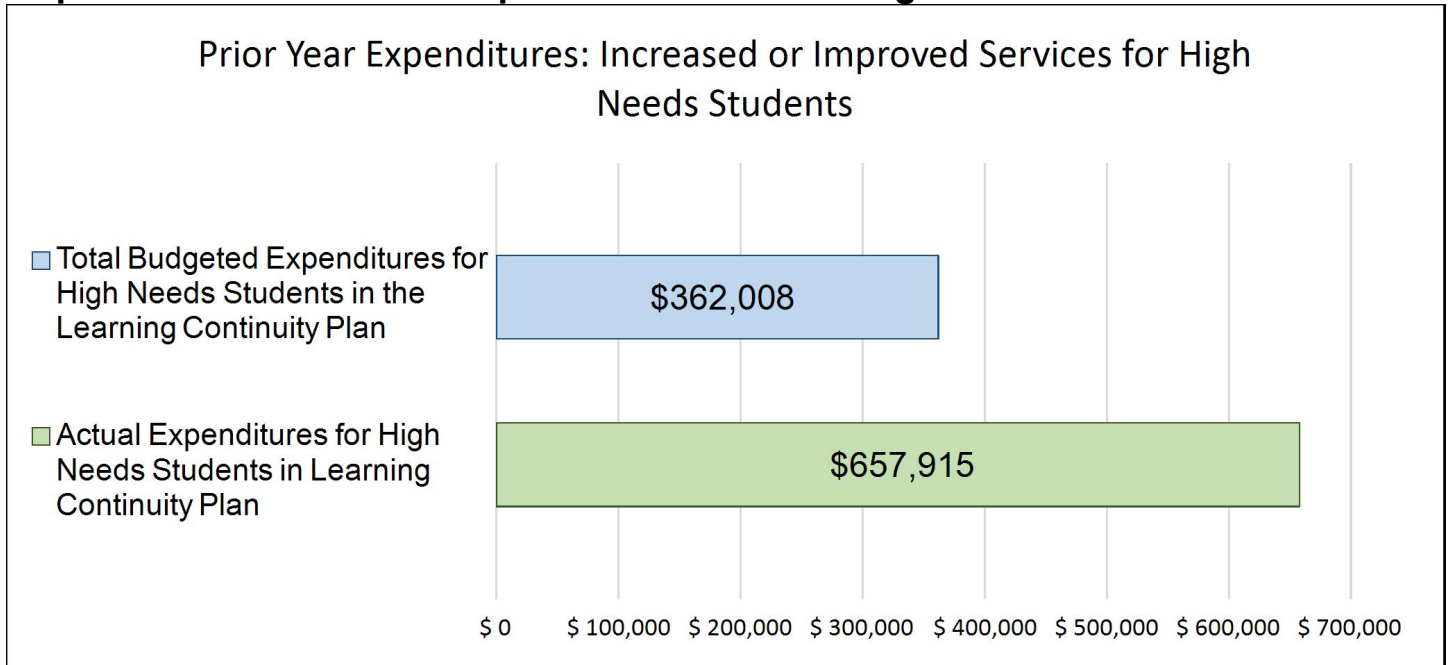
Employees Benefits, Special Education Costs and Misc. Business and Operating expenses are not included in the LCAP

## 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.

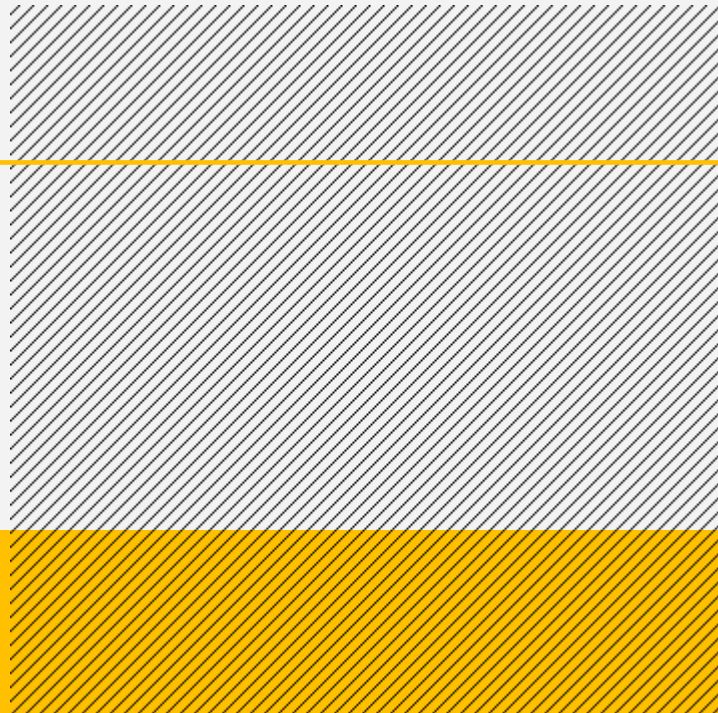
In 2020-21, Elite Academic Academy-Lucerne's Learning Continuity Plan budgeted \$362,008 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Lucerne actually spent \$657,915 for actions to increase or improve services for high needs students in 2020-21.





# LCAP Community Forum

## June 3, 2021





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

Meghan Freeman, M.Ed  
Chief Executive Officer

Mrs. Antonette Sims  
Director of Assessment

Dr. Laura Spencer  
Director of Academic Innovation

## Meeting Goals

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

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





# Local Control Funding Formula (LCFF)



California's education funding system

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



# Local Control and Accountability Plan (LCAP)

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

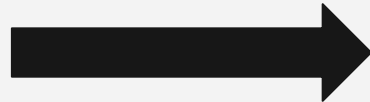
LCAP is the three-year plan.







## 8 State Priorities



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



# Stakeholder Role

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



Stakeholders include:

- Students & Parents
- Teachers & Administrators
- Advisory Groups



## Stakeholder Input



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



## Panorama Schoolwide Anonymous Survey Results

### Barriers to Engagement

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

**89%**

### Family Engagement

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

**32%**

### School Climate

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

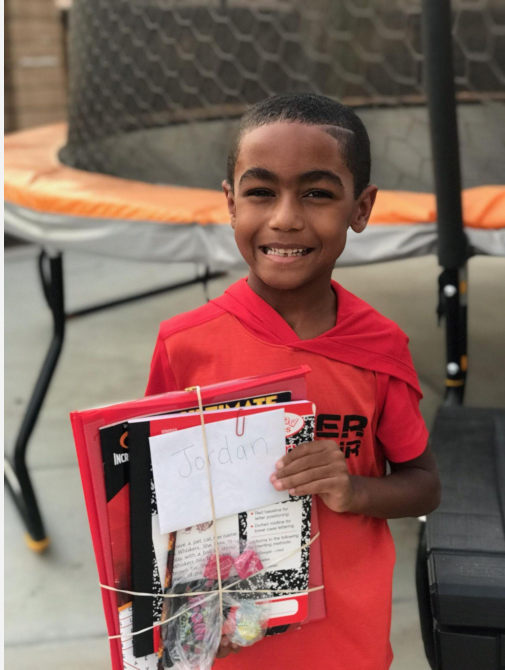
**85%**

### School Fit

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

**79%**





# Student Data Drives LCAP Goals

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

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



## CAASPP

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

Resources for parents: [startingsmarter.org](http://startingsmarter.org)



### i-Ready Diagnostic Testing

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

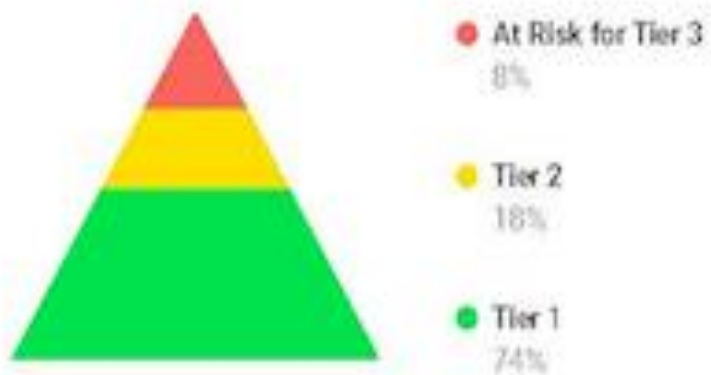
Adaptive assessment designed to provide teachers with actionable insight into student needs

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



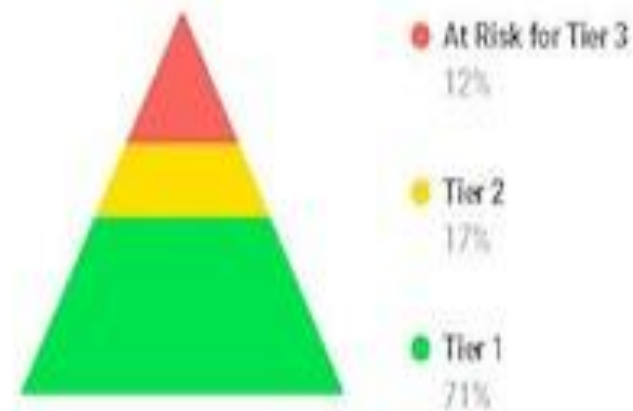
### Spring Reading Diagnostic Schoolwide Results

#### Overall Placement



### Spring Math Diagnostic Schoolwide Results

#### Overall Placement



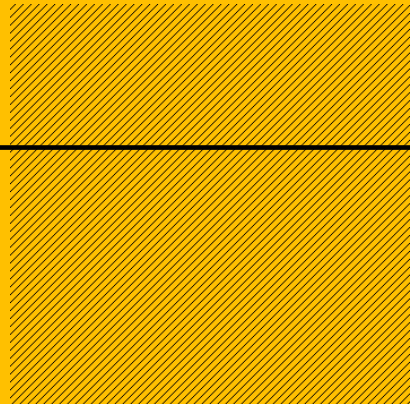




# Elite's 20-21 LCAP

*#BeElite*

ELITE ACADEMIC ACADEMY





## LCAP goals

**1**

Improve academic achievement for all students

**2**

Increase student attendance and climate by providing a high quality education

**3**

Establish connections and partnerships with our families and community

**4**

Ensure students are college and career ready



# Goal 1

Improve academic achievement for all students



## Actions

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



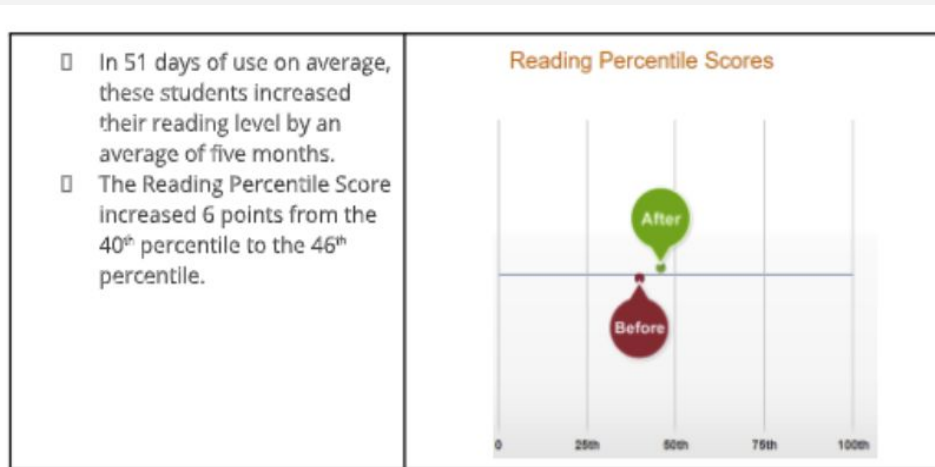
- Professional development and ongoing training and discussions on engaging teaching practices, EL Masterplan, the use of rubrics and student academic achievement data to inform instruction
- Expand the services of the Student Support team to provide additional academic support to struggling students



# Goal 1 2020.21 Successes

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

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





# Looking forward to 2021.22 GOAL 1

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



**AMBASSADORS**  
OF COMPASSION



## Goal 2

Increase student attendance and climate by providing a high quality education



## Actions

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



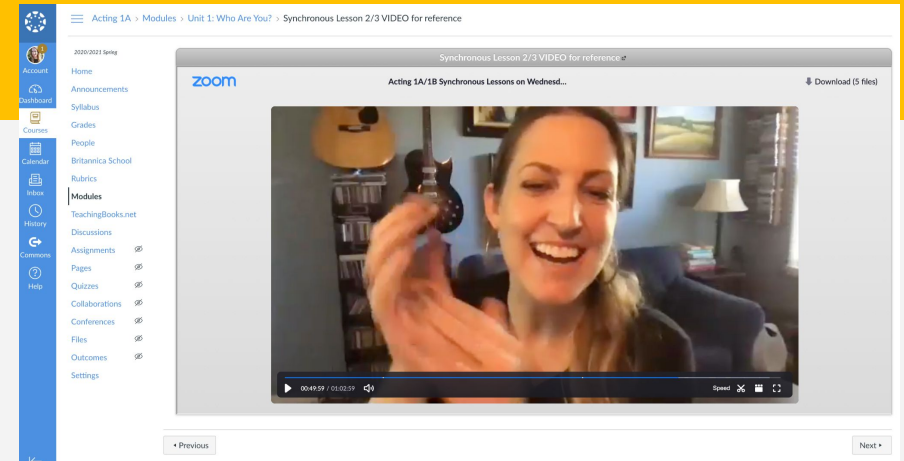




## Goal 2 2020.21 Successes



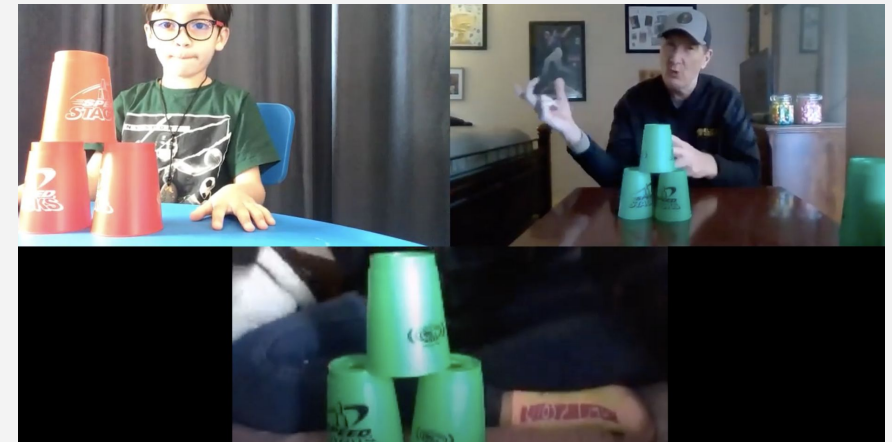
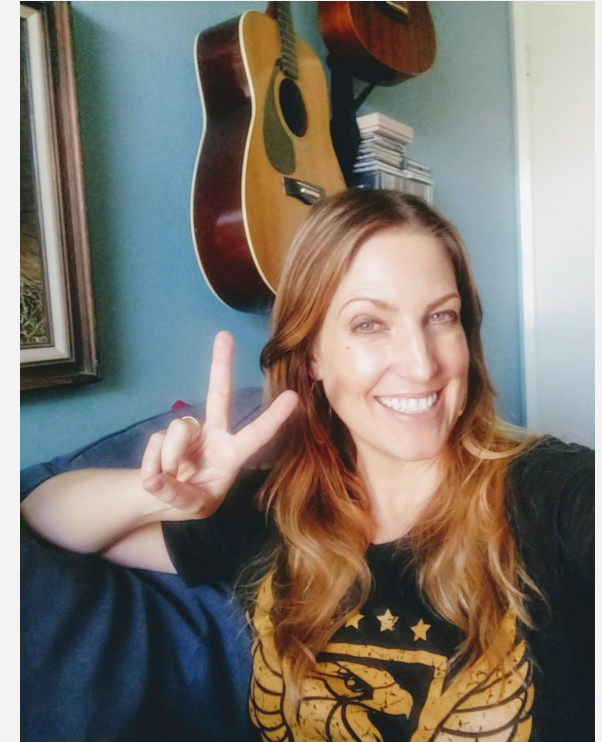
- Students were engaged and supported throughout the school year by our Student Support Team and Interventions.
- Teachers held live synchronous lessons for student support in core and elective courses



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

# Looking forward to 2021.22 Goal 2

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





## Goal 3

Establish connections and partnerships with our families and community





**YOU ELITE**  
ACADEMIC ACADEMY  
**SCHOOL**  
CURRICULUM FOR A MEANINGFUL LIFE

**FEELINGS** come from **SOMEWHERE**

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

**Helping us understand our emotions**

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

#BeElite

ELITE ACADEMY

Mr. Smith

Cindy Lou

Bethzaida

Banana Maddie

Ashlea Kirkland

Find the Be Elite Podcast at at SoundCloud, Spo

## Actions

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

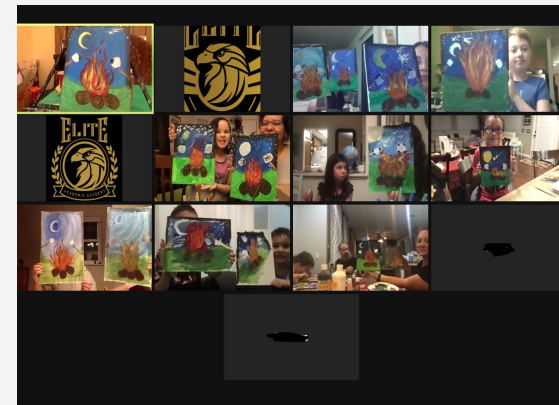


ParentSquare



## Goal 3 2020.21 Successes

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



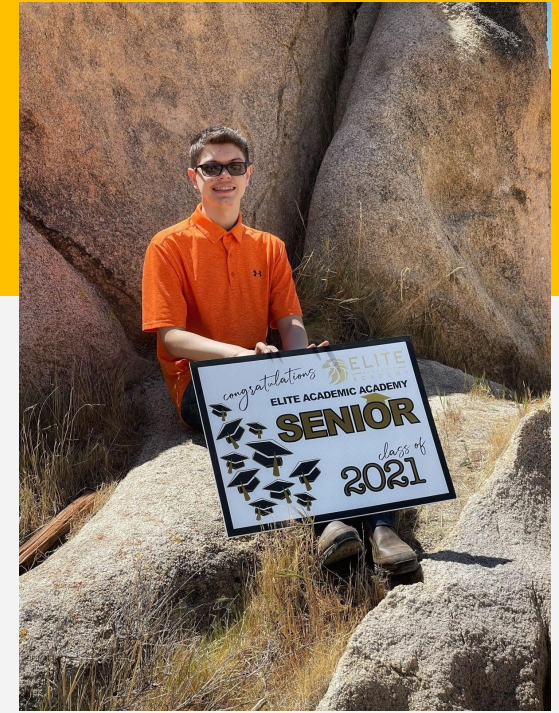
# Looking forward to 2021.22 Goal 3

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

**YOU  
SCHOOL**  
CURRICULUM FOR A MEANINGFUL LIFE







# Goal 4

Ensure students are college and career ready



## Actions

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





## Goal 4 2020.21 Successes

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



# Looking forward to 2021.22 Goal 4

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





# Input!





**ELITE**<sup>™</sup>  
— A C A D E M I C —  
A C A D E M Y

# Local Indicators



# California Dashboard Accountability Model

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

[CaliforniaDashboard Video](#)

[CaliforniaSchoolDashboard](#)

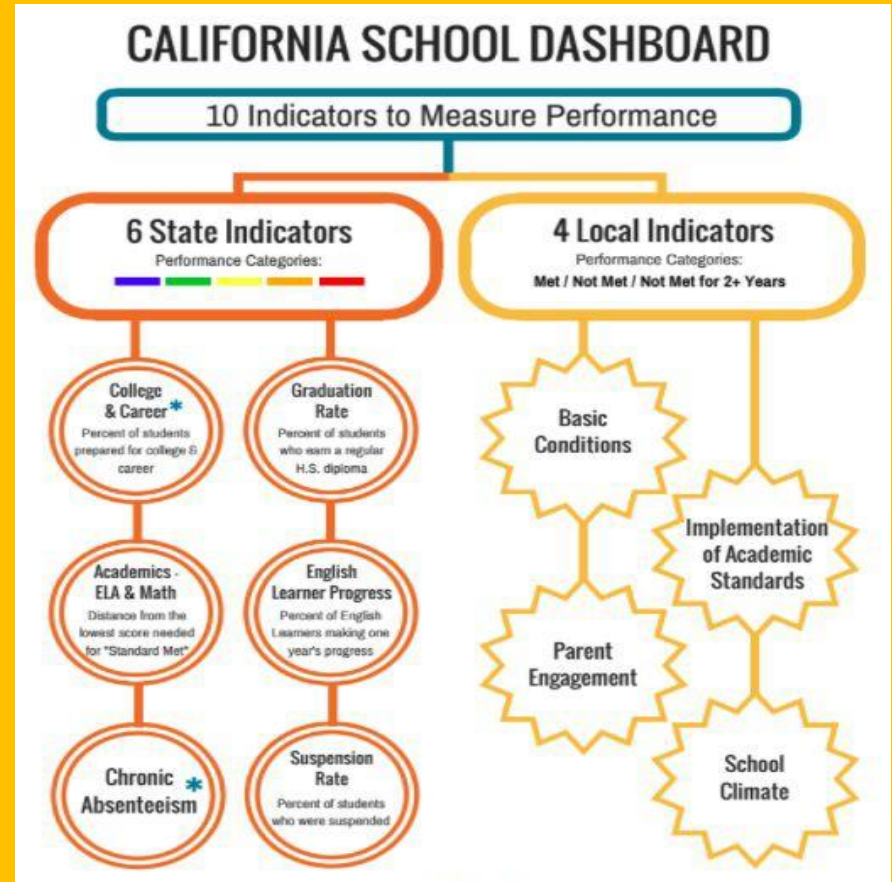
[CaliforniaFive by Five Model](#)



# New Accountability System

## California Dashboard

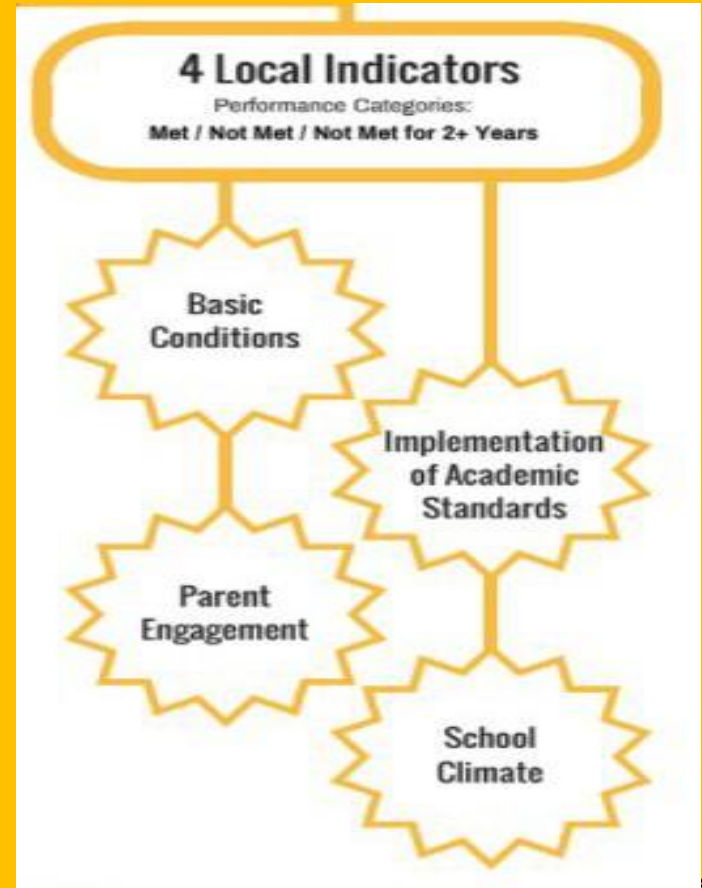
- ▶ Measure performance on State Priorities in 10 areas
- ▶ 6 state indicators
- ▶ 4 local indicators
- ▶ Publicly released in spring 2017



# New Accountability System

## California Dashboard

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



a

**District performance is reported based on meeting the standard as:**

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





# Local Indicators



# Priority 1: Basic Conditions - MET

## Data on current hire information

### **Teachers**

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

Total teacher mis-assignments: 0

Vacant teacher positions: 0

### **Books**

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

### **Facilities\***

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

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

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

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

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

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

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

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

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

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

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

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

Rating Scale (lowest to highest):

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



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

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

## Academic Support

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

## Enrichment

- Free Enrichment Workshops
- Family Nights

## Community Resources/SEL Support

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

## Communication/Involvement

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

## Priority 3: Parent Engagement:

### *Findings Related To LCFF Priorities In LCAP*

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

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

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

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

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

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

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

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

# Priority 5: Pupil Engagement: Attendance and Graduation Rates

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

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

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

## Priority 6: School Climate - Met

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

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

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

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

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

Rating Scale (lowest to highest):

1 – Exploration and Research Phase;

2 – Beginning Development;

3 – Initial Implementation;

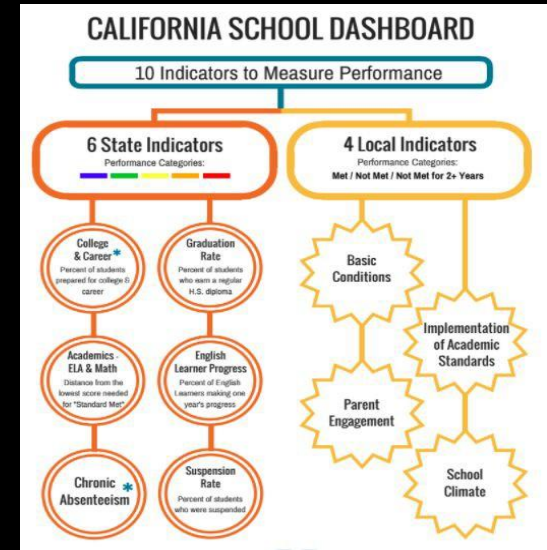
4 – Full Implementation;

5 – Full Implementation & Sustainability



# NEXT STEPS

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



# GLOSSARY

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





# ELITE™

— A C A D E M I C —

## A C A D E M Y

## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elite Academic Academy-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"> <li>Participate in the SST process</li> <li>Receive tutor support from in house and approved partners</li> <li>Learn test-taking and time -management strategies</li> </ul>	\$337,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Enroll in Dual Enrollment, CTE, or other elective opportunities</li> <li>Social and Emotional Learning Opportunities</li> <li>Implement processes for curricular review (including course rubrics) and evaluation, including graduation requirements, credits, and grading policies.</li> <li>Fast ForWord Curriculum Interventions</li> </ul> (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"> <li>• Surveys</li> <li>• Parent Meetings</li> <li>• Student Meetings</li> <li>• Important updates and Information</li> <li>• SEL Surveys</li> <li>• Anti-bullying Webinars, Parent Training, Suicide Awareness, State Testing, Test Prep communication, and more.</li> <li>• ParentSquare, website</li> </ul> <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"> <li>• Social Work for Student Success</li> <li>• School Counselor</li> <li>• Social and Emotional Courses</li> <li>• Parent Workshops</li> </ul>	\$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"> <li>• Mental health Awareness</li> <li>• Solace Care Mental Health Community Partnership</li> <li>• Staff Mental and Physical Awareness with Sports Academy</li> <li>• Staff and Student Physical Step Challenges in Partnership with Fitbit</li> <li>• Social and Emotional Courses</li> <li>• Parent Workshops</li> </ul>	\$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.

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**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"> <li>• Develop CTE integrated Curriculum in Core Academics</li> <li>• Continue to provide Professional Development for CTE teachers</li> <li>• Continue to fund CTE Director</li> <li>• Continue to provide and implement pathways and support for CTE in grades 7-12</li> <li>• Create a pathway in grades 7-8 to bridge to high school CTE pathway</li> <li>• Create a Career Exploration course for middle school students</li> <li>• Continue to fund participation costs and training</li> <li>• Establish Community Partnerships with local businesses to serve on the CTE Advisory board for industry insight and expertise in development of CTE pathways.</li> </ul> <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, &amp; 10th-grade students and provide opportunities for AP courses and exams.</p> <ul style="list-style-type: none"> <li>• Provide for the cost of PSAT and SAT Fee waivers for students who are eligible low-income students.</li> <li>• Continue providing AP courses through accredited Curriculum providers</li> <li>• Continue providing AP students with AP course textbook/materials (LI, FY, EL, SWD)</li> </ul>	\$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"> <li>DASS Opportunities for graduation</li> </ul>	\$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"> <li>Students will complete courses that satisfy UC or CSU entrance requirements or programs that align with the State Board-approved CTE standards and framework</li> <li>Create internship and project experiences to create a more diverse understanding of life opportunities.</li> <li>Create externships, job shadowing experiences, and internships for Career Technical Education Students.</li> <li>Increase relationships with community college partners to increase the number of students taking college coursework concurrently, dual enrollment or CTE courses.</li> <li>Develop a comprehensive college application and support series for 9-12th grade students.</li> <li>Purchase of Industry Certification opportunities for CTE or college-bound students.</li> <li>Purchase of appropriate technology to support CTE learning goals/objectives.</li> </ul> <p>(All Students)</p> <ul style="list-style-type: none"> <li>Continue with College and Career Counselor to guide and plan students' 4-year plan and post-secondary --desires</li> </ul>	\$178,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>CTE completion, A-G completion, and NCAA completion (All Students).</li> </ul>		
7	Mentoring and Coaching	<p>Creation of Mentoring and Coaching program for Middle/High School students.</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	\$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.

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

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

## 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
<b>Total:</b>	\$752,500.00	\$961,316.00
<b>LEA-wide Total:</b>	\$752,500.00	\$961,316.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$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
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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™**  
— A C A D E M I C —  
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**

<b>LEA Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
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><b>Metric/Indicator</b> CAASPP</p> <p><b>Baseline</b> 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**

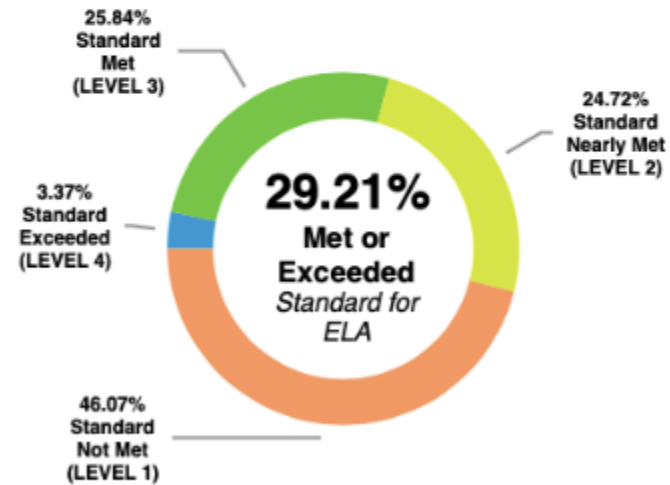
**Actual**

**Report Options**

Year: 2018-19 Grade: All Grades Student Group: All Students (Default)

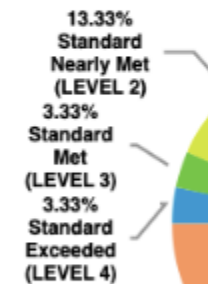
**ELA**

Percent of students within each achievement level



**Mathematics**

Percent of stud



**Metric/Indicator**

LCFF EVALUATION RUBRIC

**Baseline**

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

At Elite we met all of the local indicator standards. We have a population of over 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

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

<b>State Priority</b>	<b>Corre</b>
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"> <li>• Online courses, credit recovery, core programs</li> <li>• Supplemental curriculum and materials supporting common core standards</li> <li>• Extended School year</li> <li>• Digital curriculum aligned to common core</li> <li>• Service vendors offering educational opportunities across geographical area</li> </ul>	<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><b>Metric/Indicator</b> Chronic Absenteeism</p> <p><b>19-20</b> 11.3%</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> Expulsion Rates</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> Suspension Rates</p> <p><b>19-20</b> 0%</p> <p><b>Baseline</b> 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



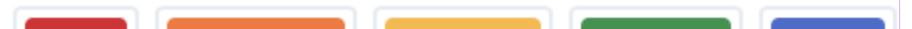
No Performance Color

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><b>Metric/Indicator</b> Survey Results</p> <p><b>19-20</b> Parent participation will increase by 5% as measured by participation rate of surveys and sign-in sheets at meetings.</p> <p><b>Baseline</b> # 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><b>Metric/Indicator</b> Survey Results</p> <p><b>19-20</b> Elite Academic Academy will maintain a high Satisfaction Rate.</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b>            From baseline/prior year data:</p> <p><b>19-20</b>            Increase the graduation rate by 2% 19/20 - 8/38 Graduates = 21%</p> <p><b>Baseline</b>            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><b>Metric/Indicator</b>            From baseline/prior year data:</p> <p><b>19-20</b>            % 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><b>Baseline</b> % 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><b>Metric/Indicator</b> From baseline/prior year data: <b>19-20</b> Increase students who complete CTE certification courses by 2% <b>Baseline</b> 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.

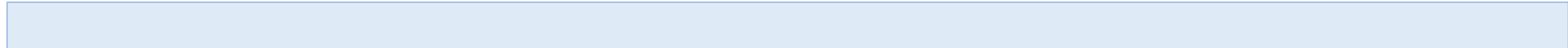
N/A

# 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](mailto: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.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
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

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

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	834,651.00	1,106,350.00
<b>Goal 2</b>	1,199,000.00	1,467,712.00
<b>Goal 3</b>	941,305.00	962,244.27
<b>Goal 4</b>	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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$404,758.00</b>	<b>\$699,252.12</b>

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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$42,750.00</b>	<b>\$41,337.12</b>

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
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$362,008.00</b>	<b>\$657,915.00</b>

**Elite Academic Academy-Lucerne**

DISTRICT

**CERTIFICATION OF SIGNATURES**

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

**K-12 Districts:** 35143, 42632, and 42633

**Community College Districts:** 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2021 to June 30, 2022

In accordance with governing board approval dated June 3, 2021.

Signature \_\_\_\_\_ Clerk (Secretary) of the Board

Typed Name Kent Christensen Clerk (Secretary) of the Board

**NOTE:** Please TYPE name under signature.

**Column 1**

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME	
<b>Susan McDougal</b>	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
<b>Kent Christensen</b>	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
<b>Cody Simms</b>	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME	
Member of the Board of Trustees/Education	

**Column 2**

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME	
<b>Meghan Freeman</b>	
TITLE Chief Executive Officer	
SIGNATURE	INITIALS
TYPED NAME	
<b>Teresa Schaffer</b>	
TITLE Director of Educational Business Services	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS



**CP NAME**

RE: Payment Schedule

**CP ADDRESS**

This payment agreement is between “(Community Partner Name)” and “Elite Academic Academy- Mountain Empire and Elite Academic Academy- Lucerne” for the 2021/2022 Year-Round Program first learning period. This agreement is above and beyond the approved Elite Academic Academy community partner packet that was completed and approved by our community relations department. This agreement is only valid for the dates outlined below and for the supplemental services to our students in the area of “(CP Services Offered)”.

**Important items to remember:**

1. **(CP Name)** will be required to submit daily attendance for all students who attend the program beginning **July 1, 2021**, and through **August 07, 2021\***. (Any students not attending Elite for a full 30 school days will have reduced educational funds.) Prorated payment schedule to **(CP Name)** based on student attendance. Students must attend these dates to receive full funding.

July 1 - 3	\$40
July 1 - 10	\$160
July 1 - 17	\$280
July 1 - 24	\$400
July 1- Aug 7	\$500

2. **(CP Name)** understands that EAA can only pay you once services are rendered for up to a total of **(number)** students.
3. All invoices submitted by **(CP Name)**, **must include:** Bill To information (Elite Academic Academy, 43414 Business Park Drive, Temecula, CA 92590); (Community Partner Name) information (must match W9); an invoice number; invoice date; student’s name; purchase order (PO) number; weekly attendance days; amount per student; and total due.
4. Please note that we have set two payment schedules, A and B, which are outlined below to support the unique Social Distancing circumstances we are experiencing.

**Schedule A: Full Services** ( COVID-19 Social Distancing Lifted/In Person Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$160 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$240 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$100 per student	July 1- Aug 7	08/15/2021	8/23/2021

**Schedule B: Social Distancing** ( COVID-19 Social Distancing in Place/Virtual Services)

	Student Attendance	Invoice Submitted	Date Paid
Payment #1 \$100 per student	July 1-10	07/10/2021	07/17/2021
Payment #2 \$100 per student	July 1-24	07/24/2021	07/31/2021
Payment #3 \$300 per student	July 1-Aug 7	After in person services are rendered. (Once social distancing is lifted)	Net 30 of the invoice date. Invoices must be received on or before 12/15/2021



5. **Payment #1** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **(CP Name)** through **July 10**.
6. **Payment #2** will only be paid for students who are fully enrolled with completed applications, master agreements, an associated PO number, and have confirmed attendance in school and with **(CP Name)** through **July 24**.
7. **Payment #3** will only be paid for students who have continued to attend for the remainder of the learning period through **August 7th**.
8. **Elite Academic Academy is responsible to support families/students in the completion of ALL academic requirements for our Year Round program. Your support in encouraging families/students to complete assignments is greatly appreciated and will support us in improved attendance resulting in a better chance of full payment for your supplemental enrichment services.**
9. Students who drop out of the program early will have limited funds for enrichment, and payments will be prorated based on accurate attendance. Please see the prorated schedule above.
10. If **(CP Name)** is deemed to have been overpaid for a student, Elite Academic Academy will subtract that total from Payment #3, and/or invoice the community partner for a refund on that student, with a net 30 payment expected.
11. If Elite Academic Academy has underpaid **(CP Name)** for a student, Elite Academic Academy will ensure the total funds for all students, in full attendance of learning period, are paid by Payment #3.
12. **(CP Name)** is responsible for submitting timely invoices with accurate information, and acknowledges that such errors may result in payment delays. Any invoice for Year Round Services received after 8/15/21 (for Schedule A payments only; see above) will be paid in net 60 terms as long as the students have completed all required elements outlined above.
13. This agreement is made solely between **(CP Name)** and Elite Academic Academy. Should **(CP Name)** choose to subcontract any portion of their services, with a third-party partner, not vetted or approved by Elite Academic Academy, **(CP Name)** will be strictly liable for all actions of said third-party partner, including dissemination of misinformation, and Elite Academic Academy will have the right to terminate this agreement with Partner, effective immediately, by providing written notice to **(CP Name)**.
14. Elite reserves the right to **modify the above payment schedule dates** in the event the state of California defers scheduled payments to public schools. Elite will notify Community Partners in writing of the new proposed dates, if this occurs.

We are very excited to form this partnership and provide an amazing opportunity for students!

Signature: \_\_\_\_\_

Meghan Freeman- CEO  
Elite Academic Academy

Date:

Signature: \_\_\_\_\_

**(CP Name)- CEO/Owner**  
**(CP Name/Company)**

Date:

Type	Number	Community Partner	Address	City	State	Zip	Email
EMR	273	42 Electronics	13200 Strickland Road Suite 114-143	Raleigh	NC	27613	julie@42electronics.com
EMR	392	4Imprint	101 Commerce St	Oshkosh	WI	54901	cmeilahn@4imprint.com
EMR	388	Accelerate Education	3655 W. Anthem Way Suite A-109237	Anthem	AZ	85086	paulg@accelerate.education
EMR	204	Aceable, Inc	610 West Fifth Street #603	Austin	TX	78701	invoices@aceable.com
EMR	121	Acorn Naturalists	14742 Plaza Drive Suite 100	Tustin	CA	92780	customerservice@acornnaturalists.com
EMR	350	AGiRepair (AssetGenie, Inc.)	220 Huff Ave Suite 400	Greensburg	PA	15601	sales@agirepair.com
EMR	120	All About Learning Press, Inc.	615 Commerce Loop	Eagle River	WI	54521	po@allaboutlearningpress.com
EMR	189	Amazon (Admin Only)					vendors@eliteacademic.com
EMR	418	Ambassadors Media Group, LLC	28562 Oso Pkwy, D-132	Rancho Santa Ma	CA	92688	2erh@cox.net
EMR	147	Art of Problem Solving	10865 Rancho Bernardo Rd. Suite 100	San Diego	CA	92127	orders@aops.com
EMR	145	Art Supplies Wholesale	4 Enon St	Beverly	MA	1915	artsupply@nii.net
EMR	119	Arts Attack Publications	4615 Rancho Reposa	Del Mar	CA	92014	sara@artsattack.com
EMR	127	Athena's Advanced Academy, LLC	2312 Quail Run Circle	Modesto	CA	95355	Athena@AthenasAcademy.com
EMR	149	B & H Foto & Electronics Corp	420 Ninth Ave	New York	NY	10001-2404	california@bhphoto.com
EMR	309	Bagger Sports	23460 Cinema Drive Suite K	Valencia	CA	91355	
EMR	133	Beautiful Feet Books, Inc.	1306 Mill Street	San Luis Obispo	CA	93401	letters@bfbooks.com
EMR	206	Blick Art Materials	P O Box 1267	Galesburg	IL	61402	purchaseorders@dickblick.com
EMR	114	BookShark, LLC	8022 S Grant Way	Littleton	CO	80122	purchaseorders@bookshark.com
EMR	394	BrainPop	PO Box 28119	New York	NY	10087-8119	purchaseorders@brainpop.com
EMR	146	Brave Writer	7723 Tylers Place Blvd #165	West Chester	OH	45069	charter@bravewriter.com
EMR	243	Build Your Library	12 Pond View Drive	Litchfield	NH	3052	emily@buildyourlibrary.com
EMR	191	BYU Independent Study	413 HCEB	Provo	UT	84602	ispo@byu.edu
EMR	348	CDW Government LLC	230 N Milwaukee Ave	Vernon Hills	IL	60061	jeffpol@cdw.com
EMR	404	Cidi Labs, LLC	55 W 900 S	Salt Lake Ciy	UT	84101	sales@cidilabs.com
EMR	429	Class of Recognition, Inc.	31805 Temecula Pkwy #141	Temecula	CA	92592	mark.boyer@jostens.com
EMR	136	Clear Water Press, Inc	PO Box 62	Olathe	KS	66051	info@clearwaterpress.com
EMR	274	College Prep Genius	400 Woodland Ct.	Hurst	TX	76053	jim@collegeprepgenius.com
EMR	172	Crafty School Crates	2491 Alluvial Ave Suite # 606	Clovis	CA	93611	orders@craftyschoolcrates.com
EMR	397	Curiosity Chronicles	1913 Saddlehorn Way	Marysville	OH	43040	contact@curiositychronicles.org
EMR	396	CuriosityStream					robert.gold@curiositystream.com
EMR	134	Dino Lingo, Inc	4720 SE 15th Ave. #121	Cape Coral	FL	33904	info@dinolingo.com
EMR	183	Drawn to Discover, LLC	205 Herrick Rd.	Riverside	IL	60546	billing@drawntodiscover.com
EMR	130	Edmentum, INC.	5600 West 83rd Street, Suite 300-8200 To	Bloomington	MN	55437	orders@edmentum.com
EMR	281	Elemental Science, Inc.	Po Box 79	Niceville	FL	32588	brad@elementalscience.com
EMR	176	From Jennifer, LLC	344 State Road MM	Buffalo	MO	65622	treasuresfromjennifer@gmail.com
EMR	398	Gravitas Publications Inc.	PO Box 40631	Albuquerque	NM	87196	theresa@gravitaspublications.com
EMR	262	Hewitt Homeschooling Resources	PO Box 9	Washougal	WA	98671	jlewis@hewittlearning.org
EMR	125	Home Science Tools	665 Carbon St	Billings	MT	59102	service@homesciencetools.com
EMR	193	Homeschool Buyers Co-op	3984 Washington Blvd Suite 109	Fremont	CA	94538	charterschools@homeschoolbuyersco-op.org
EMR	153	Horrible Books	6574 Edmonton Ave.	San Diego	CA	92122	ray@horriblebooks.com
EMR	1472	Hyperion C/O Sprint, Part of T-Mobile	7485 W. Badura Avenue, Suite 101	Las Vegas	NV	89113	john.lologo@sprint.com
EMR	431	ILEAD Online	3720 Sierra Hwy Unit A	Acton	CA	93510	orders@ileadonline.com
EMR	126	Institute for Excellence in Writing	8799 N. 387 Rd.	Locust Grove	OK	74352	Accounts@IEW.com
EMR	385	Instructure Inc.	6330 South 3000 East Suite 700	Salt Lake City	UT	84121	ar@instructure.com
EMR	390	Ivy Kids Kits	152 79th Street	Brooklyn	NY	11209	taseea@ivy-kids.com

EMR	123	JackKris Publishing, LLC	23110 State Road 54 #118	Lutz	FL	33549	sales@growingwithgrammer.com
EMR	238	Kitchen Stewardship, LLC	8566 Woodruff Dr. SW	Byron Center	MI	49315	support@kidscookrealfood.com
EMR	151	Lakeshore Learning Materials	2695 E. Dominguez Street	Carson	CA	90895	orderdept@lakeshorelearning.com
EMR	166	Learning A-Z, LLC	1840 East River Road # 320	Tucson	AZ	85718	Faxes@learninga-z.com
EMR	420	Learning Unbound	69 Lincoln Blvd, Suite A Box 130	Lincoln	CA	95648	support@learningunbound.net
EMR	112	Learning Without Tears	806 W. Diamond Ave Suite 230	Gaithersburg	MD	20878	emailorders@lwtears.com
EMR	115	Lego Education North America	501 Boylston Street, Suite 4103	Boston	MA	2116	orders@LEGOeducation.us
EMR	233	Little Passports, Inc	27 Maiden Lane Suite 400	San Francisco	CA	94108	support@littlepassports.com
EMR	163	Logic of English	4871 19th Street NW Suite 110	Rochester	NY	55901-7079	sales@logicofenglish.com
EMR	137	Mad Dog Math	4562 Ocana ave	Lakewood	CA	90713	julie@maddogmath.com
EMR	374	MANGO Math Group	73186 Somera Road	Palm Desert	CA	92260	mary@mangomath.com
EMR	415	Master AI, Inc.	10036 Milla Circle	Austin	TX	78748	joyce@autoauto.ai
EMR	188	McGraw Hill Education - ALEKS	8787 Orion Place	Columbus	OH	43240	k12orders@aleks.com
EMR	155	McGraw-Hill School Education, LLC	8787 Orion Place	Columbus	OH	43240	Orders_MHE@mheducation.com
EMR	261	MEL Science U.S., LLC	200 Continental Drive Suite 401	Newark	DE	19713	homeschool@melscience.com
EMR	236	Memoria Press	10901 Shelbyville Rd	Louisville	KY	40243	sales@memoriapress.com
EMR	160	Mercurius USA Inc.	4323 Anthony Court Unit 4	Rocklin	CA	95677	info@mercurius-usa.com
EMR	239	Money Munchkids	7320 Reseda Blvd # 371932	Reseda	CA	91337	moneymunchkids@gmail.com
EMR	148	Montessori for Everyone	PO Box 6572	Elgih	IL	60121	montessoriforeveryone@gmail.com
EMR	122	Montessori Research & Development	101 Callan Ave. Suite 408	San Leandro	CA	94577	info@MontessoriRD.com
EMR	162	Moving Beyond the Page	3548 Shoshoni court	College Station	TX	77845	shipping@movingbeyondthepage.com
EMR	375	MoxieBox Art Inc.	28039 Scott Rd. Suite D-393	Murrieta	CA	92563	accounting@moxieboxart.com
EMR	135	Museum of Science	1 Science Park	Boston	MA	2119	eie@mos.org
EMR	295	Mystery Science	1887 Whitney Mesa Dr #9350 Area 62380	Henderson	NV	89014	po@mysteryscience.com
EMR	118	Nancy Larson Science	PO Box 688	Old Lyme	CT	6371	orders@nancylarson.com
EMR	140	Nature-Watch	5312 Derry Ave Suite 12	Agoura Hills	CA	91301	info@nature-watch.com
EMR	333	Nicole the Math Lady	1437 Amaryllis Circle	Orlando	FL	32825	admin@nicolethemathlady.com
EMR	116	Notebooks For Students	140 E Stetson Ave Suite 176	Hemet	CA	92544	cs@notebooksforstudents.org
EMR	131	Oak Meadow, Inc	PO Box 1346	Brattleboro	VA	05302-1346	temond@oakmeadow.com
EMR	178	Online G3, Inc.	207 E 5th Avenue Suite 240	Eugene	OR	97401	admin@onlineg3.com
EMR	417	Outschool, Inc.	P.O. Box 77107	San Francisco	CA	94107	support@outschool.com
EMR	393	Pandia Press	312 Forest Rd	Mount Dora	FL	32757	mike@pandiapress.com
EMR	226	Papers Scissors Stone	PO Box 428	Viroqua	WI	54665	orders@waldorfsupplies.com
EMR	308	Pearson K12 Learning LLC	PO Box 409496	Atlanta	GA	30384-9496	k12customerservice@pearson.com
EMR	138	Rainbow Resource Center	655 Township Rd 500E	Toulon	IL	61483	info@rainbowresource.com
EMR	139	Raymond Geddes & Co Inc.	7110 Belair Rd. Suite 200	Baltimore	MD	21206	dwalker@raymondgeddes.com
EMR	386	Renaissance Learning, Inc.	PO Box 8036	Wisconsin Rapids	WI	54495-8036	electronicorders@renaissance.com
EMR	190	Rightstart Math	321 Hill Street	Hazleton	ND	58544	order@rightstartmath.com
EMR	391	Rosetta Stone	135 West Market Street	Harrisonburg	VA	22801	jmadgitz@rosettastone.com
EMR	199	Royal Fireworks Publishing	PO Box 399	Unionville	NY	10988	mail@rfwp.com
EMR	378	San Diego County Office of Education	6401 Linda Vista Road	San Diego	CA	92111	
EMR	315	Scantron	1313 Lone Oak Road	Eagan	MN	55121	billing@scantron.com
EMR	341	Scientific Learning	PO Box 847668	Dallas	TX	75284	tjefferson@scilearn.com
EMR	367	Securely Inc.	111 N. Market Street Suite 400	San Jose	CA	95113	billing@securely.com
EMR	132	Singapore Math Inc.	19535 SW 129th Ave.	Tualatin	OR	97062	school@singaporemath.com
EMR	174	South Meadow Ventures, LLC	6655 Shelburne Rd Suite 100	Shelburne	VT	5482	ap@someadow.com

EMR	111	Staples Advantage	PO Box 105638	Atlanta	GA	30348-5638	
EMR	111a	Staples Technology Solutions	PO Box 95230	Chicago	IL	60694-5230	
EMR	150	Studies Weekly, Inc.	1140 North 1430 West	Orem	UT	84057	orders@studiesweekly.com
EMR	110	Summer Solutions	24755 Highpoint Road	Beachwood	OH	44122	
EMR	184	TalkBox.Mom	12100 Ford Rd. Suite B356	Dallas	TX	75234	kirsten@talkbox.mom
EMR	301	Teachers Pay Teachers	75 Remittance Drive Dept 6759	Chicago	IL	60675	purchaseorders@teacherspayteachers.com
EMR	203	Teaching Textbooks, LLC	6501 Broadway Ext, Suite 300	Oklahoma City	OK	73116	purchaseorders@teachingtextbooks.com
EMR	143	Tek4Kidz	18000 Studebaker Rd. Suite 700	Cerritos	CA	90703	sales@tek4kidz.com
EMR	128	The Animation Course, LLC	21008 N. Panorama Rd.	Colbert	WA	99005	Kayla@theanimcourse.com
EMR	387	The BEarth Institute	1804 74th Street	Windsor Heights	IA	50324	customerservice@thebearhinstitute.com
EMR	182	The Classical Historian	1019 Domador	San Clemente	CA	92673	John@classicalhistorian.com
EMR	257	The Great Courses	4840 Westfields Blvd Suite 500	Chantilly	VA	20151	libcustserv@teachco.com
EMR	389	The Lampo Group dba Ramsey Solutio	1011 Reams Fleming Blvd	Franklin	TN	37064	help@ramseyeducation.com
EMR	313	The Madden House	27475 Ynez Rd # 191	Temecula	CA	92591	purchaseorders@themaddenhouse.com
EMR	362	The Regents of the University of Califo	3175 Bowers Avenue	Santa Clarita	CA	95054	ucscout@ucsc.edu
EMR	117	The Snake and Lily	3547 Altadena Ave	San Diego	CA	92105	snakeandlily@waldorfsandiego.org
EMR	124	Thinkwell Corp	505 E. Huntland Dr. Suite 150	Austin	TX	78752	order@thinkwell.com
EMR	212	Time4Learning	6300 NE 1st Ave Ste 203	Fort Lauderdale	FL	33334	T4LPurchaseOrders@time4learning.com
EMR	294	Time4Writing	6300 NE 1st Ave. Suite 203	Fort Lauderdale	FL	33334	info@time4writing.com
EMR	154	TOPS Learning Systems	724 Elliott Road Unit B	Paradise	CA	95969	customerservice@topscience.org
EMR	129	Usborne Books & More	5402 S. 122nd Ave	Tulsa	OK	74146	booksteachkids@gmail.com
EMR	307	Vista Print					
EMR	224	Waldorf Essentials	4817 Narragansett Ave	San Diego	CA	92017	waldorfessentials@gmail.com
EMR	113	Well Trained Mind Academy	18021 The Glebe Lane	Charles City	VA	23030	info@wtmacademy.com
EMR	144	Well Trained Mind Press	18021 The Glebe Lane	Charles City	VA	23030	order@welltrainedmind.com
EMR	292	Western Association of Schools and C	533 Airport Blvd Suite 200	Burlingame	CA	94010	mail@acswasc.org
EMR	192	Williamsburg Learning LLC	1173 S 250 W Ste.107	St George	UT	84770	billing@williamsburglearning.com
EMR	277	WriteShop, Inc.	PO Box 9214	Rancho Cucamon	CA	91701	orders@writeshop.com
EMR	395	Zingy Learning	245 East 93rd Street, #6J	New York	NY	10128	info@zingylearning.com

Type	Number	Community Partners	Address	City	State	Zip	Email
VCI	321	A Space to Grow	8424 El Paso St	La Mesa	CA	91942	aspacetogrow8424@gmail.com
VCI	304	Asteme Learning Center	11672 Gateway Blvd	Los Angeles	CA	90064	airri@asteme.com
VCI	216	ATH Academy	855 S. Main St Ste K150	Fallbrook	CA	92028	dougbakerath@gmail.com
VCI	169	Barnes, David	1204 Starview Dr.	Vista	CA	92084	david0x7f@cox.net
VCI	360	Beus, Caroline	728 Camino Magnifico	San Marcos	CA	92069	beusbc@aol.com
VCI	311	Bionerds	PO Box 81004	Rancho Santa Margarita	CA	92688	diana@bionerdsllc.com
VCI	419	Bounce Back Tutoring Services	1430 E. 37th Street	Long Beach	CA	90807	mdiwa0305@gmail.com
VCI	411	Brain Builders STEM Education	725 El Camino Way	Tustin	CA	92780	shane@brainbuildersed.org
VCI	161	Burhans, Erin	1274 Farmington Place	San Marcos	CA	92078	erin.burhans@cox.net
VCI	173	Caratti, Marcelle	30497 Lilac Road	Valley Center	CA	92082	marsic@carrfamily.com
VCI	103	Cece's Artistic Touch	82955 Wheatley Ct	Indio	CA	92201	cececruzen333@gmail.com
VCI	158	Coastal Music Studios	425 South Coast Hwy	Oceanside	CA	92054	Andy@coastalmusicstudios.com
VCI	325	Code Ninjas North Carlsbad	1850 Marron Rd. #112	Carlsbad	CA	92008	northcarlsbadca@codeninjas.com
VCI	383	Community Rowing of San Diego	PO Box 2326	National City	CA	91951	communityrowingsd@gmail.com
VCI	282	Creative Creatures & Co.	33141 Paseo Pinto	San Juan Capistrano	CA	92675	info@ccartcollective.com
VCI	340	Dan Gauthier Acting Studio	PO Box 617	Pioneertown	CA	92268	dangauthieractingstudio@gmail.com
VCI	379	Desert Baseball Network	44460 Avenida Atwater	Indio	CA	92201	coachgil2014@gmail.com
VCI	369	Desert Storm Basketball	39225 Jefferson Street	Indio	CA	92203	rtowner3@gmail.com
VCI	423	Ed West's Classes	18171 Lisa Lane	Huntington Beach	CA	92646	edwestsays@gmail.com
VCI	339	EM Sports LLC	12067 Arrow Rte	Rancho Cucamonga	CA	91739	frontdeskem@gmail.com
VCI	171	EMH Sports USA, Inc	PO Box 892491	Temecula	CA	92589	accounting@emhsports.com
VCI	403	Finley Tutoring	2359 Boundary Avenue	Ramona	CA	92065	finleytutor@gmail.com
VCI	156	Freedom in Motion Gym, LLC	41513 Cherry St	Murrieta	CA	92562	Classes@freedominmotiongym.com
VCI	180	Friends of Willow Tree	PO Box 1505	Bonsall	CA	92003	fowt@willowtreelearning.org
VCI	402	Frohlich Sports Academy	9650 9th Street Unit D4	Rancho Cucamonga	CA	91730	atodd@trifyttsports.com
VCI	314	Groundworks Theatre Arts	14781 Pomerado Rd # 184	Poway	CA	92064	katrina@groundworkstheatrearts.com
VCI	410	Home School Campus	32941 Danaspruce	Dana Point	CA	92629	connollyshultz@yahoo.com
VCI	412	Home School Coaches	1220 Highland Avenue, Ste.# 1593	Duarte	CA	91009	PO@homeschoolcoaches.com
VCI	106	HOPE CDC	24532 La Barca Way	Moreno Valley	CA	92551	tammie.engledow@gmail.com
VCI	401	JKW Innovations	4205 60th Street	San Diego	CA	92115	jkwinnovations@gmail.com
VCI	198	Johnson, Jeff	1820 Jeffrey Ave	Escondido	CA	92027	jjohnson@clcfamily.org
VCI	142	Keeth, Kimberly	1608 Sagewood Way	San Marcos	CA	92078	kimkeeth1@gmail.com
VCI	347	Kelly Mac Kay	4166 36th St #6	San Diego	CA	92104	conciierge@kellymackay.com
VCI	400	Laura Wedemeyer Music Studio	4903 Alta Camino Dr	Redding	CA	96002	wrshpr4lf@yahoo.com
VCI	371	Leading Note Studios	760 S. Rancho Santa Fe Rd	San Marcos	CA	92078	info@leadingnotestudios.com
VCI	413	Lemos, Maricela	26117 Shady Brook Circle	Murrieta	CA	92563	lemosam827@hotmail.com
VCI	422	Lina Ibrahim Tutoring	42726 Settlers Ridge	Murrieta	CA	92562	librahim15@apu.edu
VCI	428	Martinelli, Melissa	1812 West Burbank Blvd, Apt# 632	Burbank	CA	91506	melissa@melissamartinelli.com
VCI	175	Meridian Academy	1507 E. Valley Parkway Suite 3-489	Escondido	CA	92027	ereade@meridianacademysd.org
VCI	363	Monart School of Art	2590 Truxtun Rd # 204	San Diego	CA	92106	info@monartsandiego.com
VCI	368	MusicLand	7426 Cherry Ave Ste 240	Fontana	CA	92336	info@musicinme.org
VCI	354	My Learning Studio	17086 Van Buren Blvd	Riverside	CA	92504	info@mylearningstudio.com
VCI	251	North County Gymnastics and the Gymniny	17022 Camino San Bernardo	San Diego	CA	92127	info@gymninykids.com
VCI	427	Paint Box Art Studio	3721 Albatross Street	San Diego	CA	92103	jaimeebec@gmail.com

VCI	430	Parnassus Preparatory Academy	28 Moccasin Lane	Rolling Hills	CA	90274	shawna@parnassusprepacademy.org
VCI	414	Paul Kurokawa	1890 Cathan Lane	Vista	CA	92084	pkurokawa@hotmail.com
VCI	355	Platinum Athletics Prep Academy	13373 Perris Blvd Ste B110-B114	Moreno Valley	CA	92553	platinumathletics1@gmail.com
VCI	318	Portal Languages Mission Viejo	27601 Forbes Road, Suite 59	Laguna Niguel	CA	92677	missionviejo@portallanguages.com
VCI	432	Rage Entertainment Complex	16911 Devonshire Street	Granada Hills	CA	91344	office@ragecomplex.com
VCI	186	Reimbursement for Outside Services					
VCI	217	Rock Creek Education	2263 Warmlands Ave	Vista	CA	92084	jhobbs@rockcreek.education
VCI	275	Rockside Music Studios	11498 Pierce St Suite E	Riverside	CA	92505	info@rocksidemusic.com
VCI	424	Rosenberg, Sonya	1361 Reche Road	Fallbrook	CA	92028	sonyabfarrell@gmail.com
VCI	200	Sheffield Educational Services	9230 Lake Murray Blvd Unit F	San Diego	CA	92119	vsheffield@yahoo.com
VCI	322	Spin STEAM	2372 Morse Ave Suite 481	Irvine	CA	92614	kelly@spinSTEAM.org
VCI	384	Sports Academy, LLC	1011 Rancho Conejo Blvd	Thousand Oaks	CA	91320	carolyn@sportsacademy.us
VCI	164	Studio 1 Dance Academy	23460 Cinema Dr. Suite F	Santa Clarita	CA	91355	studio1danceacademy@ymail.com
VCI	287	Sundance Hills Equestrian Center	32109 Caminito Quieto	Bonsall	CA	92003	sundancehills@aol.com
VCI	425	The Sk8 Coach	211 Rainbow Lane	Oceanside	CA	92054	Matt@thesk8coach.com
VCI	213	U.S. Music Lessons	17150 Via Del Campo Suite 306	San Diego	CA	92127	info@usmusiclessons.com
VCI	312	Write On! Webb	24930 Washington Ave #388	Murrieta	CA	92564	melissa@writeonwebb.com

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# HATCH & CESARIO

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ATTORNEYS-AT-LAW

May 27, 2021

*Sent Via Email Only: (mfreeman@eliteacademic.com)*

Meghan Freeman  
Chief Executive Officer  
Elite Academic Academy - Lucerne  
43414 Business Park Drive  
Temecula, CA 92590

Re: Legal Services Agreement

Dear Meghan:

Attached for your consideration is Hatch & Cesario's Agreement for Legal Services for the 2021-2022 fiscal year. Please note, unlike last year, we raised our hourly rates. However, our rates remain lower than other firms that specialize in special education law.

If this agreement meets with your approval, please place your initials and signature on page 3 and provide me with a copy of this page. Also, attached is Hatch & Cesario's W-9 form with our tax identification number for your records.

Thank you for choosing Hatch & Cesario, and we look forward to continuing to support Elite Academic Academy - Lucerne.

Appreciatively,

HATCH & CESARIO, Attorneys-at-Law

  
Deborah R.G. Cesario

Enclosures: 1. 2021-2022 Agreement for Legal Services  
2. W-9

10531 4S Commons Drive, Suite 583  
San Diego, CA 92127  
(858) 943-4200 Office & Fax  
[www.hatchcesariolaw.com](http://www.hatchcesariolaw.com)

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# HATCH & CESARIO

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ATTORNEYS-AT-LAW

## **AGREEMENT FOR LEGAL SERVICES**

**July 1, 2021 – June 30, 2022**

This Agreement is by and between Elite Academic Academy - Lucerne (“Client”) and Hatch & Cesario, Attorneys-at-Law (“Attorney”).

### **Attorney’s Services**

Attorney agrees to provide Client with consulting, representational and legal services pertaining to special education and general student matters, including representation in administrative and judicial proceedings, as requested by Client, or as required by law. A separate agreement may be required for legal proceedings in state or federal court.

Attorney shall provide legal services as reasonably required to represent Client in such matters, take reasonable steps to keep Client informed of significant developments, and respond to Client’s inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation.

### **Hourly Rates**

Client agrees to pay Attorney for services rendered based upon the following rate schedule:

Partners	\$300.00
Of-Counsel	\$300.00
Senior Associate	\$275.00
Associate	\$260.00
Education Consultant	\$200.00
Law Clerk	\$185.00
Paralegal	\$185.00

Attorney shall bill Client for legal services in one-tenth (.10) increments.

### **Costs, Expenses and Other Requirements Applicable to Client**

Client agrees to reimburse Attorney for necessary costs and expenses incurred by Attorney on behalf of Client, including the following:

In-office Photocopying	\$0.25 per page
Outside Photocopying	Actual usage



Facsimile/Scanning  
Postage  
Mileage

None  
Actual usage  
IRS mileage rate

Costs, such as electronic legal research services, messenger, meals, and lodging shall be charged on an actual and necessary basis.

### **Payment for Services**

Attorney shall send Client a statement for fees and costs incurred every calendar month. Such statements shall set forth the amount, rate, and description of services provided. Payment by Client against monthly billings is due upon receipt of statements and is considered delinquent if payment is not received within thirty (30) days of the date of the invoice.

The California Business & Professions Code requires Attorney to inform you whether we maintain errors and omissions insurance coverage applicable to the services to be rendered to you. We hereby confirm that Attorney does maintain such insurance coverage.

### **Legal Fees and Costs Covered by JPA or Insurance Policy**

When the Client is named as a party in an administrative or court proceeding, the Client may have coverage under a joint powers authority ("JPA") memorandum of understanding or liability insurance policy for legal fees and related costs. We recommend that any new filings against Client be tendered to a representative of the JPA or your insurer as soon as you are served.

If you have coverage and wish to work with Attorney, it will agree to represent you at the rates set forth by this Agreement unless the Attorney and Client agree otherwise. Attorney will also agree to follow all litigation guidelines in effect and will not charge for expenses not otherwise authorized.

At times, a JPA or insurer may decline to pay for legal fees or expenses that are otherwise covered and acceptable under the applicable guidelines. Attorney will follow all established appeal procedures to negotiate any declined items with the JPA or insurer.

If, after the appeals process, the JPA or insurer continues to deny payment without a good faith basis, Attorney will require that Client pay those fees directly. Any fees chargeable to the Client will continue to be at the rates set forth by this Agreement unless the Attorney and Client agree otherwise.

### **Discharge of Services**

Client may discharge Attorney at any time by written notice. Unless otherwise agreed, and except as required by law, Attorney will provide no further legal services hereunder after receipt of such notice. Attorney may withdraw its services with Client's consent or as allowed or required by law, upon ten (10) days written notice. Upon discharge or withdrawal, Attorney shall transition all outstanding legal work and services to others, as Client shall direct.

**Mediation**

If a dispute arises out of or relating to any aspect of this Agreement between Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Client and Attorney agree to first try in good faith to settle the dispute in private by the use of mediation before initiating any arbitration, litigation, or any other dispute resolution procedure. The cost of such mediation shall be borne equally by the parties, unless otherwise stipulated in a settlement agreement between the parties. Either party may initiate mediation through service of a written demand in-person or by mail or, if agreed to by the parties in advance, by e-mail to the opposing party. The mediation session will occur at a time mutually agreed upon by the parties in consultation with a mutually selected mediator, though no later than 60 days after the date of service of the initial notice, unless otherwise agreed by the parties and mediator.

By initialing below, Client and Attorney confirm that they have read and understand the paragraph above, and voluntarily agree to mediation. By this Agreement, Attorney has advised Client of the right to have an independent lawyer of Client’s choice to review this mediation provision, and this entire agreement, prior to initialing this provision or signing this Agreement.

\_\_\_\_\_ (Client Initial Here)

JRC (Attorney Initial Here)

**Term of Agreement**

The term of this Agreement is effective July 1, 2021 through June 30, 2022, and may be modified in writing by mutual agreement of Client and Attorney. This Agreement shall be terminable by either Attorney or Client upon thirty (30) days written notice.

Elite Academic Academy - Lucerne

Hatch & Cesario – Attorneys-at-Law

\_\_\_\_\_  
Meghan Freeman  
Chief Executive Officer

Deborah R.G. Cesario  
Deborah R.G. Cesario, Partner

\_\_\_\_\_  
Date

May 27, 2021  
\_\_\_\_\_  
Date

**Request for Taxpayer  
Identification Number and Certification**

**Give Form to the  
requester. Do not  
send to the IRS.**

► Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

**1** Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.  
**Law Offices of Deborah R.G. Cesario**

**2** Business name/disregarded entity name, if different from above  
**Doing business as Hatch & Cesario, Attorneys-at-Law**

**3** Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

Individual/sole proprietor or single-member LLC

C Corporation

S Corporation

Partnership

Trust/estate

Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► \_\_\_\_\_

**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

Other (see instructions) ► \_\_\_\_\_

**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) \_\_\_\_\_

Exemption from FATCA reporting code (if any) \_\_\_\_\_

*(Applies to accounts maintained outside the U.S.)*

**5** Address (number, street, and apt. or suite no.) See instructions.  
**10531 4S Commons Drive, Suite 583**

**6** City, state, and ZIP code  
**San Diego, CA 92127**

**7** List account number(s) here (optional)

Requester's name and address (optional)

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

**Social security number**

			-			-				
--	--	--	---	--	--	---	--	--	--	--

**or**

**Employer identification number**

4	7	-	2	9	0	8	1	8	5
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**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

**Sign Here** Signature of U.S. person ► *Deborah R.G. Cesario* Date ► **May 27, 2021**

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*

**Curriculum Associates**

**Elite Academic Academy**

Quote ID: 241043.1

Quote Date: 3/31/21; quote valid for 90 days

Account	Address	PID	Item Num	Descriptio	Quantity
Elite Flex Academy	43414 Business Park Dr	FY210027	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 66			(RS14928.	i-Ready As	33
K-8 - 139			(RS26010.	i-Ready As	172
			(RS14936.	i-Ready As	33
Elite Homeschool Academy	43414 Business Park Dr	FY210025	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 50			(RS14928.	i-Ready As	25
K-8 enrl: 360			(RS26010.	i-Ready As	385
			(RS14936.	i-Ready As	25
Elite Virtual Academy	43414 Business Park Dr	FY210026	(RS16965.	Profession	1
	Temecula, California 92590		(RS30058.	Profession	1
9-12 enrl: 101			(RS14928.	i-Ready As	50
K-8 enrl: 165			(RS26010.	i-Ready As	216
			(RS14936.	i-Ready As	50

Profession	1	1
Profession	1	1
i-Ready As	33	25
i-Ready As	172	385
i-Ready As	33	25

Unit Price	Discounted u	Total
\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 6,192.00
\$6.00	\$ -	\$ -

\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 13,860.00
\$6.00	\$ -	\$ -

\$2,000.00	\$ 1,500.00	\$ 1,500.00
\$500.00	\$ 500.00	\$ 500.00
\$6.00	\$ -	\$ -
\$36.00	\$ 36.00	\$ 7,776.00
\$6.00	\$ -	\$ -

<b>Merchandise Total:</b>	<b>\$ 33,828.00</b>
<b>Estimated Tax:</b>	<b>\$0.00</b>
<b>Estimated Shipping:</b>	<b>\$0.00</b>
<b>Total:</b>	<b>\$ 33,828.00</b>

1	3
1	3
50	108
216	773
50	108

14432	Professional Development i-Ready	\$1,500.00	1
14434	Professional Development i-Ready	\$1,500.00	1
16954	Professional Development i-Ready	\$1,500.00	3
13086	i-Ready Assessment Math Per Stu	\$6.00	350
14928	i-Ready Assessment Math Per Stu	\$6.00	231
13178	i-Ready Math Instruction Add On I	\$24.00	110
26010	i-Ready Assessment and Personali	\$36.00	250
13088	i-Ready Assessment Reading Per S	\$6.00	350
14936	i-Ready Assessment Reading Per S	\$6.00	231
13171	i-Ready Reading Instruction Add On Per Student License 1 Year		

# Curriculum Associates®

**Prepared For:**

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

3/31/2021

Dear Antonette Sims,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 241043.1      Valid through: 12/31/2021

Product	List Price	Net Price
i-Ready	\$29,124.00	\$27,828.00
Professional Development	\$7,500.00	\$6,000.00
	List Total:	\$36,624.00
	Savings:	\$2,796.00
	Shipping/Tax/Other:	\$0.00
	<b>Total:</b>	<b>\$33,828.00</b>

Thank you again for your interest in Curriculum Associates.

**Sincerely**

Kathryn Oxhorn  
(520) 488-9715  
koxhorn@cainc.com

**Total Cost Split  
Between Schools**

**LU= \$16,914  
ME= \$16,914**

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



# Curriculum Associates®

Quote ID: 241043.1    Date: 3/31/2021    Valid through: 12/31/2021

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

**Your Representative:**  
**Kathryn Oxhorn**  
**(520) 488-9715**  
**koxhorn@cainc.com**

i-Ready						
Product Name	Item #	Qty	List Price	Net Price	Total	
i-Ready Assessment Math Per Student License Grades 9-12 1 Year	14928.0	108	\$6.00	\$0.00	\$0.00	
i-Ready Assessment and Personalized Instruction Math and Reading Virtual School Per Student License 1 Year	26010.0	773	\$36.00	\$36.00	\$27,828.00	
i-Ready Assessment Reading Per Student License Grades 9-12 1 Year	14936.0	108	\$6.00	\$0.00	\$0.00	
i-Ready Subtotal:					\$27,828.00	

Professional Development						
Product Name	Item #	Qty	List Price	Net Price	Total	
Professional Development i-Ready Assessment and Personalized Instruction Practicing User - Delivering Differentiated Instruction Session (up to 6 hrs)	16965.0	3	\$2,000.00	\$1,500.00	\$4,500.00	
Professional Development i-Ready Assessment and Personalized Instruction Practicing User Session - Relaunching i-Ready Webinar (Teacher Year 2)	30058.0	3	\$500.00	\$500.00	\$1,500.00	
Professional Development Subtotal:					\$6,000.00	

Total	
List Total:	\$36,624.00
Savings:	\$2,796.00
Merchandise Total:	\$33,828.00
Voucher/Credit:	\$0.00
Estimated Tax:	\$0.00
Estimated Shipping:	\$0.00
<b>Total:</b>	<b>\$33,828.00</b>

**Special Notes**  
 All i-Ready purchases require professional development.

F.O.B.: N. Billerica, MA 01862  
 Shipping: Shipping based on MDSE total  
 Terms: Net 30 days, pending credit approval  
 Fed. ID: #26-3954988

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

N1

# Curriculum Associates®

## Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).

# Curriculum Associates®

## Placing an Order

**Email:** [orders@cainc.com](mailto:orders@cainc.com) | **Fax:** 1-800-366-1158

**Mail:**

ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

Please visit [CurriculumAssociates.com](http://CurriculumAssociates.com) for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	8% of order
\$100,000 and more	6% of order

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

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH or wire payments. CA's bank remittance information is:

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank – San Francisco, CA
- ABA Routing: 121000248
- SWIFT Code (International Only): WFBIUS6S
- Tax ID: 26-3954988

Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support).

## Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248) for return authorization. When returning material, please include your return authorization number and the return form found on the CA website. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, and Ready Classroom® student and teacher sets. For more information about the return policy, please visit [CurriculumAssociates.com/support/shipping-and-returns](http://CurriculumAssociates.com/support/shipping-and-returns).



School Pathways, LLC  
 181 Commercial Street, Portola, CA 96122  
 Phone: 866-200-6936

Customer Name:	Elite Academic Academy - Lucerne	*Enrollment:	825
Customer Contact Name:	Catherine Heredia	Customer Contact Title:	COO
Contact Email:	<cheredia@eliteacademic.com>	Number of Schools:	1
Customer Contact Phone:	866-354-8302 x701	Contract Term:	12 months
Proposal Issue Date:	5/21/2021	Start Date:	7/1/2021
Proposal Expiration Date:	6/15/2021	End Date:	6/30/2022

Product Subscriptions	Quantity	Unit	Annual Subscription Fee
Google Apps Bridge - Software Subscription	1	School	\$201.25 / annual
Clever Bridge - Software Subscription	1	School	\$201.25 / annual
OPS Bridge - Software Subscription	1	School	\$575.00 / annual
ParentSquare Bridge - Software Subscription	1	School	\$115.00 / annual
PLS - Software Subscription		Student	\$3.33 / month
PLSIS - Software Subscription	1	School	\$5,750.00 / annual
PLSIS Oversight - Software Subscription	1	School	\$1926.25 / annual
RegOnline - Software Subscription		Student	\$1.44 / annual
SPArchiving - Software Subscription		Student	\$0.58 / month

Professional Services & Custom Development	Quantity	Unit	One-Time Training, Services, Development Fee

**Total One-Time Setup and Training Fees: NA**

\*Enrollment is an estimate only, student subscription fees are based on usage  
 Any applicable state sales tax has not been added to this quote.

Invoices shall be sent monthly.  
 Payment is due within 30 days of the invoice date.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to [www.schoolpathways.com/msa](http://www.schoolpathways.com/msa)

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Elite Academic Academy - Lucerne

School Pathways, LLC.

By:

By:

Printed Name:

Printed Name:

Title:

Title:

Date:

Date:



**Board of Directors Meetings  
2021/22 School Year  
EAA- Lucerne at 9:00 am**

August 5, 2021  
September 02, 2021  
October 7, 2021  
November 4, 2021  
December 2, 2021  
February 3, 2022  
March 3, 2022  
April 7, 2022  
May 5, 2022  
June 2, 2022  
June 16, 2022