Elite Academic Academy - Mountain Empire

Join Zoom Meeting
https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID: 943 3932 2461 Passcode: 517181

October 5th, 2023 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

3406 Winona Ave., Burbank CA 91504

9337 Vervain Street, San Diego , CA 92129

13255 Black Mountain Road, San Diego, CA 92129

Elite Academic Academy - Mountain Empire -October 5th, 2023

Elite Academic Academy - Mountain Empire

Meeting Location
Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:Join Zoom meeting:https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09
Meeting ID: 943 3932 2461
Passcode: 517181

Time:

1.0 Call To Order
Roll Call:
Kent Christensen, Lindsey Burkett, Ronnie Jackson

2.0 Approve/Adopt the Agenda
It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of October 5th, 2023.

Motion: Second:
Vote:

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

4.0 Adjourn to Closed Session
The board will consider and may act on any of the Closed Session matters listed in Agenda Item 13.0.

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

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

Open (Time):
Close (Time):

5.1 CEO Goal Review and Proposal for the 23.24 School Year

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

Time:

6.0 Pledge Of Allegiance
Led By:

7.0 Open Session

8.0 Public Comment
Please submit a request to speak to the Board of Directors. Cards can be asked for by emailing galtamirano@eliteacademic.com. Please complete and return the form for agendized or non-agendizied 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. A request for disability related modifications or accommodations in order to participate in the public meeting, including auxiliary aids or services, may be made to Ms. Meghan Freeman at mfreeman@eliteacademic.com at least 72 hours prior to the meeting.

9.0 General Functions

9.1 Informational Items

A. CEO Authorizer Report

EAA-ME CEO Report Sept. 2023.pdf

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

Motion: Second: Vote:

A. Meeting Minutes from September 7th, 2023

EAA-ME 09.07.23.pdf

B. Warrant Register

WarrantRegisterME_Sep_B_2324.pdf

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_September_2023 - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_September_2023.xlsx - EM Partners.pdf

E. Job Descriptions

JD - Temp Large Caseload Stipend (rider to Teacher JD) (pending board approval).pdf

10.0 Personnel Services

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

Motion: Second: Vote:

EAA-ME Contract Addendums.pdf

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

Motion: Second: Vote:

EAA-ME Release and Resignations.pdf

11.0 Business Services

11.1 Student Leadership Conference Invoice
It is recommended that the board approve the following Student Leadership Conference Invoice for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

2024 Elite Academic Academy Student Leadership Invoice.docx.pdf

11.2 Elite 2023-24 Staff Professional Development Meeting Proposals
It is recommended that the board approve the following Elite 2023-24 Staff Professional Development Meeting Proposals for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

Feb 2024 All Staff PD.pdf

EAA PD Aug 2024.pdf

11.3 CSDC Conference Staff Registrations Invoice
It is recommended that the board approve the following CSDC Conference Staff Registrations Invoice for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

2023 CSDC Conference Invoice.pdf

11.4 CTE Staff Professional Development Contract
It is recommended that the board approve the following CTE Staff Professional Development Contract for Elite Academic Academy -

Motion: Second: Vote:

Mountain Empire.

Elite CTE Program Contract.pdf

CTE AV Proposal.pdf

12.0 Educational Services/Policy Development

12.1 Overnight Fieldtrip Requests
It is recommended that the board approve the following Overnight Fieldtrip Requests for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

November 7-8th San Jacinto Campout - Overnight Field Trip Request for Board Approval.pdf

November 14-16th Lawler Lodge CPR Training - Overnight Field Trip Request for Board Approval.pdf

Oct 23-25th 2023 Catalina Campout Trip - Overnight Field Trip Request for Board Approval.pdf

12.2 Elite Exemption from Coursework Policy
It is recommended that the board approve the following Elite Exemption from Coursework Policy for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

EAA Exemptions from Coursework Policy 2023-24.pdf

12.3 UPK Grant Collection Survey
It is recommended that the board approve the following UPK Grant Collection Survey for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

ME Final 23_24 UPKProgramreport2LEA.pdf

12.4 CTEIG Grant Collection Survey
It is recommended that the board approve the following CTEIG Grant Collection Survey for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

Elite Academic Academy Mountain Empire 37682130136978 (2).docx

12.5 Keynote Speaker Proposal
It is recommended that the board approve the following Keynote Speaker Proposal for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

Elite Academics Academy Speaking Proposal.pdf

12.6 Elite X Proposal
It is recommended that the board approve the following Elite X Proposal for Elite Academic Academy - Mountain Empire.

Motion: Second: Vote:

Elite Level Student Engagement (3)-revised.pdf

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

14.0 Calendar
The next Special board meeting is October 13th, 2023 at 9:30 am. The next regularly scheduled meeting is November 2nd, 2023 at 10:00 am.

15.0 Board Comments and Future Planning

Time:

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

Motion: Second: Vote:

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

Elite Academic Academy

CEO REPORT

Edition: September 2023

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

ELITE EAGLES

UNLOCK THE EXTRAORDINARY

September Celebrations

We have had an excellent start to our year. Internal assessments, and iReady, for each Academy, are going strong as we work to personalize learning for all students. Data will be crunched, and tactical plans updated to ensure we align our resources to support students in closing achievement gaps.

Live sessions for all academies are underway, and we see more engagement than ever! Club Rush highlighted 18 student-centered clubs that encompass a variety of topics from reading, sports, e-sports, community college, and more! We have submitted our Marzano Level 1 certification and await approval from the High-Reliability Schools team. We are the first non-classroom-based school to apply for this certification.

Staff Highlight: Chelsie Wright

Chelsie joined Elite in 2021 with experience as a classroom and Homeschool Teacher. Since joining Elite, she has shined in her dedication and personal support to families and teachers.

Chelsea is a natural collaborator, a systematizer, a guide, a great listener, and a wealth of knowledge in customizing plans for each and every student. She has a huge heart for each family and thrives for 'lightbulb' moments with teachers and students.

Last school year, Chelsie was promoted to Lead Teacher, and is now the Assistant Director of the Homeschool Academy. Her strengths are pouring into all aspects of our academy and Elite overall!

One of Chelsie's most outstanding strengths is her ability to take large ideas or bits of information and quickly transform it into a well-thought-out plan of action. She is a master of asking questions and gathering opinions and voices.**We are so proud that you chose to #BeElite Chelsie!**

Essential Highlights

Six Elite Essentials	Celebrate	On Target
Aligned Resources		✓
Professional Developement		✓
Parents and Communtiy		✓
Responsive Instruction	✓	
Student Work and Data	✓	
Shared Leadership	✓	

ACADEMIC INNOVATION

MEGA ZOOM WELCOMES ABOUT 100 STUDENTS AND STAFF FOUR DAYS PER WEEK TO PROVIDE A POSITIVE START TO THE DAY AND SUPPORT STUDENTS IN THEIR LEARNING!

LIVE SESSION ENGAGEMENT IS OFF THE CHARTS!

TECH TOOLS FOR ALL

Teachers are taking their Live Sessions to the next level! Students are engaging with their teachers, subject area content, and each other! With the focused teacher-goal of increased opportunities for collaboration, communication, and creativity, our students are showing us they have the skills and ingenuity we need them to have to reach their dreams in a 21st Century world.

Our seniors are beginning college applications, researching career paths, learning about the FAFSA, and preparing resumes, cover letters, and practicing interview skills in the upcoming months. We are dedicated to supporting our students in their chosen paths so they feel confident when given the next opportunity.

We processed and shipped over 500+ devices to families as of September 22nd!

IT'S STUDY BUDDY TIME!

Study Buddies has begun. This club has been offered as a tiered level of support for students who want an inclusive, supportive place to do school work every week. Students have the opportunity to meet in breakout rooms together or get additional help in their classes. Study habit tips and a virtual game is played at the end of each session. Students connect with each other via google chat throughout the week.

STUDENT DEVELOPMENT

Marketing & Communications Dept. are busy! 4 In-Person events held in September, 18 Clubs established.
Social Media interactions are growing: Instagram 52% increase in interaction, X (Twitter) 27 new followers, and Facebook 2.4K followers.
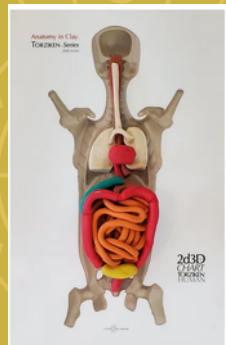
Field Trips

The rock climbing field trip was a success, and the students were thrilled with the experience. They had the opportunity to challenge themselves both physically and mentally, as they scaled the rugged cliffs. Beyond the adrenaline rush, they learned valuable lessons about teamwork, trust, and perseverance, as they cheered each other on and conquered their fears together. The field trip not only provided an exhilarating adventure but also imparted life skills and a sense of accomplishment for our young athletes!

CTE Medical Pathway

Our students are currently immersed in a comprehensive exploration of HIPAA regulations this month, delving into the intricacies of healthcare privacy. In parallel, they embarked on a fascinating project last week, where they were tasked with selecting a country outside of the United States and conducting in-depth research. Their mission is to present their findings via an infographic, showcasing the evolution of medicine in their chosen region. What's particularly heartening to observe is the remarkable willingness of many students to step outside their comfort zones. They're actively engaging in discussions and collaborations on previously uncharted territories, tackling complex topics ranging from organ trade practices in different countries to highly controversial issues such as the use of animals in medicine research. This project not only enriches their understanding of global healthcare but also fosters a spirit of curiosity and open-mindedness among the students.

#BeElite

MEET THE ELITE MIDDLE SCHOOL STUDENT OFFICERS

ASB PRESIDENT
Jeet Sheth

ASB VICE-PRESIDENT
Kateryna Abner

SECRETARY
Ruth Best

THANK YOU TO ALL OF THE STUDENTS THAT VOTED!!!

THE ELITE SQUAD

MEET THE ELITE HIGH SCHOOL STUDENT OFFICERS

ASB PRESIDENT
Xavier Vedova

ASB VICE-PRESIDENT
Kirsten Metzler

SECRETARY
Deziree Naranjo

THANK YOU TO ALL OF THE STUDENTS THAT VOTED!!!

THE ELITE SQUAD

STUDENT LEADERSHIP

In an exciting and historic moment, the Elite Student Leadership recently organized and hosted the first-ever student elections, setting a new standard for student engagement and empowerment. The entire school population was invited to attend a virtual Pep Rally. Students learned about all of the exciting clubs that Elite has to offer and then the elections began. The heart of this groundbreaking event was the pre-recorded speeches delivered by the candidates, each vying for the opportunity to serve their fellow students. At the conclusion of the speeches, all those in attendance were given their ballot to vote for their favorite candidate. Those that were unable to attend the live Pep Rally still had the opportunity to vote because digital ballots were sent out via Student Square. The winners were announced during the following Student Leadership meeting and were later announced to the whole student body via Parent Square. The Elite Student Leadership has paved the way for future academic school years, demonstrating the importance of civic engagement and the incredible impact that can be achieved when students come together to shape the future of our Elite community.

OPERATIONS

OUR COMPLIANCE TEAM HAD THE INCREDIBLE TASK OF CHECKING AND APPROVING ALL MASTER AGREEMENTS FOR STUDENTS IN ORDER TO START THE 2023-24 SCHOOL YEAR - WHICH WAS OVER 1500 FOR TRACK A AND ANOTHER 1800+ FOR TRACK B!

ADMISSIONS

The Admissions Team has been working hard as we kicked off the 2023-24 school year! We have continued to bring in new families in groups from our waitlist as space becomes available. Chad Lumanlan, our Admissions Lead, has been working on the extremely large project of requesting student cumulative files for all the new students who have joined us this new school year. We are also working on collecting Back to School Packets for returning families. We will continue to collect these and record the families Home Data Collection forms as this is extremely important for the schools reporting and funding.

COMPLIANCE

Our Compliance Team had the incredible task of checking and approving all **Master Agreements for students in order to start the 2023-24 school year - which was over 1500 for Track A and another 1800+ for Track B!** Now that those have all been checked for accuracy, the team now is focused on developing a more efficient way to share internal audit findings with the academy leads to ensure files are being corrected and teachers are receiving support. **Our next LP will be ending in another week, so the team is getting prepared to begin the independent study audit of compliance files for this new school year.**

STATE REPORTING

Vincent Heredia, our Operations Lead is working to check all required areas in preparation for Fall 1 reporting. This is an extremely large task that is the reporting that secures student enrollments for this school year.

STAFF APPRECIATION

The team is excited to announce that we were able to hire our three temp employees to stay with us for the full school year! **Priscilla, Jordan, and Devin** joined us for the summer to help with all things "Level Up" and during that time showed us how valuable their skills were to the team. We are so very grateful to have them staying on with us for the rest of the school year!

COMMUNITY RELATIONS

CURRENT ELITE COMMUNITY PARTNERS: 179 VCI'S / 151 EMR'S
COMPLETED PRE-APPROVAL/REIMBURSEMENT TRANSACTIONS: 222
INVENTORY/CURRICULUM ITEMS SHIPPED: 1,600+

COMMUNITY PARTNERS

The Community Relations Department has **received and processed renewal paperwork for 139 returning community partners and 57 new applications [VCIs and EMRs].** The CR team is working hard to process all of the incoming paperwork and looking forward to working with Elite's new and returning community partners for this school year!!

REIMBURSEMENTS

The Community Relations Department has completed their Reimbursements Training Session for Elite Educators/Teacher of Records. The reimbursements team has taken time to prepare and provide this training session for new and returning Elite staff on their reimbursement process using the new PowerForms. **They received over 100 confirmations to join them for their PowerForms Training session. Great job, reimbursements team!!**

INVENTORY

The Community Relations Department has packed and shipped **over 1,600 envelopes/boxes for Flex Curriculum, Virtual/CTE/Enrichment Curriculum and supplies, FLEXperience kits, and more!** The CR team has been showing great teamwork as they work together on minor/major projects, events, and orders!!

COMMUNITY CHANGERS

The Community Relations Department has built long-lasting relationships with vendors, such as, **the United States Postal Service, FedEx, Uline, Amazon, Staples, Pitney Bowes, and much more!** Each of these vendors make an impact on communities around the world. **Without these vendors Elite could not be the community changer that it is today! A package or letter could be the one thing that connects Elite families to the school.** Let's continue to be a community changer that surrounds itself with other community changers!
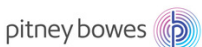
HOMESCHOOL

23-24 CURRENT ENROLLMENT: 875 STUDENTS
LU: 312 STUDENTS | ME: 563 STUDENTS

TEACHER SPOTLIGHT: STEPHANIE BECKTON

Stephanie joined Elite this year, bringing with her a wealth of wisdom and experience to share with her families and our team. Previously, Stephanie was a TK/K Teacher, Program Coordinator for Expanded Learning, and most recently taught third grade. Stephanie's families enjoy her warm and welcoming nature, and her targeted approaches to learning.

Thank you Stephanie for joining our team, and for brightening every room with your smile!

STUDENT HIGHLIGHT: PEARL B.

You may remember Pearl as we highlighted her when she was in 5th grade at Elite. Now, as a **9th grader**, Pearl continues to excel in her education as well as her passion of riding, showing, and caring for horses.

Pearl recently won the **Southern California Horsemen's Council Hunter Derby** and many other year-end championships. Way to #BeElite, Pearl!
Pictured below is Pearl on her horse, Catching Stars, accepting her award.

PARENT UNIVERSITY SERIES HIGHLIGHT

Holy Smokes, our **Parent University** series is getting great feedback from our families! So far, our team has hosted **THREE** Parent University Sessions in September alone with a **feedback rating of 93%** in Usefulness. We look forward to continuing to offer these sessions to closer partner with parents as educators.

September Session Schedule:
Fri, 9/1: Getting STARTed w/ Homeschool
Fri, 9/8: Homeschooling Multiple Kids
Fri, 9/22: Teaching Your Children to Read
Fri, 9/29: Teaching Your Children Math

Ideas for Making Reading Fun!

OUR STUDENTS ARE #EAGLEEXPLORERS!

We are thrilled to have **18 Eagle Explorer classes running each week** for this first session of the year. Our families demonstrated their excitement by filling up many of our classes within the first day of enrollment. The Homeschool team worked together to open up a second class for Sketch & Script, KidArtistry, and Elite Bakers so that our huge waitlists could also participate. Our students are LOVING the classes - especially two of our newer classes: **Elite Bakers** (taught by Sarah Barkan and Morgan Childers) and **Sewing Sea Creatures** (taught by Sarah Damianos).

Check out Elite's Social Media for some of our #EagleExplorers

Be an EXPLORER

They look fantastic!!!
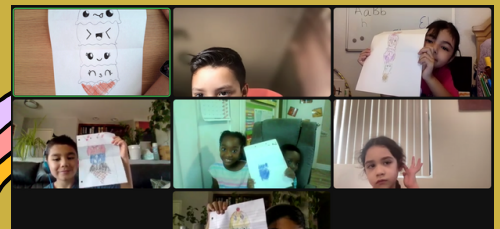
FLEX

MATH AND SCIENCE ENRICHMENT HIGHLIGHTS

LEAP MATH SUPPORT KICKOFF

SEPTEMBER FLEXPERIENCE KITS

EASY BREEZY MATH (EBM)

LEAP MATH SUPPORT

EBM HIGHLIGHTS

FLEXPERIENCE KITS

our raft it floats!

Cecilia is new to Flex, but not new to Elite. She brings a wealth of knowledge in math support and we are excited to launch this pilot program for middle school **bubble** students.

LEAP emphasizes the program's goal of helping students make significant academic progress in the area of mathematics by providing them with **tools**, **resources**, and **support** to enhance their learning experience. We currently have **42** students participating in this program.

Students were tasked with designing and creating their dream **paper roller coaster. Kudos to Mrs. Mieux** for facilitating critical thinking activities.

Highlights

- **170 submissions** from our students!
- Students were able to **test and retest** their roller coaster.
- Students have completed **2 STEM activities** so far. Both activities challenged students to think creatively to complete the task.

Community relations **shipped out over 300 Flex kits** to our Flex families! We are looking forward to seeing the wonderful engineering designs.

You're on an island Now what?

IMAGINE BEING ON A BOAT WHEN SUDDENLY IT CRASHES, AND YOU ARE LEFT WITH ONLY THE ITEMS IN YOUR BOX. WHAT ACTIONS DO YOU TAKE NEXT? WHAT IS YOUR NEXT STEP?
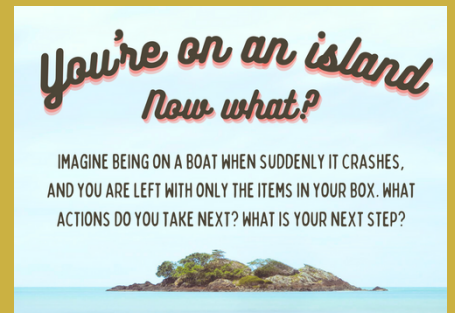
FLEX NEW TEACHER SPOTLIGHT

We are thrilled to introduce the newest members of our Flex team: **Nika**, **Ruth**, **Faith**, and **Stephanie**. From day one, these amazing educators have fit right in with our Flex team and **culture**!

This month, they were really excited to meet their awesome students and they did an amazing job delivering **exceptional lessons**! These new additions are eager to support our Flex families and connect with our staff. Their **friendly presence** brings joy to everyone's day, and we are excited to see how they will continue to enhance our school in countless ways.

VIRTUAL

23-24 ENROLLMENT: CURRENTLY 553 STUDENTS
TEACHERS OF RECORD: 16 (SOON TO BE 17!)

MEGAZOOM: CAUGHT ON CAMERA
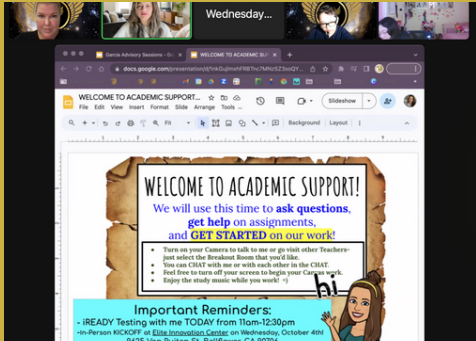
It has been "Heard Around Town" that there are some exciting things happening in **Valeria Garcia's** Megazoom sessions, so we had to take a peek and see what the big deal was........and it did NOT disappoint.

She had 15 students on this day, updates on the screen, the calming music was in the background, and kids were diligently working on their assignments! What a great learning environment you provide, Ms. Garcia! **WAY TO BE ELITE!!!!**

DUSD PARTNERSHIP

Coming Soon

Our Virtual Academy, is nearing completion of our NEW **ELITE INNOVATION CENTER!!!** This initiative has been spearheaded by our amazing TOR, Ms. Caroline Ruffridge , and guidance/support from Ms. Ashlea Kirkland. Our soft-opening is scheduled for 10/4, and will welcome students to come and get a sneak peek of the great things to come! We have in-person events planned, college tours, in-person academic support, a gaming center, and so much more!

Our official Ribbon-Cutting Ceremony is scheduled for 11/6 and will be attended by DUSD Administrators and Elite Leadership.

STUDENT SPOTLIGHT: SOFIA VARGAS

Sofia is an incredible young lady who came to Elite at the beginning of her 11th grade year. Sofia is a tournament golfer who needed the flexibility to be able to practice and train while completing her schooling in order to support her budding career as a professional golfer. Coming to Elite made perfect sense for her! Because of this, **she was scouted by the University of California,Riverside and offered a full-ride scholarship for golf!** Sofia could graduate a semester early, however, she decided to stay with Elite for the full year to take our wonderful CTE Elective Courses as she determines her major in college. Sofia will graduate with an additional 45 credits over graduation requirements. **She currently holds a 3.69 GPA and is ranked 12th in her class**!

✨ VIRTUAL ACADEMY TEACHER FEATURE ✨

Please join me in celebrating our September Teacher Feature: **Ms. Crystal Casey**!!!

Crystal joined us in February of 2021 and is in her 4th year with Elite. One of the most salient features about Ms. Casey is her ability to tackle some of our most challenging cases. To say that she is a "take action" person, is an understatement. A colleague was quoted as saying, **"Crystal Casey is an outstanding Teacher of Record. She has an unparalleled talent for organization and an unwavering commitment to helping her students succeed. Her dedication to her students' success is not just admirable; it's transformative, creating a positive learning environment where everyone thrives. What truly sets her apart, however, is her unwavering commitment to helping struggling students graduate. Crystal is a beacon of hope for those on the verge of giving up and an invaluable asset to Elite."** Another colleague commented: **"Crystal has been an immense wealth of knowledge for all of the TORs in the Virtual program. She has stepped up and shown all of the new and returning TORs her tips and tricks to help streamline our jobs as well as taken the lead with I-Ready testing. She is extremely supportive and is always one of the first ones to step up and help with any questions that have come up. She has an amazing gift in getting our struggling seniors across the finish line."** Ms. Casey, your colleagues could not be more spot-on!

We are so fortunate to work with you, Ms. Casey!!! Thank you for being ELITE!
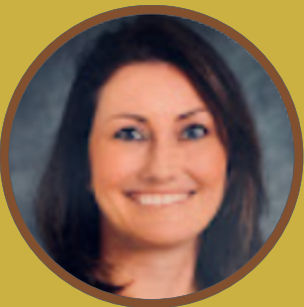
STUDENT SUPPORT

NUMBER OF STUDENTS WHO COMPLETED TESTING THIS MONTH:
- IREADY READING - 1013
- IREADY MATH - 913

- EASYCBM - 122
- INITIAL ELPAC - 13 OF 14
- 78 ACTIVE SSTS

SPED ENGAGEMENT

Our Special Education Department has been busy holding IEP meetings, building rapport with students and their families, and providing support services!
Elite's Special Education Service Providers are able to find engaging and multisensory ways to develop skills. For example, one student started the year off learning about the rare "Super Blue Moon." The student was able to see the "Super Blue Moon," type about it, and paint it!

SUPPORT IS OUR JAM!

Data Chats with Academy leaders and the Helm with leadership team are actively discussing beginning-of-the-year data, trends, and upcoming tasks. The meetings are an opportunity to build relationships, collaborate and discuss the impact of decisions from various perspectives.

The English Language Support Team is developed. The team is currently assisting with proctoring the Initial ELPAC and will work to support our English Learners with direct support throughout the school year. The efforts of Judalon Manes, Elisabeth Thompson and Maria Mack are greatly appreciated.

SUICIDE PREVENTION

In support of Suicide Prevention Month, the counselors hosted "Mental Health Matters" assemblies for all students grades 7th-12th. These assemblies provided information about taking care of our mental health and how to get help for yourself or someone else if they are struggling.

Wrap Around referrals are new this year to streamline support and ensure all resources a student or family may need is made available to them. Each week, representatives from MTSS, Counseling, Assessment, Curriculum, and Academies meet to check on our students, families, and staff.

September has been a busy month for the Counseling Department! We hosted "Freshman Academy," a series of informational sessions aimed at empowering our 9th grade students with the academic and social-emotional skills they need to be successful as well as "Senior Palooza", a fun way for our 12th graders to kick off their senior year!

In September we also began our Lunch Bunch and Middle School Hangouts. These sessions are a space for students to connect, laugh and make new friends. To support staff, we also offer monthly Coffee with the Counselors drop in sessions. They've been a hit!

Mountain Empire

Tk -5	453
6-8	218
9-12	202
Total*	873 (with another 5 pending)

*As of 09/27/2023

N E X T   M O N T H

LP1 Review

3- Day Family Campout

Elite X Begins

Our team can't wait to receive the BOY iReady results so that we can begin creating customized plans for our students and their families. We expect to have all iReady testing finalized by the first week of October.

Join Quest Crew's Annual Family Campout in Catalina!
This year, we are thrilled to announce that we will be hosting our event in Catalina. We have received an incredible amount of interest and can't wait to share all the exciting updates with you.

Elite X Returns in October with a Focus on Fellows, Flex, and Virtual Academies
Stay tuned for exciting updates as we continue to work on providing exponential learning opportunities for our Elite students!

Elite Academic Academy - Mountain Empire

Join Zoom Meeting
https://eliteacademic.zoom.us/j/94339322461?
pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09 Meeting ID:
943 3932 2461 Passcode: 517181

September 7th, 2023 at 10:00 am

43414 Business Park Drive, Temecula, CA 92590

3406 Winona Ave., Burbank CA 91504

9337 Vervain Street, San Diego , CA 92129

Elite Academic Academy - Mountain Empire -September 7th, 2023

Elite Academic Academy - Mountain Empire

Meeting Location
Due to requirements of the Brown Act, for any Director/member attending remotely, an address will be posted where the Director/member is attending. Agendas are posted at all locations. Any public vote will be done by roll call to ensure the public knows who is speaking and voting. Members of the public may easily observe the meeting and offer public comment using the following dial-in numbers and/or internet link:Join Zoom meeting:https://eliteacademic.zoom.us/j/94339322461?pwd=dVJiSVBTbTNleGZobGduSk1NZlNyZz09
Meeting ID: 943 3932 2461
Passcode: 517181

Time: 10:05 a.m.

1.0 Call To Order
Roll Call:
Lindsey Burkett, Ronnie Jackson
Present   Present

2.0 Approve/Adopt the Agenda
It is recommended the Board of Directors adopt as presented the agenda for the Board Meeting of September 7th, 2023.

Ronnie   Lindsey
Motion: Second:
Vote: Ronnie; Aye, Lindsey; Aye.
Item carries 2-0.

3.0 Board Organization

Nomination For: Kent Christensen
Nomination by: Ronnie Jackson
Nomination Seconded by:
Vote:Lindsey Burkett

3.1 Election of Board President
It is recommended that the board nominate and elect a Board President for Elite Academic Academy - Mountain Empire.

Ronnie   Lindsey
Motion: Second:
Vote: Ronnie; Aye, Lindsey; Aye.
Item carries 2-0.

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.

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.

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.

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

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

Time: 10:07 a.m.

7.0 Pledge Of Allegiance
Led By: Kent Christensen

8.0 Open Session

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. Please complete and return the form for agendized or non-agendizied 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. A request for

10.0 General Functions

10.1 Informational Items

A. CEO Authorizer Report

EAA-ME CEO Report 09.07.23.pdf

Kent   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

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

A. Meeting Minutes from August 3rd, 2023

EAA-ME 08.03.23.pdf

B. Warrant Register

WarrantRegisterME_Sep_2324.updated.pdf

C. New Instructional Materials Community Partners

Elite Academic Instructional Service Community Partner_August_2023 - VCI Community Partners.pdf

D. New Educational Materials Community Partners

Elite Academic Educational Materials Partner_August_2023.xlsx - EM Partners.pdf

11.0 Personnel Services

Motion to open items 11.1-11.3 together:
Motion: Ronnie
Second: Lindsey

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

EAA-ME Employee Contracts 08.2023.pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

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

EAA-ME Changes of Relationship 08.2023.pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

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

EAA-ME 08.23 Employee Release and Resignations.pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.0 Business Services

12.1 CTE Medical Pathway Equipment Proposal
It is recommended that the board approve the following CTE Medical Pathway Equipment Proposal for Elite Academic Academy - Mountain Empire.

Quote 17863 (1).pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye, Item carries 3-0.

12.2 Elite Marketing Invoices
It is recommended that the board approve the following Elite Marketing Invoices for Elite Academic Academy - Mountain Empire.

Bagger Sports Invoice (1).pdf

Bagger Sports Invoice (2).pdf

Kent   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye, Item carries 3-0.

12.3 CTE Computers for Animation Course Invoice
It is recommended that the board approve the following CTE Computers for Animation Course Invoice for Elite Academic Academy - Mountain Empire.

Ronnie Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye, Item carries 3-0.

Animation Computers (1).pdf

12.4 Curriculum Proposals 23.24
It is recommended that the board ratify the following Curriculum Proposals 23.24 for Elite Academic Academy - Mountain Empire.

BrainPOP Quote.pdf

Curiosity Stream Quote.pdf

EliteAcademic.ALEKS.072723.pdf

Q-552973 -Edmentum Elite Academic Academy 23_24 Order Form.pdf

Rosetta Stone Quote.pdf

Zingy-Elite.pdf

Kent   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.5 Elite Enrollment App Proposal
It is recommended that the board approve the following Elite Enrollment App Proposal for Elite Academic Academy - Mountain Empire.

Enrollment App EAA 083023 (3).pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.6 August 2023 Professional Development Final Invoice
It is recommended that the board approve the following August 2023 Professional Development Final Invoice for Elite Academic Academy - Mountain Empire.

Elite Academic Bill 8.28.23-Final 1.pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.7 Resolution to Increase Educational Funds
It is recommended that the board approve the following Resolution to Increase Educational Funds for Elite Academic Academy - Mountain Empire.

EAA-ME Board Resolution #2023-09-07-BR Increase in Ed Funds.pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.8 Payroll Allocation
It is recommended that the board approve the following Payroll Allocation for Elite Academic Academy - Mountain Empire.

FY 23 Allocation Summary.pdf

FY 23 FTE Calc (1).pdf

Ronnie   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

12.9 CONAP Docs
It is recommended that the board approve the following CONAP Docs for Elite Academic Academy - Mountain Empire.

ME_AppforFndng.pdf

Ronnie   Kent
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

13.0 Educational Services/Policy Development

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

15.0 Calendar
The next regularly scheduled meeting is October 5th, 2023 at 10:00 am.

15.1 Updated Board of Directors Meeting Calendar 23.24
It is recommended that the board approve the following Updated Board of Directors Meeting Calendar 23.24 to include a Special Meeting on October 13th, 2023 for Brown Act Training for Elite Academic Academy -Mountain Empire.

EAA-ME 2023-24 Board of Directors Meetings Calendar (Rev 2).pdf

Kent   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

16.0 Board Comments and Future Planning

Time: 10:48 a.m.

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 eliteacemic.com or at the scheduled meeting. Board agenda back-up materials may also be requested by calling the School at

Kent   Lindsey
Motion: Second:
Vote: Kent; Aye, Lindsey; Aye, Ronnie; Aye. Item carries 3-0.

1(866)354-8302. In addition, if you would like a copy of any record related to an item on the agenda, please contact administration.

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

Staff Present:
Meghan Freeman
Gena A.
Tracy H.
Laura S.
Adam W.
Evan J.
Jen E.
Mia B.
Ashlea K.
Allison W.
Oceano M.
Kristen H.
Ruthie C.
Jessica Y.
Danielle G.
Teresa S.
Meg L.
Catherine H.
Nicole L.
Antonette S.
Marrisa T.
Monique W.
Karen M.
Morgan C.
Kris M.
Elite Offices

Public Present:
Dr. Patrick Keeley

Elite Academic Academy - Mountain Empire

Date	Vendor Name	Account Name	Ref Number	Amount
8/2/2023	IN *ZAHOUREK SYSTEMS INC	Core Teaching/Student Supplies	CC 9912	$64.99
8/4/2023	MARRIOTT DESERT SPRING	Professional Development	CC 9912	$81,211.55
8/9/2023	SQ *KONA ICE N. SAN BERNA	Educational Services	CC 9912	$70.00
8/9/2023	SMORE.COM	Technology Services & Software - Educational	CC 9912	$179.00
8/9/2023	BYRDSEEDTV	Approved Core Curriculum, Teacher Manuals &	CC 9912	$149.00
8/9/2023	LEARNING A-Z LLC	Approved Core Curriculum, Teacher Manuals &	CC 9912	$256.00
8/10/2023	AMZN Mktp US*TA6752KT0	Materials & Supplies - Office	CC 9912	$7.10
8/10/2023	IN *BASELINE PRINT LLC	Marketing	CC 9912	$611.38
8/10/2023	ZOOM.US 888-799-9666	Technology Services & Software - Educational	CC 9912	$93.70
8/11/2023	WWW.NXTLVL.IO	Educational Services	CC 9912	$10,830.00
8/11/2023	AMZN Mktp US*TA0G73WR0	Materials & Supplies - Office	CC 9912	$111.92
8/11/2023	SAN DIEGO WAVE FC	Educational Services	CC 9912	$1,700.00
8/13/2023	IN *BASELINE PRINT LLC	Marketing	CC 9912	$395.31
8/13/2023	FEDEX OFFICE 800000836	Postage & Delivery - Educational	CC 9912	$1,812.61
8/15/2023	FEDEX OFFICE 800000836	Postage & Delivery - Educational	CC 9912	$3,446.94
8/16/2023	KOLBE CORP	Professional Development	CC 9912	$550.00
8/16/2023	CUSTOMINK LLC	Marketing	CC 9912	$1,226.92
8/16/2023	ZOOM.US 888-799-9666	Technology Services & Software - Educational	CC 9912	$85.06
8/17/2023	SANDIEGOPADRES	Educational Services	CC 9912	$687.50
8/17/2023	CALENDLY	Technology Services & Software - Business	CC 9912	$8,640.00
8/18/2023	YARD HOUSE 0108304	Travel, Lodging & Meals	CC 9912	$3,229.72
8/20/2023	MARRIOTT DESERT SPR F&	Professional Development	CC 9912	$175.46
8/20/2023	SQ *KONA ICE	Educational Services	CC 9912	$300.00
8/21/2023	ENTERPRISE RENT-A-CAR	Travel, Lodging & Meals	CC 9912	$27.12
8/22/2023	ZOOM.US 888-799-9666	Technology Services & Software - Educational	CC 9912	$31.07
8/22/2023	STARLINK INTERNET	Phone / Internet / Website Fees	CC 9912	$150.00
8/22/2023	PODS 9/100	Rent - Facilities Lease	CC 9912	$738.00
8/24/2023	LEARNING A-Z LLC	Approved Core Curriculum, Teacher Manuals &	CC 9912	$128.00
8/25/2023	SQ *HIGH DENSITY INC	Materials & Supplies - Office	CC 9912	$29,367.38
8/27/2023	PLASTIC CARD FACTORY INC	Core Teaching/Student Supplies	CC 9912	$194.17
8/27/2023	ACT*SD Park and Rec	Educational Services	CC 9912	$190.57
8/27/2023	VISTAPRINT	Approved Core Curriculum, Teacher Manuals &	CC 9912	$57.13
8/29/2023	IN *BASELINE PRINT LLC	Marketing	CC 9912	$200.00
8/31/2023	MARRIOTT DESERT SPRING	Professional Development	CC 9912	$2,410.60

Warrant Register: September 1 - September 29, 2023, August CC Charges

Elite Academic Academy - Mountain Empire

Date	Payee	Description	Reference	Amount
8/31/2023	ZOOM.US 888-799-9666	Technology Services & Software - Business	CC 9912	$13.81
8/31/2023	APPLE.COM/US	Technology Equipment - Staff	CC 9912	$1,977.73
8/31/2023	ZOOM.US 888-799-9666	Technology Services & Software - Business	CC 9912	$53.26
9/1/2023	Nexelm LLC	Rent - Facilities Lease	ELM203_090123	$2,558.60
9/1/2023	Wildomar Valley Wood Products, Inc.,	Rent - Facilities Lease	09Sep2023Lease	$2,752.50
9/5/2023	Ambassador Media Group, LLC	Educational Services	7352	$16,186.57
9/5/2023	Anthem Blue Cross	Health Insurance	2.02309E+11	$21,757.01
9/6/2023	Deborah Aceto	Core Teaching/Student Supplies	ACE062623	$213.68
9/6/2023	Deborah Aceto	Core Teaching/Student Supplies	ACE062123	$190.62
9/8/2023	CliftonLarsonAllen LLP	Accounting Fees / Audit	3843367	$2,362.50
9/8/2023	CliftonLarsonAllen LLP	Accounting Fees / Audit	3843417	$2,100.00
9/8/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916341	$72.29
9/8/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916343	$120.72
9/8/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916414	$72.87
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FDL-J7Q7-C461	$45.48
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13Y3-TPGK-6PYL	$355.76
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1J7M-TM3W-TXV9	$205.25
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19RV-PQ7N-K7DM	$203.52
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LTM-LNPL-9D4Q	$114.80
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1QW9-4X7M-CM19	$106.65
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VRK-7V61-KJ19	$84.32
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DCP-JDFT-6QNN	$66.45
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1W6X-GQ11-NV73	$60.18
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DKG-KT6Y-NPJG	$63.03
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FR7-CRF4-J9LQ	$58.87
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XLR-94TN-MGTC	$57.54
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16DJ-YMKX-NHFY	$45.82
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16JH-7Y9P-LFC9	$54.38
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PNX-7LPD-6JKV	$39.02
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19W6-116T-NNW6	$34.43
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	131T-PVNH-NGVW	$32.72
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1J37-FKFQ-66VP	$30.15
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19GW-VR9M-KNGD	$26.91
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Y7W-MVCH-1Y6P	$25.80
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11JD-RY9M-VFTN	$29.00

Warrant Register: September 1 - September 29, 2023, August CC Charges

Elite Academic Academy - Mountain Empire

9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CKM-M6MJ-CNFF	$29.25
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1WND-GRL4-CFY3	$26.39
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HNL-JW7L-KW17	$23.60
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PHR-HNNJ-9J7F	$17.77
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	199F-FCL6-9NV6	$17.77
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16DN-773Y-G4QV	$16.58
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VDT-L77Y-9QLY	$16.28
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XN4-WNX3-P1TG	$14.86
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1R4H-Q1QK-4TDQ	$14.04
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CKM-M6MJ-NWY1	$15.04
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16DJ-YMKX-MVCT	$12.71
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DCP-JDFT-1TNT	$8.23
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VRL-64RG-NCYF	$10.13
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1W3H-FPL3-W4M3	$3.74
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1TXP-D477-7MKL	$1,830.65
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NHL-QFHN-67DR	$74.27
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RKG-WM7P-PHPD	$186.56
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16PM-HX4N-9TJC	$131.74
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1N4P-P3JL-TJFX	$132.36
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	134W-XFXC-J14K	$125.69
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DXG-W9LC-DR9F	$132.05
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	144F-W1FM-V1YQ	$107.91
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	19KR-X4C3-T9HV	$97.47
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1F9D-N6LX-4KKT	$80.42
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13NF-6Q4G-DP97	$54.43
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XTQ-CDHD-DXPY	$55.84
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16PM-HX4N-7VFL	$62.09
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CTQ-XMVY-M7J1	$64.52
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RKG-WM7P-9RDQ	$44.35
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1GWF-D3CY-F3HW	$51.03
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1737-1LQ9-D799	$56.90
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1N4P-P3JL-C3NV	$16.05
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16G6-TGYC-9N4M	$37.85
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RKN-QVNK-9GD6	$27.15
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CRC-VKDK-CCFC	$26.39

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9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VNM-3CCJ-9YJQ	$11.18
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Q4H-7LCM-DWN1	$13.67
9/8/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	16LN-VYHJ-GTXR	$706.25
9/8/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2303930	$57.38
9/8/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20465	$310.50
9/8/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20495	$186.75
9/8/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20522	$284.82
9/8/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20496	$176.24
9/8/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20570	$205.48
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024237	$675.00
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024175	$267.55
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024235	$104.52
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024720	$271.04
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024718	$267.55
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024723	$267.55
9/8/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024724	$267.55
9/8/2023	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	518	$103.99
9/8/2023	Edmentum, INC.	Approved Core Curriculum, Teacher Manuals &	INV316369	$4,387.50
9/8/2023	Frog Street Press, LLC	Approved Core Curriculum, Teacher Manuals &	0246815-IN	$100.00
9/8/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	520605	$196.40
9/8/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	521323	$168.05
9/8/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	521989	$74.70
9/8/2023	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	1036950	$335.10
9/8/2023	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV183349	$31.14
9/8/2023	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV184009	$20.42
9/8/2023	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV183901	$31.14
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-184456	$20.00
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-184901	$237.00
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-184899	$210.24
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185524	$79.98
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185405	$317.70
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185426	$431.69
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185433	$422.09
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185427	$360.47
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185734	$518.64

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Date	Vendor	Description	Reference	Amount
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185745	$557.70
9/8/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185730	$521.69
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128010	$151.84
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128003	$133.55
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4127994	$315.88
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128180	$41.06
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129178	$188.35
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129135	$55.99
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129152	$185.58
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129140	$205.38
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129143	$306.88
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129180	$347.96
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129167	$203.65
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129154	$163.20
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132624	$312.48
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132648	$161.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132807	$48.71
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133586	$46.74
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132866	$355.61
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132363	$261.71
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132252	$353.59
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133461	$236.08
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132955	$94.27
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132522	$76.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132482	$21.18
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132819	$21.56
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132643	$261.42
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132463	$40.62
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132879	$273.08
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132560	$133.03
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132506	$76.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132528	$76.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4131955	$21.91
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132474	$226.99
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132859	$141.25

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Date	Vendor	Description	Number	Amount
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132476	$38.75
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132480	$57.60
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133393	$152.54
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132545	$217.72
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132622	$147.49
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133505	$76.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132570	$125.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132285	$476.33
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132656	$88.38
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132382	$179.99
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132515	$76.11
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132483	$123.35
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133640	$178.07
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133401	$157.79
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132575	$38.75
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132568	$148.94
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133574	$57.84
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4135970	$169.56
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4133561	$423.87
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138771	$282.02
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138738	$13.16
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138755	$39.92
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138764	$332.08
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138735	$238.16
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138741	$32.34
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138740	$37.02
9/8/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138772	$30.61
9/8/2023	Rightstart Math	Approved Core Curriculum, Teacher Manuals &	388218	$402.56
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S280634	$271.06
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S280633	$156.70
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S280636	$186.06
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281182	$100.53
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281187	$100.53
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281188	$186.06
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281841	$172.94

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Date	Vendor	Description	Invoice	Amount
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281832	$158.04
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281833	$187.66
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281839	$171.46
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281838	$171.46
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281873	$187.66
9/8/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281871	$271.06
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	500177	$145.10
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	288269	$138.40
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	444500	$142.55
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	411252	$138.40
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	211424	$145.10
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	311870	$142.55
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	188427	$138.40
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	322737	$138.40
9/8/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	355885	$138.40
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	483703	$86.09
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484072	$43.05
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484269	$86.89
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484071	$43.45
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484076	$86.09
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484259	$43.25
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484512	$43.05
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484515	$43.05
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484554	$86.89
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484856	$86.89
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484844	$43.05
9/8/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484855	$43.05
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235614825	$16.75
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235647692	$7.65
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235828796	$46.19
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235844834	$85.79
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235846849	$4.00
9/8/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235944587	$12.00
9/8/2023	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	50572	$45.95
9/8/2023	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	206688	$159.00

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9/8/2023	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals &	415500	$136.49
9/8/2023	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals &	415755	$146.84
9/8/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0331	$32.00
9/8/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0332	$79.00
9/8/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0333	$111.00
9/8/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0334	$111.00
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K31-C7L6-Y6VQ	$232.99
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K9W-3P3P-4NDF	$257.40
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RF7-WDNK-9N77	$171.22
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13WY-94XH-7VK9	$145.15
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	143D-K94G-NKPM	$147.21
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C17-JQHQ-DL7Y	$151.02
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GT9-QGD6-J1HK	$137.82
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CCQ-LHLT-FH3X	$113.27
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VL3-QW6Q-76NY	$106.84
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HKN-MX4F-NNRV	$101.32
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19RV-PQ7N-NNWP	$91.70
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WF6-Q7CH-LWD9	$94.95
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PQ1-9T3T-W9V4	$79.68
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TFK-NRL3-HHXQ	$81.76
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLH-CYR1-6Q9P	$73.26
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13HL-XRKK-CKP3	$66.88
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19JM-RPVP-JPTK	$65.48
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139H-GYG3-76HF	$64.74
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KGM-N3WX-JG3R	$69.25
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRL-64RG-T49Q	$64.79
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WND-GRL4-LJRQ	$63.99
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HH4-7RLW-TTTL	$62.35
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PNK-GGCM-MR3D	$62.79
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRK-7V61-WCHV	$59.48
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VQF-V7X4-YY4J	$56.62
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19JM-RPVP-PWXM	$57.06
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WND-GRL4-RNR6	$56.39
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HTN-JRFM-4DJ3	$44.14
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YXQ-FVGR-NWRR	$43.08

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9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191J-XQ3J-4HXR	$43.09
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LYM-XXXV-N9PL	$43.08
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YXQ-FVGR-GMXC	$42.19
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13WY-94XH-3K6M	$41.99
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MC9-DTYL-LLTL	$39.63
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HKN-MX4F-N1MT	$39.63
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	131T-PVNH-NKWP	$39.63
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X7K-CCWL-9VX3	$35.45
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X3T-TV74-NYQN	$35.70
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6X-GQ11-9LGT	$35.45
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GJ7-TQXV-Y1LH	$35.78
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F9D-N6LX-QWQQ	$32.28
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KN4-JPFK-RH4C	$32.12
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16DN-773Y-TCRQ	$31.82
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFX-GHGN-MG1H	$31.25
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GGC-1CPN-TGQX	$31.82
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GPR-4WM6-NJKF	$31.72
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X3T-TV74-KVLF	$29.87
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MV-L9MN-HFFY	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LJP-1JJG-L3X4	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KGM-N3WX-LMCX	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11RK-T3CR-HC6Q	$30.01
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFX-GHGN-KYMT	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W3H-FPL3-LDHW	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16JH-7Y9P-JLKP	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	199F-FCL6-HJD1	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	YMKX-L3WG-L3WG	$29.34
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DRK-WJRT-MPK7	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JQM-RJFG-L9RM	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HKY-V414-KY9D	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FTH-HJHP-M4HQ	$29.59
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K34-K3TJ-KXNX	$29.48
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LM3-DFYD-VFY3	$27.87
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13TC-4MK9-9WLP	$23.69
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YXQ-FVGR-RLCW	$22.34

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9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HH4-7RLW-PTRW	$22.98
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C13-HNMY-4GJN	$22.91
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HH4-7RLW-LNF7	$23.80
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X3T-TV74-MFXX	$21.54
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C64-9NR3-K96D	$18.29
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13Y3-TPGK-1PJV	$20.47
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C17-JQHQ-NGLN	$17.72
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WFM-L6XF-9NWM	$16.53
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DRK-WJRT-WXRV	$16.80
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RMG-7XNK-YGVM	$17.30
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CHW-97XP-YL67	$17.30
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J7M-TM3W-P3Y4	$12.79
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6X-GQ11-KN3R	$13.46
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W6X-GQ11-XFJG	$12.27
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PDC-VMPF-Y7TR	$10.81
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VQF-V7X4-RH3K	$8.31
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11M4-PT1C-NXRL	$10.76
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RQ-PM4L-TW4F	$11.84
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167R-HW3H-7GW4	$10.66
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11JD-RY9M-WH6V	$4.09
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VRL-64RG-1J3D	$7.53
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PFN-JY3P-4H6M	$5.26
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V7V-YRTR-76CY	$7.53
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H9F-FG6J-9CGP	$6.94
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J7M-TM3W-LC31	$762.79
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19GW-VR9M-T3MV	$148.02
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16C3-JJF4-4MCY	$64.50
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13HL-XRKK-QLM9	$562.96
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NHL-QFHN-VLGR	$1,107.48
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19JL-LMTW-HLNJ	$625.09
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CHW-97XP-47JP	$864.54
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HND-6JYT-YKVG	$1,277.50
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RMG-7XNK-1L7R	$470.34
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14RQ-PM4L-414P	$348.29
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NHL-QFHN-67DR	$39.12

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9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KN4-JPFK-9PFN	$570.91
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HH4-7RLW-6GCJ	$432.33
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MHH-Y9QT-CTP4	$211.78
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKG-WM7P-9D3P	$160.28
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GGC-1CPN-DGHM	$151.78
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11PJ-H1V6-D49H	$156.06
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16PM-HX4N-9TJC	$35.04
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RXY-RFYT-YJHL	$136.51
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CRC-VKDK-1HM3	$132.22
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HGT-ML4V-GGVJ	$91.41
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RGV-DM7V-KPFY	$84.73
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13NF-6Q4G-DP97	$31.57
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XTQ-CDHD-DXPY	$20.64
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1737-1LQ9-DH73	$75.82
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TMF-M6RR-MCQ6	$69.81
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RKN-QVNK-DHHP	$63.86
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NY-MT1G-DL61	$44.37
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L7T-CN6C-JHKF	$45.52
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1N4P-P3JL-C3NV	$19.94
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YNR-WMK6-7TYG	$33.88
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q4H-7LCM-9M4M	$27.32
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11NY-MT1G-7P66	$33.88
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYG-N34X-DXFC	$24.75
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	139X-MLPV-HLCT	$432.33
9/8/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XCR-KRW6-HKT7	$75.11
9/8/2023	H4B Team LLC	Core Teaching/Student Supplies	4568	$155.99
9/8/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-BFC2B74D08032329	$247.77
9/8/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-7B83358D08032332	$247.77
9/8/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-3DB8D29608042346	$190.12
9/8/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-DB80947A08072300	$73.90
9/8/2023	Lakeshore Learning Materials	Core Teaching/Student Supplies	1.29413E+11	$38.23
9/8/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996005	$180.70
9/8/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4128075	$196.64
9/8/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4132468	$292.05
9/8/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4132390	$39.77

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Date	Vendor	Category	Reference	Amount
9/8/2023	Danyelle Dale	Educational Services	DAL051223	$147.20
9/8/2023	Nicole the Math Lady, LLC	Educational Services	6373	$99.00
9/8/2023	Pali Institute	Educational Services	9781	$1,992.50
9/8/2023	Riley's Farm	Educational Services	135989	$300.00
9/8/2023	Whoop, Inc.	Prepaid Expense	6575	$49,000.00
9/8/2023	Whoop, Inc.	Prepaid Expense	6575	$16,912.50
9/8/2023	Alexa Myszynski	Professional Development	MYS081723	$27.00
9/8/2023	Ashley Davis	Professional Development	DAV082923	$27.00
9/8/2023	Dawn Powell	Professional Development	POW081723	$27.15
9/8/2023	Erin Burhans	Professional Development	BUR081723	$27.00
9/8/2023	MAGDALENA MATHIAS	Professional Development	MAT081723	$24.80
9/8/2023	McColgan & Associates, Inc.	Special Education Services	5079	$1,875.00
9/8/2023	Mimeo.com, Inc	Special Education Services	1930460	$167.62
9/8/2023	NCS Pearson, Inc.	Special Education Services	22207963	$66.39
9/8/2023	TSW Therapy, Inc.	Special Education Services	1459	$132.50
9/8/2023	TSW Therapy, Inc.	Special Education Services	1461	$66.25
9/8/2023	TSW Therapy, Inc.	Special Education Services	1460	$397.50
9/8/2023	Greenbox Services LLC	Technology Equipment - Students	2271	$23,020.00
9/8/2023	DocuSign Inc. Lockbox	Technology Services & Software - Business	1.111E+11	$27,400.00
9/8/2023	Southern California Edison	Utilities - Gas/Electric/Water	009SepSCE2023ME	$438.45
9/12/2023	Learning A-Z, LLC	Approved Core Curriculum, Teacher Manuals &	6975343	$351.00
9/12/2023	Guardian	Health Insurance	009Sept2023	$3,903.63
9/13/2023	Savannah Schuster	Educational Services	90923	$800.00
9/13/2023	CATHERINE POLLOCK	Travel, Lodging & Meals	POL081723	$37.00
9/14/2023	CATHERINE POLLOCK	UNALLOCATED WAGES	91523	$3,766.30
9/19/2023	Aflac	Health Insurance	995078	$653.86
9/20/2023	Accrediting Commission for Schools W	Accreditation	1319172	$1,190.00
9/20/2023	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	6182	$7,552.50
9/20/2023	Accelerate Education, Inc.	Approved Core Curriculum, Teacher Manuals &	6187	$22,511.50
9/20/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916222	$72.29
9/20/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916258	$230.45
9/20/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916283	$233.98
9/20/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916609	$230.45
9/20/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	916611	$185.16
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1TPX-1RGJ-HK4J	$703.17

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9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11Y9-M99H-4GJ6	$341.51
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LPV-M9J9-C4TK	$195.00
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1M7M-649K-RD3F	$165.40
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1MPK-V1YP-C1QC	$157.55
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1R13-JKK7-14FV	$134.63
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1H9F-FG6J-XKD6	$136.71
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XJ6-XGT1-6KCX	$85.74
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1WT6-PMFT-643L	$85.42
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DDF-4YJ7-1WD6	$78.60
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1VQF-H77R-1VJL	$74.43
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1NRG-7HRV-79JW	$71.51
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XHM-TLYC-KT69	$58.39
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1FRP-NN7M-4HQM	$53.07
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DXQ-469W-F49G	$50.62
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DMX-QM14-NQHN	$50.58
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11TH-LTRF-1LYP	$40.51
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RFY-RLJH-NXVD	$42.75
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Q1D-MGCT-4PDQ	$37.66
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1WTP-VNFX-VDFC	$36.45
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1ML4-4LLL-GLP7	$37.03
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HHF-33LP-636Y	$30.91
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13LY-F64G-3Y3H	$31.22
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	167D-9QLV-4HHR	$27.78
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CMG-GTJP-44PH	$28.11
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XJT-GP6T-1LCW	$27.34
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	133D-RGRF-4VXX	$26.81
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1TDM-XVGK-13WC	$24.82
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	14GV-HTMP-4YF3	$24.41
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1JPC-KMKC-VMR7	$18.55
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RF7-WDNK-TDHT	$17.77
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DXQ-469W-79H7	$15.51
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1KY9-LHHW-T4YH	$14.39
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HHF-33LP-3P9F	$14.43
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LKY-MRN6-3X6V	$14.83
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1DYH-VGJL-3JK9	$13.51

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Date	Vendor	Description	Invoice	Amount
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17TW-VFW6-34VK	$12.08
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1W1K-RR7H-34VQ	$12.08
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1616-KHDL-64NL	$11.93
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XHM-TLYC-MWQR	$5.36
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	164D-K3N9-3K7X	$5.32
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PM9-RWTC-D97K	$5.32
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HH6-PRHJ-H3CV	$503.77
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17JG-4TQQ-G9HN	$46.94
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	167R-HW3H-HLCQ	$51.55
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	11GY-QFVL-DYLM	$38.48
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HH6-PRHJ-N66L	$30.76
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1XWV-3DK4-DTFX	$14.04
9/20/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RFY-RLJH-D3FX	$9.69
9/20/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2303804	$129.32
9/20/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304139	$167.00
9/20/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304140	$167.00
9/20/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304495	$96.00
9/20/2023	Auriel's Light	Approved Core Curriculum, Teacher Manuals &	119	$675.00
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20464	$254.46
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20748	$222.99
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20760	$254.46
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21039	$263.86
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21006	$56.33
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20998	$176.24
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20997	$268.53
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	20996	$298.83
9/20/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21179	$186.75
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024172	$267.55
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024170	$289.84
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0024239	$264.01
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025106	$220.88
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025183	$267.55
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025125	$278.20
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025186	$223.00
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025313	$574.88

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9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025968	$118.54
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025978	$800.28
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025970	$118.54
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025977	$118.54
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025971	$118.54
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025972	$118.54
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025976	$547.35
9/20/2023	BookShark, LLC	Approved Core Curriculum, Teacher Manuals &	BI0025974	$289.84
9/20/2023	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	535	$44.98
9/20/2023	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	534	$192.00
9/20/2023	Curiosity Chronicles	Approved Core Curriculum, Teacher Manuals &	533	$24.99
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310296	$175.41
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310293	$174.42
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310295	$174.42
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310294	$174.42
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310297	$175.41
9/20/2023	Dash Into Learning	Approved Core Curriculum, Teacher Manuals &	677310298	$63.91
9/20/2023	Frog Street Press, LLC	Approved Core Curriculum, Teacher Manuals &	0247242-IN	$530.16
9/20/2023	Generation Genius, Inc.	Approved Core Curriculum, Teacher Manuals &	GG183830-R1	$175.00
9/20/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	524259	$104.87
9/20/2023	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	1038495	$323.25
9/20/2023	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	1048392	$37.71
9/20/2023	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	1053866	$189.64
9/20/2023	Ironbox	Approved Core Curriculum, Teacher Manuals &	2523	$2,887.50
9/20/2023	Know Yourself, Inc	Approved Core Curriculum, Teacher Manuals &	1812	$77.75
9/20/2023	Know Yourself, Inc	Approved Core Curriculum, Teacher Manuals &	1813	$77.75
9/20/2023	Learning A-Z, LLC	Approved Core Curriculum, Teacher Manuals &	6984533	$57.33
9/20/2023	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV183884	$20.42
9/20/2023	Learning Without Tears	Approved Core Curriculum, Teacher Manuals &	INV186654	$31.43
9/20/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-185418	$280.85
9/20/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-186168	$462.36
9/20/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-186166	$318.91
9/20/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-186106	$28.19
9/20/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-186163	$28.12
9/20/2023	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	VD2023080502	$487.02

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Date	Vendor	Description	Reference	Amount
9/20/2023	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	ER2023080901	$484.76
9/20/2023	MEL Science U.S., LLC	Approved Core Curriculum, Teacher Manuals &	HT2023081313	$460.50
9/20/2023	McGraw-Hill School Education, LLC	Approved Core Curriculum, Teacher Manuals &	1.2885E+11	$1,205.50
9/20/2023	Memoria Press	Approved Core Curriculum, Teacher Manuals &	C233667	$90.57
9/20/2023	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1932145	$4,643.96
9/20/2023	Mimeo.com, Inc	Approved Core Curriculum, Teacher Manuals &	1933351	$7,935.26
9/20/2023	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	282702	$299.26
9/20/2023	Oak Meadow, Inc	Approved Core Curriculum, Teacher Manuals &	141545	$425.11
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129162	$259.21
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129150	$95.14
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129136	$101.46
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129138	$52.65
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132626	$115.65
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132627	$48.28
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132523	$44.85
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132531	$102.05
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132317	$32.23
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132907	$160.09
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138768	$41.06
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138757	$41.06
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138729	$177.45
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4142267	$61.38
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129153	$32.34
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4142270	$34.44
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4142275	$24.28
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128227	$148.31
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128216	$433.78
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129151	$152.31
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128321	$225.45
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4128125	$94.45
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4129160	$121.39
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132557	$302.57
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4144840	$599.54
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148635	$64.77
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148646	$154.38

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9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148637	$96.07
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148640	$121.23
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148642	$130.41
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148644	$85.62
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148647	$211.38
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148648	$300.43
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148641	$130.41
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148636	$21.25
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148634	$93.29
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132576	$163.99
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4142250	$287.08
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165355	$166.20
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165082	$106.66
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165302	$228.15
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165201	$100.23
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165162	$41.06
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165073	$95.68
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165514	$141.25
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165329	$116.95
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165071	$64.94
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165158	$220.96
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165202	$24.28
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165079	$117.36
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165148	$121.23
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165517	$38.53
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138759	$452.20
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4132485	$47.90
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4162878	$67.45
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4138780	$208.35
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148645	$37.62
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4162881	$130.08
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165078	$97.37
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165321	$20.16
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165303	$30.07
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165543	$289.70

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9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165198	$58.95
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165410	$21.45
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165415	$24.28
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165025	$20.81
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165038	$203.65
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165150	$55.67
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165354	$130.97
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165010	$181.28
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165332	$107.74
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165519	$124.34
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165522	$59.08
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165540	$529.96
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165085	$40.90
9/20/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4148643	$176.57
9/20/2023	Renaissance	Approved Core Curriculum, Teacher Manuals &	INV5301572	$520.00
9/20/2023	Renaissance	Approved Core Curriculum, Teacher Manuals &	INV5301581	$1,780.00
9/20/2023	Royal Fireworks Publishing	Approved Core Curriculum, Teacher Manuals &	120469	$127.60
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281199	$186.06
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281962	$256.46
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281851	$156.70
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S282168	$73.08
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S282269	$187.66
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S283386	$324.02
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284377	$187.66
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284365	$171.46
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284363	$186.06
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284358	$156.70
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284364	$185.70
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284375	$158.04
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284366	$74.04
9/20/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284369	$59.28
9/20/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	477836	$142.55
9/20/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	422977	$125.10
9/20/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	388188	$138.40
9/20/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	299024	$142.55

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9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	483544	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484266	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484264	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484267	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484517	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	485426	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	485431	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	485432	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	485430	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	485429	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486317	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486309	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486314	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486305	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486623	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488155	$43.25
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488473	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488444	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488471	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488440	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488454	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488449	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488464	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488452	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488476	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488445	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488403	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488455	$43.05
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488443	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488462	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488465	$86.89
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488446	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488457	$86.09
9/20/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488470	$43.45
9/20/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	236297031	$132.00

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9/20/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	236499720	$63.99
9/20/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	237440838	$8.00
9/20/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	237435435	$14.95
9/20/2023	Teaching Textbooks, LLC	Approved Core Curriculum, Teacher Manuals &	51421	$121.47
9/20/2023	The Classical Historian	Approved Core Curriculum, Teacher Manuals &	58606	$134.14
9/20/2023	The Lampo Group, LLC	Approved Core Curriculum, Teacher Manuals &	INV1604677	$100.61
9/20/2023	The Lampo Group, LLC	Approved Core Curriculum, Teacher Manuals &	INV1624389	$97.52
9/20/2023	Timberdoodle Co.	Approved Core Curriculum, Teacher Manuals &	415502	$132.18
9/20/2023	UnLock Math, Inc.	Approved Core Curriculum, Teacher Manuals &	1124	$89.70
9/20/2023	Kent Christensen	Board Stipends - Attendance	09Sep2023ME	$300.00
9/20/2023	Lindsey Burkett	Board Stipends - Attendance	09Sep2023ME	$300.00
9/20/2023	Ronald Lloyd Jackson	Board Stipends - Attendance	09Sep2023ME	$300.00
9/20/2023	2 Crafty Mamas	Core Teaching/Student Supplies	528022114	$203.65
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KWG-GRFM-16DW	$29.78
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16C3-JJF4-QXV6	$651.34
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QN3-FRDM-1YM9	$523.26
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11Y9-M99H-4T99	$437.44
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13ND-TQXY-4YMW	$286.38
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J1C-KQFL-KVXM	$255.55
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17WQ-RDC9-394F	$265.07
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y6W-WJMN-DF9K	$244.34
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13HX-Q74D-DVPF	$226.80
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K3-6KXN-3MTG	$160.42
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XWV-3DK4-YFT3	$161.26
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	164D-K3N9-63NC	$131.50
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LPV-M9J9-JGWN	$125.19
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K9W-3P3P-PRJP	$116.41
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	137R-M3TG-1HPV	$116.49
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VM3-DNML-H6QL	$100.96
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VJW-XKT6-9WRH	$99.12
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VH9-C6F4-13F3	$87.15
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W1K-RR7H-74NW	$90.06
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19PJ-KN4P-LLLP	$86.91
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R1J-T9RM-1PK6	$85.69
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19QD-D7PC-K4FW	$78.61

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9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17YK-9JGK-3YFL	$77.33
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K3-6KXN-64M6	$68.91
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYN-YKK7-L13Q	$63.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X1R-1FDQ-1V4Q	$67.74
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XJ6-XGT1-3R9X	$71.67
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDM-1JQX-KHGC	$58.64
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13LY-F64G-6Y47	$61.64
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13L3-VX1X-CTPM	$52.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17FN-KPCR-6QHT	$51.79
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LKY-MRN6-3DF3	$52.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y6W-WJMN-H17P	$52.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GVP-4P79-4WDC	$51.68
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NRG-7HRV-CG3G	$50.04
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1L4D-LW7Y-KVH1	$43.81
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VQG-KVLN-QCPN	$43.49
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WT6-PMFT-C1JL	$43.20
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1H9F-FG6J-VGMT	$43.09
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QV7-VMRD-CK1D	$41.87
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RNY-G166-9QV3	$34.46
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KL-GGTR-9HG9	$34.46
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PNX-7LPD-TW14	$31.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MT-FDJQ-CRTL	$33.61
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11W1-4PFT-L69C	$32.05
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RLG-T1JL-3XXT	$30.22
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	166V-MPL9-KHFJ	$32.05
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DMX-QM14-JRW1	$29.88
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FHQ-79L1-4J6M	$29.58
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19QD-D7PC-PWDV	$29.58
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13MK-CCDX-1MJK	$29.65
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KRJ -JNFP-H93K	$29.59
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11Y9-M99H-113K	$28.13
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PJ1-RLHK-6XQG	$27.05
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	149J-JXGK-FQTY	$25.97
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11K3-6KXN-CKXT	$26.09
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LPV-M9J9-CFJY	$26.09

Warrant Register: September 1 - September 29, 2023, August CC Charges

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9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HNG-H6PK-14VD	$26.50
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DLV-9N3G-FHJC	$26.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	14G6-HJK9-VQ4X	$25.85
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VJW-XKT6-CJTP	$26.09
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y6W-WJMN-G67N	$25.85
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MYT-PT97-DDTH	$25.85
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DNX-RGJN-MJCW	$22.39
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VYN-YKK7-4MGH	$20.47
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DTY-VFPV-3CXP	$21.54
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RNY-G166-DMT4	$19.23
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TKF-16GY-HCDF	$19.37
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DXQ-469W-GT6R	$19.30
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DMX-QM14-VKDP	$22.58
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YJ6-3NYY-4QC1	$18.26
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TCH-W9PG-G3T6	$17.19
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WT6-PMFT-3CLK	$17.83
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FHM-DJVR-4F37	$19.15
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P1J-LKGF-YD9K	$17.54
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PRY-X169-4GNP	$18.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QN3-FRDM-4QMD	$17.13
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WT6-PMFT-7YD4	$16.38
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17TW-VFW6-9R7W	$16.95
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KL-GGTR-4TLQ	$16.30
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1616-KHDL-FXKL	$14.06
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146J-GM1D-G63N	$14.06
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1QGT-MV93-1QKK	$13.99
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VGL-GRQ6-34R4	$12.39
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17J7-1K9X-4VLT	$12.51
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17YC-JK7C-6N4M	$12.57
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KG7-TKY1-3FVG	$12.23
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J1T-TLXN-67HV	$12.92
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13LY-F64G-4FVF	$13.45
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KG7-TKY1-3DVH	$11.59
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GFX-KQ9X-4R9N	$9.72
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16KL-GGTR-FY9R	$10.86

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Date	Vendor	Description	Reference	Amount
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J7Y-K1D1-6GX6	$10.82
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RLW-196Q-C1VW	$8.61
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GRH-KPP3-MQ99	$11.72
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DTY-VFPV-C661	$8.61
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VJW-XKT6-HRKN	$8.61
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XJ6-XGT1-G67Y	$7.53
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CCQ-WG1Y-WK6W	$7.53
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DWR-PTCT-G14T	$6.41
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TFW-G4RN-7WXM	$6.02
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VGL-GRQ6-3K36	$6.45
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DMY-1N9L-1G6F	$4.73
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WLN-9PHM-CYCX	$3.54
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1X99-CXGY-FCM9	$5.33
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CND-RK7Y-HMKG	$252.02
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J1C-KQFL-1933	$1,377.67
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	146P-6FG4-J399	$44.80
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	167R-HW3H-RDG1	$180.28
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PFN-JY3P-R37K	$107.21
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WTP-VNFX-PT6K	$107.21
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17YR-VT16-VXTC	$48.87
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11TH-LTRF-36PM	$13.47
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13LY-F64G-6QC4	$81.54
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19CG-6K6M-1MLN	$778.25
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1P1J-LKGF-9LPV	$328.09
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16C3-JJF4-LYHD	$307.72
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GW6-1VTF-M64H	$224.40
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17JG-4TQQ-F9R1	$201.17
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M7M-649K-NMKF	$136.00
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17YR-VT16-GYT7	$129.66
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PFN-JY3P-FV1X	$88.13
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K43-WJ9D-KX73	$8.18
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HK6-96WQ-767M	$7.53
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DVC-CPWL-631Y	$7.39
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11MV-F4QR-KFD3	$7.53
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	137R-M3TG-611G	$6.99

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9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	17YC-JK7C-7TGR	$6.02
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HP3-L33L-4RJL	$5.48
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FRT-TXFD-4V7K	$6.05
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XQG-16LR-FYFY	$92.85
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RF7-WDNK-D74N	$76.81
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	11FG-6GK6-CV4P	$77.32
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HTN-JRFM-D1KT	$61.98
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191J-XQ3J-DJNW	$64.74
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J37-FKFQ-CXN3	$58.10
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191J-XQ3J-G99V	$43.09
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K9W-3P3P-K1XT	$52.95
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13HW-TWYT-M6XT	$41.87
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W79-M4X6-MW36	$41.78
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KY9-LHHW-F4GM	$41.12
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J37-FKFQ-CKHX	$40.92
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13WY-NJKT-C1XC	$34.47
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PFN-JY3P-FXXY	$30.15
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1RF7-WDNK-DY4V	$27.57
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1M7M-649K-DF47	$23.69
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13TC-4MK9-NQFH	$40.41
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1W79-M4X6-F3MG	$12.24
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1JGT-9PFK-H7T6	$19.74
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WRT-6FP7-CQLF	$14.98
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VQG-KVLN-DKMH	$17.11
9/20/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	191J-XQ3J-FWR6	$3.09
9/20/2023	Blick Art Materials	Core Teaching/Student Supplies	1321138	$38.81
9/20/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-CF7527DF08072358	$134.63
9/20/2023	Lakeshore Learning Materials	Core Teaching/Student Supplies	2.06017E+11	$38.33
9/20/2023	Lego Education	Core Teaching/Student Supplies	1190564455	$430.95
9/20/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996083	$180.70
9/20/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996059	$322.60
9/20/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996060	$180.70
9/20/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996077	$182.37
9/20/2023	Little Passports, Inc	Core Teaching/Student Supplies	IN-0000996230	$181.54
9/20/2023	Mimeo.com, Inc	Core Teaching/Student Supplies	1933351	$217.30

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Date	Vendor	Description	Reference	Amount
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4142279	$244.65
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4144746	$81.06
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4148638	$147.76
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4165516	$116.48
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4165408	$116.00
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4165304	$95.68
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4165301	$74.57
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4165523	$74.57
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4144748	$101.11
9/20/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4148639	$40.46
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1339	$11.86
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1340	$61.47
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1350	$387.40
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1333	$61.47
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1349	$61.95
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1369	$307.78
9/20/2023	Schoolhouse Discoveries LLC	Core Teaching/Student Supplies	1385	$70.09
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614408739-0-1	$48.37
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614407235-0-1	$221.02
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614410321-0-1	$151.18
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614701985-0-1	$154.69
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614702013-0-1	$124.60
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614702041-0-1	$69.90
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614702013-0-2	$21.54
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614407235-0-2	$2.26
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7614702013-0-3	$34.36
9/20/2023	Staples Business Credit	Core Teaching/Student Supplies	7615090004-0-1	$28.97
9/20/2023	Timberdoodle Co.	Core Teaching/Student Supplies	416576	$94.48
9/20/2023	Cheryl McCormick	Educational Services	21	$3,024.00
9/20/2023	Nicole the Math Lady, LLC	Educational Services	6374	$59.00
9/20/2023	Nicole the Math Lady, LLC	Educational Services	6372	$99.00
9/20/2023	Nicole the Math Lady, LLC	Educational Services	6440	$149.00
9/20/2023	Nicole the Math Lady, LLC	Educational Services	6802	$79.00
9/20/2023	SeaWorld San Diego	Educational Services	GCV63327	$94.50
9/20/2023	Knight Security & Fire Systems	Fire, Alarm & Pest control	174222	$20.00

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9/20/2023	Great American Insurance Group	General Liability Insurance	009Sept2023ME	$3,117.67
9/20/2023	Blank Rome LLP	Legal Fees	2136035	$267.75
9/20/2023	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15418	$15.50
9/20/2023	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15421	$519.00
9/20/2023	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15420	$1,937.00
9/20/2023	Hatch & Cesario, Attorneys-at-Law	Legal Fees	15417	$920.50
9/20/2023	Mary R. Pierce, Esq.	Legal Fees	202331	$112.50
9/20/2023	Samuel Keeley	Mileage, Parking & Tolls	KEE081123	$17.36
9/20/2023	IXL Learning, Inc.	Misc. Operating Expense	S473965	$1,000.00
9/20/2023	Uline	Postage & Delivery - Educational	167294714	$1,046.08
9/20/2023	Uline	Postage & Delivery - Educational	166884716	$3,149.18
9/20/2023	Kevin Oley	Professional Development	KO081723	$15.28
9/20/2023	Laura Kellogg	Professional Development	KEL082323	$25.86
9/20/2023	Mimeo.com, Inc	Professional Development	1932145	$3,165.04
9/20/2023	Samuel Keeley	Professional Development	KEE081123	$60.19
9/20/2023	NCS Pearson, Inc.	Special Education Services	22580161	$1,040.30
9/20/2023	NCS Pearson, Inc.	Special Education Services	22607541	$226.83
9/20/2023	PresenceLearning, Inc.	Special Education Services	INV61623	$8,400.00
9/20/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	11LM-9LYH-33V6	$1,142.55
9/20/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	1GX1-VG4M-1VK3	$110.56
9/20/2023	Staples Technology Solutions	Technology Equipment - Staff	PDZ767	$1,137.39
9/20/2023	Staples Technology Solutions	Technology Equipment - Staff	PDZ946	$804.49
9/20/2023	IntelliBoard, Inc.	Technology Services & Software - Educational	INV-7198	$4,700.00
9/20/2023	Staples Technology Solutions	Technology Services & Software - Educational	PEG508	$4,650.00
9/20/2023	Ayme Pankratz	Travel, Lodging & Meals	PAN081723	$27.00
9/20/2023	CARRIE RICHARDSON	Travel, Lodging & Meals	RIC081723	$27.00
9/20/2023	Sarah O'Connor	Travel, Lodging & Meals	OCO081723	$27.00
9/20/2023	Marsh & McLennan Agency, LLC	Workers Compensation	2383558	$4,067.50
9/22/2023	FIS LOCKBOX OPERATIONS ATTN:PITN	Postage & Delivery - Educational	021.ME	$7,000.00
9/27/2023	Aceable	Educational Services	INVACE498	$275.62
9/27/2023	Kimberly Keeth	Educational Services	528165203	$300.00
9/27/2023	Savannah Schuster	Educational Services	92223	$800.00
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917137	$230.45
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917443	$140.40
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917558	$92.76

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Date	Vendor	Description	Reference	Amount
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917730	$139.20
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917707	$72.87
9/28/2023	All About Learning Press, Inc.	Approved Core Curriculum, Teacher Manuals &	917736	$72.29
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1TYG-VM1M-34LQ	$8.61
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LDH-Y6Q9-LMH7	$42.00
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Y1J-QGQX-4KT4	$19.44
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1MKJ-T7J7-4QK6	$23.22
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1HLH-GR1T-9D13	$33.66
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1K3C-D61D-6HTW	$20.20
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	17XT-7K37-4DMH	$19.44
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1KXR-4C7W-9GVR	$15.57
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1Y1W-TCY7-F6N4	$14.44
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CPC-VJ4K-G9WL	$17.24
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1RR6-LV7W-M6PQ	$14.36
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1PLT-N49D-RX4Q	$15.63
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13Y9-P4DP-R4XM	$8.61
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	13Y9-P4DP-XQHP	$19.60
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1LC9-WCLW-XXX3	$17.47
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CXM-D7VY-XFC7	$18.19
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1F97-PVNG-3R3D	$17.01
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1GXW-GTVK-6D6F	$20.44
9/28/2023	Amazon Capital Services, Inc.	Approved Core Curriculum, Teacher Manuals &	1CHR-DVX3-6P7M	$56.17
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304600	$94.44
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304902	$116.40
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304901	$129.32
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304903	$96.00
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304900	$129.32
9/28/2023	AoPS Incorporated	Approved Core Curriculum, Teacher Manuals &	INV2304920	$96.00
9/28/2023	Auriel's Light	Approved Core Curriculum, Teacher Manuals &	131	$300.00
9/28/2023	Auriel's Light	Approved Core Curriculum, Teacher Manuals &	130	$225.00
9/28/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21311	$254.46
9/28/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21381	$205.48
9/28/2023	Beautiful Feet Books, Inc.	Approved Core Curriculum, Teacher Manuals &	21372	$263.86
9/28/2023	Brave Writer	Approved Core Curriculum, Teacher Manuals &	528106885	$149.00
9/28/2023	Brigantine Media	Approved Core Curriculum, Teacher Manuals &	9123	$35.61

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Date	Vendor	Description	Invoice	Amount
9/28/2023	Clear Water Press, Inc	Approved Core Curriculum, Teacher Manuals &	2428372	$216.10
9/28/2023	Dino Lingo, Inc	Approved Core Curriculum, Teacher Manuals &	528110748-INV	$149.00
9/28/2023	EdZOOcating	Approved Core Curriculum, Teacher Manuals &	1075	$32.49
9/28/2023	Elemental Science, Inc.	Approved Core Curriculum, Teacher Manuals &	IN-5648	$91.28
9/28/2023	Guest Hollow, LLC	Approved Core Curriculum, Teacher Manuals &	912023B	$39.00
9/28/2023	Guest Hollow, LLC	Approved Core Curriculum, Teacher Manuals &	912023A	$39.00
9/28/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	527888	$80.09
9/28/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	527887	$79.01
9/28/2023	Home Science Tools	Approved Core Curriculum, Teacher Manuals &	527886	$261.23
9/28/2023	Institute for Excellence in Writing	Approved Core Curriculum, Teacher Manuals &	1059185	$37.71
9/28/2023	Logic of English	Approved Core Curriculum, Teacher Manuals &	SI-189161	$40.00
9/28/2023	Miaplaza, Inc.	Approved Core Curriculum, Teacher Manuals &	4167	$1,123.50
9/28/2023	Moving Beyond the Page	Approved Core Curriculum, Teacher Manuals &	284167	$379.94
9/28/2023	Mystery Science	Approved Core Curriculum, Teacher Manuals &	236119	$89.00
9/28/2023	Mystery Science	Approved Core Curriculum, Teacher Manuals &	235406	$89.00
9/28/2023	Pandia Press	Approved Core Curriculum, Teacher Manuals &	41030	$94.49
9/28/2023	Peterson's LLC	Approved Core Curriculum, Teacher Manuals &	INV-2254675	$1,229.57
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172774	$117.45
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4173191	$117.51
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172596	$152.13
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172609	$49.88
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172756	$40.90
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172599	$29.53
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165413	$81.06
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165414	$80.73
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165531	$174.27
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165316	$80.41
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172635	$102.35
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172522	$81.06
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4173178	$80.41
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172803	$80.41
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165419	$80.41
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165323	$81.06
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4172511	$101.93
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4165521	$112.25

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Date	Vendor	Description	Reference	Amount
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179108	$64.03
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179198	$63.45
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178966	$28.01
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179196	$378.91
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179012	$36.86
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179015	$568.22
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179179	$96.07
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178953	$64.69
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178988	$72.11
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179184	$47.53
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179192	$216.13
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179171	$77.81
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179104	$93.06
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179181	$81.06
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178967	$57.28
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179387	$42.41
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179008	$99.31
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179001	$155.50
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179191	$216.13
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179174	$144.78
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179185	$141.25
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178994	$95.68
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4178989	$38.86
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4179006	$56.26
9/28/2023	Rainbow Resource Center	Approved Core Curriculum, Teacher Manuals &	4183743	$45.33
9/28/2023	Samuel & Adelaide Company, LLC	Approved Core Curriculum, Teacher Manuals &	EAAME-0001	$115.20
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281189	$186.06
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S281853	$186.06
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S284351	$157.37
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S287549	$141.94
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S287539	$44.52
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S287546	$186.06
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S287548	$186.06
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S287543	$186.06
9/28/2023	Singapore Math Inc.	Approved Core Curriculum, Teacher Manuals &	S288881	$156.70

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Date	Vendor	Description	Number	Amount
9/28/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	199878	$125.10
9/28/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	533004	$142.55
9/28/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	422785	$125.10
9/28/2023	Stephens Educational Services, LLC	Approved Core Curriculum, Teacher Manuals &	233267	$142.55
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	484262	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	486313	$43.25
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	488467	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490123	$43.65
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489787	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489955	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490121	$87.29
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489786	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489919	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490120	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489757	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489959	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490119	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489772	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489954	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490141	$43.05
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489735	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489949	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489756	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489759	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490125	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489763	$43.35
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489952	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490137	$43.05
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489738	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489922	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489946	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489736	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489768	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490139	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489769	$86.49

Elite Academic Academy - Mountain Empire

Date	Vendor	Description	Invoice	Amount
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489761	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489758	$86.49
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489944	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	489924	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490549	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490552	$43.05
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490543	$86.89
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490548	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490628	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490626	$86.09
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490584	$43.05
9/28/2023	Studies Weekly	Approved Core Curriculum, Teacher Manuals &	490590	$43.45
9/28/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	235648053	$8.50
9/28/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	238096617	$162.75
9/28/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	238355548	$56.38
9/28/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	238333700	$48.69
9/28/2023	Teacher Synergy LLC	Approved Core Curriculum, Teacher Manuals &	238347332	$168.20
9/28/2023	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	210756	$399.00
9/28/2023	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	210736	$399.00
9/28/2023	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	211339	$798.00
9/28/2023	The Regents of the University of Califo	Approved Core Curriculum, Teacher Manuals &	211311	$399.00
9/28/2023	Thinkwell Corporation	Approved Core Curriculum, Teacher Manuals &	206905	$159.00
9/28/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0355	$32.00
9/28/2023	Wild Learning LLC	Approved Core Curriculum, Teacher Manuals &	INV-0354	$79.00
9/28/2023	Valley Office Equipment	Copier Lease, Service, Toner & Repair	IN2308-1313	$15.62
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1K4C-HTLH-1XKY	$51.47
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YVL-TW4W-344X	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC1-WQL1-3HD7	$43.09
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XGM-RCGN-3CM3	$72.61
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G6Q-7X77-1DGW	$36.23
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LDH-Y6Q9-TQRV	$4.84
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	19QH-H4WL-1WT7	$34.16
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1PLT-N49D-63X7	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLH-GR1T-CMF1	$20.65
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MKJ-T7J7-9RPK	$79.50

Elite Academic Academy - Mountain Empire

9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LR3-W74J-7FVX	$16.61
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y1W-TCY7-76D6	$55.48
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YVL-TW4W-D74F	$40.92
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1FCF-9KFP-4YHN	$17.19
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MKJ-T7J7-CDFM	$21.83
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CLW-7Y7V-CL9V	$197.16
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1C3C-GXLG-4Q73	$29.14
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DPN-C134-4YPL	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC1-WQL1-4XDM	$17.35
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Q4D-MGTK-DD7X	$31.39
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CLW-7Y7V-DDKG	$32.30
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R6N-LD14-CVKK	$309.91
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G6Q-7X77-CG4W	$17.27
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13DL-N3DR-4FHV	$26.81
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VGG-49JT-4GRW	$18.31
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1911-K39C-61D9	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	16TR-CP6F-4XMJ	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13W3-4KDK-9LYJ	$32.88
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F6T-KTY4-9XDV	$6.02
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VGG-49JT-6Q7P	$71.22
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DPN-C134-J4FG	$247.81
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y1W-TCY7-FCXG	$83.78
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1NC1-WQL1-GKNQ	$84.89
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13Y9-P4DP-GTHQ	$38.67
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWM-JJT9-DXGM	$27.33
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1V4P-9HGW-G1XC	$81.78
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XGM-RCGN-FTDL	$38.29
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13Y9-P4DP-JG3Q	$29.22
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y1J-QGQX-JWC4	$26.88
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1TVV-W4QV-GRH7	$30.95
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YVL-TW4W-MYLY	$43.09
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F6T-KTY4-N3JK	$32.31
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1J7R-WGHQ-NYMD	$13.79
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1LC9-WCLW-LM4V	$41.31
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XGM-RCGN-PQ94	$58.87

Elite Academic Academy - Mountain Empire

Date	Vendor	Description	Reference	Amount
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1R6N-LD14-QKLT	$29.01
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MHT-J949-QVRJ	$34.71
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DPN-C134-QM7P	$9.78
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1YVL-TW4W-QQ31	$29.01
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLH-GR1T-QYXJ	$19.37
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KKL-C9VY-1CQV	$16.78
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13PP-MDF1-CF3V	$16.11
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T6Q-NG11-4PT6	$12.43
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HLF-RJ13-9PVD	$29.78
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1G6Q-7X77-RTD1	$15.18
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CLW-7Y7V-QYH3	$18.42
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KMF-MWNL-YCDC	$17.23
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1DPN-C134-VMWY	$16.11
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1911-K39C-XM97	$35.59
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1F6T-KTY4-WFJQ	$21.74
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CXM-D7VY-Y7KQ	$10.76
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1MWM-JJT9-XXJ6	$19.54
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1KXR-4C7W-VFHG	$19.04
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CPC-VJ4K-X99T	$34.25
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WM9-L4XD-X671	$16.11
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1GNF-W3YH-W6MP	$6.45
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	13DL-N3DR-YG6M	$57.01
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1HM4-RVMN-WHG6	$292.74
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CHR-DVX3-7HNT	$47.52
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1T6Q-NG11-1YLK	$117.10
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	111F-VL1Y-3637	$8.68
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1XGC-WFKP-3VCV	$68.94
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1CHR-DVX3-4JFL	$4.21
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WXM-G3LF-39CN	$6.84
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WCR-QX67-3YJ6	$14.54
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1WCR-QX67-1YFJ	$12.60
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1VP1-6HJ6-7H9X	$28.64
9/28/2023	Amazon Capital Services, Inc.	Core Teaching/Student Supplies	1Y1J-QGQX-C4D9	$15.21
9/28/2023	Arts Attack	Core Teaching/Student Supplies	22-5917	$149.00
9/28/2023	Carroll Business Supply, Inc	Core Teaching/Student Supplies	991443-0	$49.32

Elite Academic Academy - Mountain Empire

9/28/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-699F80B708292355	$328.53
9/28/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-139EFEB509012317	$247.77
9/28/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-320F964909012315	$247.77
9/28/2023	KiwiCo, Inc.	Core Teaching/Student Supplies	KE-E412BAEE09012351	$73.22
9/28/2023	Leslie DeMedicis	Core Teaching/Student Supplies	DEM090123	$39.50
9/28/2023	Mimeo.com, Inc	Core Teaching/Student Supplies	1935631	$9,385.35
9/28/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4148633	$120.17
9/28/2023	Rainbow Resource Center	Core Teaching/Student Supplies	4174897	$81.06
9/28/2023	Skinit Acquisition LLC	Core Teaching/Student Supplies	PSI-20026061	$828.56
9/28/2023	Timberdoodle Co.	Core Teaching/Student Supplies	415501	$94.84
9/28/2023	Branche Jones	Educational Services	118	$1,500.00
9/28/2023	Nicole the Math Lady, LLC	Educational Services	6977	$99.00
9/28/2023	Nicole the Math Lady, LLC	Educational Services	7081	$59.00
9/28/2023	Nicole the Math Lady, LLC	Educational Services	7082	$99.00
9/28/2023	Nicole the Math Lady, LLC	Educational Services	7080	$99.00
9/28/2023	Samantha Pecoraro	Educational Services	PEC082923	$55.60
9/28/2023	Certifix Live Scan	Fingerprinting	78919	$142.35
9/28/2023	Frontier	Phone / Internet / Website Fees	010Oct2023-41775	$181.25
9/28/2023	TSW Therapy, Inc.	Special Education Services	1200	$463.75
9/28/2023	TSW Therapy, Inc.	Special Education Services	1201	$530.01
9/28/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	1W77-JTHF-1WMP	$220.49
9/28/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	1MHT-J949-4K3L	$261.40
9/28/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	1JK6-3XJM-MTJY	$127.41
9/28/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	17XT-7K37-NN9R	$126.85
9/28/2023	Amazon Capital Services, Inc.	Technology Equipment - Staff	1HKN-CX36-6FPF	$111.54
9/28/2023	OPS	Technology Services & Software - Educational	2489	$1,302.83
9/29/2023	Ambassador Media Group, LLC	Educational Services	7353	$49,000.00
9/29/2023	Ambassador Media Group, LLC	Educational Services	7353	$49,000.00
9/29/2023	Ambassador Media Group, LLC	Educational Services	7353	$26,000.00

Partner Name	Description of Services	Link to EAA VCI 2023-2024 Applications
Nonie Manker	Academic support for Math and Language Arts skills (KN-5th grade students)	Nonie Manker_EAA VCI 23-24 Application
The Claremont Club	Enrichment classes (Art, Science, Fitness, Brain Games, Creative Exploration, Express Yourself and more!)	The Claremont Club_EAA VCI 23-24 Application
Gilmore Speaks	Public speaking courses (Essentials of public speaking, public speaking life skills, intro to argumentation, and more!)	Gilmore Speaks_EAA VCI 23-24 Application
Norris Performing Arts Center	Dance, vocal, acting, theater classes	Norris Performing Arts Center_EAA VCI 23-24 Application
Applause Music Academy - LA County	Private and group music lessons, art classes	Applause Music Academy - LA County_EAA VCI 23-24 Application
Applause Music Academy - SB County	Private and group music lessons, art classes	Applause Music Academy - SB County_EAA VCI 23-24 Application
Queensbridge Riding Academy LLC	Horseback riding lessons	Queensbridge Riding Academy LLC_EAA VCI 23-24 Application
Sebesta's Rocking K Ranch	Horsemanship and Horseback Riding Lessons	Sebesta's Rocking K Ranch_EAA VCI 23-24 Application
Annie Packard	Language arts tutoring	Annie Packard_EAA VCI 23-24 Application
Denise Buskirk	Grammar, spelling, writing, logic and reasoning	Denise Buskirk_EAA VCI 23-24 Application
34th St. Prep Academy	Enrichment program, elective classes, tutoring	34th St. Prep Academy_EAA VCI 23-24 Application
Happy Homeschool Helpers	Tutoring offered in a group for 5th-8th grade students in the subjects of Middle School: Mathematics, Science, History, and Language Arts	Happy Homeschool Helpers_EAA VCI 23-24 Application
The Piano Studio	Private and group piano lessons	The Piano Studio_EAA VCI 23-24 Application
MrTeach	Academic support for K-12th grade students in all subjects	MrTeach_EAA VCI 23-24 Application
Nate & Alice Music Studio	Private piano, voice, and guitar lessons	Nate & Alice Music Studio_EAA VCI 23-24 Application
Dasana Sports	Physical education, sports activities	Dasana Sports_EAA VCI 23-24 Application
Rock Fitness	Climbing instruction and classes	Rock Fitness_EAA VCI 23-24 Application
Safe Swim Academy	Private (one-on-one) swim lessons, Semi-private (two students at the same time) swim lessons	Safe Swim Academy_EAA VCI 23-24 Application
Kids Broadcasting Academy	Broadcasting and Creative Writing Classes	Kids Broadcasting Academy_EAA VCI 23-24 Application
Andrea Covarrubias	Enrichment classes: Carpentry, Computer Science, Engineering, and Creative Technologies.	Andrea Covarrubias_EAA VCI 23-24 Application
Roman Covarrubias	Enrichment classes: Carpentry, Computer Science, Engineering, and Creative Technologies.	Roman Covarrubias_EAA VCI 23-24 Application
KRCStrength	Health and physical education classes, golf classes	KRCStrength_EAA VCI 23-24 Application
Rap A Tap Center For The Arts	Dance classes (Ages 18 months to Adult)	Rap A Tap Center For The Arts_EAA VCI 23-24 Application
Delias Studio of Art	Teaches art acrylic, water color, drop art, clay stamping, pencil sketching, chalk art, learning to draw, and more!	Delias Studio of Art_EAA VCI 23-24 Application
Moonridge School of Dance	Ballet, Tap, and Jazz for all ages	Moonridge School of Dance_EAA VCI 23-24 Application
Learn with Christina	In-person tutoring, K-8th	Learn with Christina_EAA VCI 23-24 Application
ZT Prospects Academy	Home schooling program, baseball/softball training, personal strength training	ZT Prospects Academy_EAA VCI 23-24 Application
City Grown Kids LLC	Nature infused and literature rich classes	City Grown Kids LLC_EAA VCI 23-24 Application
The Performer's Academy	Visual & Performing Arts (acting classes, singing, musical theater, voice lessons)	The Performer's Academy_EAA VCI 23-24 Application

New Instructional Service Community Partners - September 2023

Partner Name	Product Description	Link to EAA EMR 2023-2024 Applications
Rooted in Language	Language Arts curriculum and instructional materials	Rooted in Language_EAA EMR 23-24 Application
Science Mom	Recorded semester-long courses	Science Mom_EAA EMR 23-24 Application
Jamie York Press	Pre-recorded basic Math Academy program, books, pre-recorded Art of Teaching Math workshops	Jamie York Press_EAA EMR 23-24 Application
Write At Home Inc.	Asynchronous writing courses ONLY	Write At Home Inc._EAA EMR 23-24 Application
Woke Homeschooling, Inc	History curriculum ONLY	Woke Homeschooling, Inc_EAA EMR 23-24 Application
Homeschool Languages	foreign language curriculum	Homeschool Languages_EAA EMR 23-24 Application
VWR International, LLC (Ward's Science Brand)	Science and instructional supplies (microscopes, balances, live materials, glass sheets, etc.)	VWR International, LLC (Ward's Science Brand)_EAA EMR 23-24 Application
Blackbird & Company	English, Language Arts curriculum	Blackbird & Company_EAA EMR 23-24 Application

ELITE ACADEMIC ACADEMY

Temporary Large Caseload Stipend - Job Description

Position Title:	Temporary Large Caseload Stipend
Department:	Certificated Teaching
Reports To:	Academy Director (or Designee)
FLSA Classification:	Exempt
Stipend:	$1,000 per month
Classification:	Certificated
School Calendar Days:	12 month Calendar

Job Description: *This is not a stand-alone job description, but a rider to our various Teacher job descriptions. This payscale supersedes the teacher position. The Teacher is temporarily carrying a larger caseload of students. This supports the additional workload needed to maintain a larger caseload.*

Employee Acknowledgement:

_____   _____   _____

Employee Signature   Printed Name   Date

Employee Code	Position	Payroll Profile Description	Contract Addendum Date	Salary Rate per Hour/Amount of Annual Increase	Annual Salary	Total Monthly Stipend	
23240334	Teacher of Record - Flex	ELITE ACADEMIC ACADEMY MOUNTAIN EMPIRE	10/1/2023	$833.33 monthly increase (stipend)	$79,542.40	$1,308.33	

Employee Code	Position	Payroll Profile Description	Contract End Date	Annual Salary	Total Monthly Stipend
23240274	Lead Teacher of Record - Virtual	ELITE ACADEMIC ACADEMY MOUNTAIN EMPIRE	9/15/2023	86,665.60	$1,108.33

GL Travel
8780 Auburn Folsom Road
Granite Bay, CA 95746

INVOICE

Date	Invoice #
09/14/2023	0914202304

Balance Due	**12/15/2023**

BILL TO:
Ashlea Kirkland
Elite Academic Academy
43414 Business park Drive
Temecula, CA 92590

Location: Universal Studios Hollywood
Dates: January 26th, 2024

Item	Quantity	Cost	Total
2023 Student Leadership Event Entrance w/ meal	50	$159.00	$ 7,950.00
2023 Comp Chaperone Leadership Event Entrance w/meal	3	$ 0.00	$ 0.00
2023 Additional Adult Leadership Event Entrance w/ meal	2	$ 159.00	$ 318.00
		Total Due	**$ 8,268.00**
		Balance due by 12/15/23	**$8,268.00**

Adjustments to your total final numbers can be made via email to victoria@gltravelco.com.

Please submit changes and payment in full no later than December 15, 2023

Please remit payment by the due date listed.
If you have questions, please contact us at (800) 681-4578 or email info@gltravelco.com

EAA-Lucerne: $4,134.00
EAA-Mountain Empire: $4,134.00

WESTIN®
HOTELS & RESORTS

GROUP SALES AGREEMENT

DESCRIPTION OF GROUP AND EVENT

The following represents an agreement between The Westin South Coast Plaza, Costa Mesa, 686 Anton Boulevard, Costa Mesa, CA, 92626, (714) 540-2500 and Elite Academic Academy.

ORGANIZATION: Elite Academic Academy
CONTACT:

Name:	Mia Blackwell
Street Address:	43414 Business Park Drive
City, State, Postal Code:	Temecula, CA 92590-5526
Country/Region:	USA
Phone Number:	(951) 528-4247
E-mail Address:	mblackwell@eliteacademic.com

CONTRACT SIGNATORY

Name:	Meghan Freeman
Street Address:	43414 Business Park Drive
City, State, Postal Code:	Temecula, CA 92590-5526
Country/Region:	USA
Phone Number:	(310) 912-5679
E-mail Address:	mfreeman@eliteacademic.com

NAME OF EVENT:	Elite Academic Academy All Staff Meeting
REFERENCE #:	M-QYEN9CX
OFFICIAL PROGRAM DATES:	Wednesday, 02/13/2024 - Friday, 02/16/2024
TODAY'S DATE:	Friday, September 15, 2023

GUEST ROOM COMMITMENT/GROUP ROOM RATES

The Hotel agrees that it will provide, and Group agrees that it will be responsible for utilizing, **208 room nights** in the pattern set forth below (such number and such pattern, the "Room Night Commitment"):

Date	Day	Traditional Guestroom	Junior Suite	Total Rooms
02/13/2024	Tue	5	6	11
02/14/2024	Wed	40	6	46
02/15/2024	Thu	145	6	151
Total Room Nights	**-**	**185**	**18**	**208**

Start Date	End Date	Room Type	Single	Double
02/13/2024	02/15/2024	Junior Suite parlor	$229.00	$229.00
02/13/2024	02/15/2024	Traditional Guestroom	$229.00	$229.00

GROUP ROOM RATES

Hotel's room rates are subject to applicable state and local taxes (currently 11%) and CA Tourism $0.60 in effect at the time of check-out.

Robyn Curby
robyn.curby@marriott.com

Meghan Freeman
mfreeman@eliteacademic.com

SPECIAL CONCESSIONS

In consideration of the Room Night Commitment and the functions identified on the Function Information Agenda/Event Agenda, Hotel will provide Elite Academic Academy with the following special concessions:

1.   Six (6) Junior Suite upgrades, at the Group Rate, as outlined in the Guest Room Commitment.
2.   Meeting room rental waived with a fulfilled catered food and beverage minimum of **$38,000.00** plus staff charge and house charge that applies to food, beverage and rental and sales tax. This minimum is exclusive of food and beverage spend in Hotel outlets. If Group does not meet minimums no discount should be extended.
3.   Fifteen percent (15%) discount off 2024 published catering pricing, excluding alcohol, packaged menus, custom menus and labor fees. Group to pay staff charge and house charge on published pricing. Minimum must be achieved for discount to apply.
4.   Overnight self-parking fee reduced to $25.00 per vehicle, per night, plus tax for overnight Hotel guests.

COMPLIMENTARY ROOMS

Elite Academic Academy will be entitled to one (1) complimentary room night for every thirty-five (35) revenue-generating room nights occupied on a cumulative basis.

UTILIZING COMPLIMENTARY ROOMS

Complimentary guest rooms must be utilized during event.

COMMISSION

The group room rates listed above are net non-commissionable. Elite Academic Academy will advise its designated agency of these rates and address any resulting agency compensation issues directly with the management of the appropriate agency.

METHOD OF RESERVATIONS

Hotel is pleased to offer Elite Academic Academy the use of an online group reservations system. A rooming list is to be provided by the meeting planner or its designee, by the Cutoff Date of **Tuesday, January 16, 2024**, in the Hotel rooming list format for automatic upload into the online group reservations system. The planner will be given access to make, modify or cancel reservations after the first list is uploaded and/or Hotel will publish a website for attendees to access to manage their modifications or changes themselves. Reservations must be made on or before the Cutoff Date of **Tuesday, January 16, 2024** in order to be eligible for the group rate. Any reservations made after the Cutoff Date shall be at the Hotel's then current available rate.

Hotel will provide Elite Academic Academy with information about how to access its information through the online group reservations system.

GUARANTEED RESERVATIONS

All reservations must be accompanied by a first night room deposit or guaranteed with a major credit card or by Elite Academic Academy. Hotel will not hold any reservations unless secured by one of the above methods.

CUT-OFF DATE

Reservations by attendees must be received on or before **Tuesday, January 16, 2024**, (the "Cut-Off Date"). At the Cut-Off Date, Hotel will review the reservation pick up for the Event, release the unreserved rooms for general sale, and determine whether or not it can accept reservations based on a space- and rate-available basis at the Elite Academic Academy group rate after this date.

NO ROOM TRANSFER BY GUEST

Elite Academic Academy agrees that neither Elite Academic Academy nor attendees of the Event nor any intermediary shall be permitted to assign any rights or obligations under this Group Sales Agreement, or to resell or otherwise transfer to persons not associated with Elite Academic Academy reservations for guestrooms, meeting rooms or any other facilities made pursuant to this Group Sales Agreement.

MASTER ACCOUNT
Hotel must be notified in writing at least seven (7) days prior to arrival of the authorized signatories and the charges that are to be posted to the Master Account. Any cancellation or attrition fees will be billed to the Master Account.

PHISHING
Please be aware that bad actors can impersonate Hotel employees. Group should never rely solely on contact information sent in an email or respond directly to any email requesting a bank account information change. If Group receives a request from Hotel regarding bank account information, Group should contact the Hotel via verified phone number or in person to confirm the request prior to providing such information.

PAYMENT BY CREDIT CARD OR COMPANY CHECK
If Elite Academic Academy wishes to pay any portion of its obligation by credit card or company check, the credit card information must be entered into our secure online website.

Prior to the execution of this agreement Elite Academic Academy shall provide hotel with credit card authorization information. A Credit Card Information Request e-mail will be sent to the e-mail address provided by Elite Academic Academy

This process must also be followed if direct billing has not been approved and the Master Account charges will be paid by credit card or company check.

Elite Academic Academy agrees that the Hotel may charge to this credit card any payment as required under this Group Sales Agreement.

BILLING ARRANGEMENTS
The following billing arrangements apply to guest rooms: Room and tax charges to Master Account. Individuals are responsible to pay any guest room incidentals (cash-paying guests may be asked to leave a cash or credit card deposit to guarantee payment).

ADVANCE PAYMENT SCHEDULE
Elite Academic Academy agrees to make the following advance payments:

Time Frame	Deposit	Amount
At signature of Agreement	First Deposit	**$10,000.00**
Thirty (30) days after signing of Agreement	Second Deposit	**$10,950.00**
Thursday, December 7, 2023	Twenty Five percent (25%) of estimated revenues to Master Account	
Seven (7) Days prior to arrival	One Hundred percent (100%) of estimated revenues to Master Account	
At departure	Balance of Master Account	

The above payments will be applied to payment of the Master Account. In the event that the payments exceed the balance of the Master Account, including any liquidated damages associated with cancellation/attrition by Elite Academic Academy, Hotel will refund the difference between the payments and the balance of the Master Account within thirty (30) days.

Doc ID: 20230925171813945
Sertifi Electronic Signature

FUNCTION INFORMATION AGENDA/EVENT AGENDA – FUNCTION SPACE REQUESTED

Based on the requirements outlined by Elite Academic Academy, the Hotel has reserved the function space set forth on the below Function Information Agenda/Event Agenda.

Date	Day	Start Time	End Time	Function Type	Setup	# Ppl	Event Space	Rental
2/14/2024	Wed	9:00 AM	5:00 PM	General Session	Rounds of 10	45	San Diego / Pedro	
2/14/2024	Wed	12:00 PM	1:00 PM	Lunch		45	San Diego / Pedro	
2/15/2024	Thu	8:00 AM	9:00 AM	Breakfast	Rounds	145	Mesa Verde	
2/15/2024	Thu	8:00 AM	5:00 PM	Breakout	Rounds	45	San Diego/ Pedro	
2/15/2024	Thu	8:00 AM	5:00 PM	Breakout	Rounds	27	San Juan	$200.00
2/15/2024	Thu	8:00 AM	5:00 PM	Breakout	Rounds	27	San Marcos	$200.00
2/15/2024	Thu	8:00 AM	5:00 PM	Breakout	Rounds	24	San Felipe	$200.00
2/15/2024	Thu	8:00 AM	5:00 PM	Breakout	Rounds	27	San Carlos	$200.00
2/15/2024	Thu	9:00 AM	5:00 PM	General Session	Rounds of 10	145	Lido	
2/15/2024	Thu	12:00 PM	1:00 PM	Lunch	Rounds	145	Mesa Verde	
2/15/2024	Thu	6:30 PM	10:00 PM	Reception	Cocktail Rounds	145	Waterfall Terrace	
2/16/2024	Fri	8:00 AM	9:00 AM	Breakfast	Rounds	145	Mesa Verde	
2/16/2024	Fri	8:00 AM	5:00 PM	Breakout	Rounds	45	San Diego/ Pedro	
2/16/2024	Fri	8:00 AM	5:00 PM	Breakout	Rounds	27	San Juan	$200.00
2/16/2024	Fri	8:00 AM	5:00 PM	Breakout	Rounds	27	San Marcos	$200.00
2/16/2024	Fri	8:00 AM	5:00 PM	Breakout	Rounds	24	San Felipe	$200.00
2/16/2024	Fri	8:00 AM	5:00 PM	Breakout	Rounds	27	San Carlos	$200.00
2/16/2024	Fri	9:00 AM	5:00 PM	General Session	Rounds of 10	145	Lido	
2/16/2024	Fri	12:00 PM	1:00 PM	Lunch	Rounds	145	Mesa Verde	

F&B STAFF CHARGE AND F&B HOUSE CHARGE

A 16.5% F&B Staff Charge is applied to Food and Beverage, an 8.5% F&B House Charge is applied to Food and Beverage, and a 25% F&B House Charge is applied to Room Rental. *The F&B Staff Charge and/or the F&B House Charge may increase between the time of this Agreement and the time of the event. The increase may be the result of changing market prices, costs, taxes or other objective factors as determined by the Hotel. The Hotel will provide not less than 45 days' notice of such changes, which notice may be by email. You agree to pay the F&B Staff Charge and the F&B House Charge in existence at the time of the event. The F&B Staff Charge is paid in full to employees servicing the event. The F&B House Charge is retained by the Hotel and is used to offset the costs of utilities and equipment, and other non-labor expenses. The F&B House Charge is not a tip or gratuity for services provided by employees and is not distributed to employees. Banquet managers and other Banquet employees are not customarily tipped, so tips are not expected. All prices are subject to applicable taxes (currently 7.75%).*

AV HOUSE CHARGE

A 25% AV House Charge is applied to Audio Visual (AV) prices. *The AV House Charge may increase between the time of this Agreement and the time of the event. The increase may be the result of changing market prices, costs, taxes or other objective factors as determined by the Hotel. The Hotel will provide not less than 45 days' notice of such changes, which notice may be by email. You agree to pay the AV House Charge in existence at the time of the event. The AV House Charge is used to offset the costs of utilities and equipment, and other non-labor expenses. The AV*

House Charge is retained entirely by the Hotel and/or AV Provider, and is not a tip or gratuity for services provided by

employees and is not distributed to employees. AV employees are not customarily tipped, so tips are not expected. All prices are subject to applicable taxes (currently 7.75%).

DAMAGE TO FUNCTION SPACE

Elite Academic Academy agrees to pay for any damage to the function space that occurs while Elite Academic Academy is using it. Elite Academic Academy will not be responsible, however, for ordinary wear and tear or for damage that it can show was caused by persons other than Elite Academic Academy and its attendees.

MEETING SPACE REASSIGNMENT AND AGENDA DUE DATES

After discussion with Elite Academic Academy, Hotel will have the right to reassign specific function space provided the revised space adequately accommodates the function requirements.

Thirty days (30) prior to the Event, a program with anticipated attendance figures is required and will be review with hotel. Upon mutual agreement function space may be reassigned and/or release in direct proportion to any reduction in the number of Event attendees, including releasing any space that is not designated. Fourteen days (14) prior to the Event, a final program with anticipated attendance figures is required.

Any changes in the assignment of meeting rooms or function space shall not reduce Elite Academic Academy's obligation to satisfy the food and beverage requirements stated herein.

FACILITY FEES

Based on Elite Academic Academy's requirements, Hotel's function space fees would be **$7,000.00**. Based upon the Room Night Commitment and the functions identified on the Function Information Agenda/Event Agenda outlined in this Agreement, the Hotel will waive these fees.

ROOMS ATTRITION

Hotel is relying upon Elite Academic Academy's nightly use of the Room Night Commitment and, if applicable, the Minimum Banquet Food and Beverage Revenue. Elite Academic Academy agrees that a loss will be incurred by Hotel if Elite Academic Academy's actual usage is less than eighty percent (80%) of the Room Night Commitment on any night of the Event.

Hotel agrees to allow for a twenty percent (20%) reduction in the nightly Room Night Commitment. Each night during the Event, Hotel will subtract the actual room usage for that night and the amount of permissible attrition for that night from the Room Night Commitment for that night. The difference of room nights will be multiplied by the group's average room rate (excluding staff and or complimentary rooms) and the resulting amount will be posted as attrition charges to Elite Academic Academy's Master Account, plus applicable taxes, at the conclusion of the Event.

These charges represent a reasonable effort on behalf of the Hotel to establish its loss prospectively and shall be due as liquidated damages.

ADJUSTMENTS TO CONCESSIONS

In the event of reductions in the Room Night Commitment of more than twenty percent (20%) the Hotel may adjust any concessions previously offered in this Agreement, including those concessions offered on a complimentary basis, and may also adjust the Function Space in direct proportion to the reduction in the Room Night Commitment.

MINIMUM BANQUET FOOD AND BEVERAGE REVENUE REQUIREMENT

Elite Academic Academy agrees to a minimum banquet food and beverage revenue of **$58,000.00**, exclusive of tax, house and staff charges (the "Minimum Banquet Food and Beverage Revenue"). Hotel will confirm the food and beverage prices prior to Account]'s arrival date. Elite Academic Academy shall provide Hotel with no less than 72 hours prior to the first scheduled function advance notice of the date(s), time(s), and number of covers with respect to each function it wishes to

schedule   for   the   Event.

Additionally, at the conclusion of the Event, if the actual banquet food and beverage revenue is less than the Minimum

Banquet Food and Beverage Revenue, one-hundred percent (100%) of the difference will be posted to the Master Account. This charge shall be due as liquidated damages.

OUTSIDE FOOD AND BEVERAGE POLICY
All food and beverages served at functions associated with the Event must be provided, prepared, and served by Hotel, and must be consumed on Hotel premises.

CANCELLATION
Elite Academic Academy acknowledges that if it cancels or otherwise essentially abandons its planned use of the Room Night Commitment (a "Cancellation"), this action would constitute a breach of Elite Academic Academy's obligation to Hotel and Hotel would be harmed. Because Hotel's harm (and Elite Academic Academy's obligation to compensate Hotel for that harm) is likely to increase if there is a delay in notifying Hotel of any Cancellation, Elite Academic Academy agrees to notify Hotel, in writing, within five (5) business days of any decision to Cancel. In addition, if a Cancellation occurs, the parties agree that:

a. it would be difficult to determine Hotel's actual harm;
b. the sooner Hotel receives notice of the Cancellation, the lower its actual harm is likely to be, because the probability of

mitigating the harm by reselling space and functions is higher; and
c. the highest percentage amount in the chart (the "Chart") set forth below reasonably estimates Hotel's harm for a last-minute cancellation and, through its use of a sliding scale that reduces damages for earlier cancellations, the Chart also reasonably estimates Hotel's ability to lessen its harm by reselling Elite Academic Academy's space and functions.

Elite Academic Academy therefore agrees to pay Hotel, within thirty (30) days after any Cancellation, as liquidated damages and not as a penalty, the amount listed in the Chart below.

Date of Cancellation	Total Amount of Liquidated Damages Due
From 180 days to 91 days prior	80% of Total Rooms Revenue* plus 40% of Food and Beverage Minimum, plus applicable taxes **($54,710.40)**
From 90 days to 4 days prior	90% of Total Rooms Revenue* plus 40% of Food and Beverage Minimum, plus applicable taxes **($58,649.20)**
3 days to Date of Event	100% of Total Rooms Revenue* plus 70% of Food and Beverage Minimum, plus applicable taxes **($79,988.00)**

* "Total Room Revenue" is the dollar amount equal to the number of room nights in the Room Night Commitment multiplied by Elite Academic Academy's average room rate (excluding staff room rates and complimentary rooms, if any). If applicable, state and local taxes will be added to the amounts listed above.

Provided that Elite Academic Academy timely notifies Hotel of the Cancellation and timely pays the above liquidated damages, Hotel agrees not to seek additional damages from Elite Academic Academy relating to the Cancellation.

CANCELLATION OF AFFILIATES
Elite Academic Academy hereby acknowledges that this Event is not being held in conjunction or affiliation with any other program held at the Hotel over the Event Dates. Elite Academic Academy's attendees will not be attending any other program currently being held at the Hotel or in the City of Costa Mesa, California. If the Hotel determines that another such program exists, Hotel may cancel this Agreement, and Elite Academic Academy shall pay Hotel the Cancellation Fees listed in the Cancellation paragraph of this Agreement.

IMPOSSIBILITY

The performance of this Agreement is subject to termination without liability upon the occurrence of any circumstance beyond the control of either party – such as acts of God, war, acts of terrorism, government regulations, disaster, strikes, civil disorder, or curtailment of transportation facilities – to the extent that such circumstance makes it illegal or impossible for the Hotel to provide, or for groups in general to use, the Hotel facilities. The ability to terminate this Agreement without liability pursuant to this paragraph is conditioned upon delivery of written notice to the other party setting forth the basis for such termination as soon as reasonably practical - but in no event longer than ten (10) days - after learning of such basis.

COMPLIANCE WITH LAW

This Agreement is subject to all applicable federal, state, and local laws, including health and safety codes, alcoholic beverage control laws, disability laws, federal anti-terrorism laws and regulations, and the like. Hotel and Elite Academic Academy agree to cooperate with each other to ensure compliance with such laws.

CHANGES, ADDITIONS, STIPULATIONS, OR LINING OUT

Any changes, additions, stipulations or deletions including corrective lining out by either Hotel or Elite Academic Academy will not be considered agreed to or binding on the other unless such modifications have been initialed or otherwise approved in writing by the other.

LITIGATION EXPENSES

The parties agree that, in the event litigation relating to this Agreement is filed by either party, the non-prevailing party in such litigation will pay the prevailing party's costs resulting from the litigation, including reasonable attorneys' fees.

LIQUOR LICENSE

Elite Academic Academy understands that Hotel's liquor license requires that beverages only be dispensed by Hotel employees or bartenders. Alcoholic beverage service may be denied to those guests who appear to be intoxicated or are underage.

COMPLIANCE WITH EQUAL OPPORTUNITY LAWS

This section describes Marriott's obligations as a U.S. federal contractor. It does not apply to customers that are not part of the U.S. federal government or using funds from the U.S. federal government for this contract.

Marriott shall comply with all applicable laws, statutes, rules, ordinances, codes, orders and regulations of all federal, state, local and other governmental and regulatory authorities and of all insurance bodies applicable to the Hotel premises in performing its obligations under this Agreement.

Marriott (referred to as "contractor" in this section) shall comply with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans' Readjustment Assistance Act, as amended, which are administered by the United States Department of Labor ("DOL"), Office of Federal Contract Compliance Programs ("OFCCP"). The equal employment opportunity clauses of the implementing regulations, including but not limited to 41 C.F.R. §§ 60.1-4, 60-300.5(a), and 60-741.5(a), are hereby incorporated by reference, with all relevant rules, regulations and orders pertaining thereto. **This contractor and subcontractor shall abide by the requirements of 41 C.F.R. §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability.**

Marriott also shall comply with Executive Order 13496 and with all relevant rules, regulations and orders pertaining thereto, to the extent applicable. The employee notice clause and all other provisions of 29 C.F.R. Part 471, Appendix A to Subpart A, are hereby incorporated by reference.

To the extent applicable, Marriott shall include the provisions of this section in every subcontract or purchase order so that such provisions shall be binding upon each contractor, subcontractor or vendor performing services or providing materials relating to this Agreement and the services provided pursuant to the terms hereof.

PRIVACY

Marriott International, Inc. ("Marriott") is committed to complying with obligations applicable to Marriott under applicable privacy and data protection laws, including to the extent applicable EU data protection laws. Hotel shall comply with the then-current Marriott Group Global Privacy Statement (the "Privacy Statement," currently available at http://www.marriott.com/about/privacy.mi) with respect to any personal data received under this Agreement.

Without limiting the foregoing obligation, Hotel has implemented measures designed to: (1) provide notice to individuals about its collection and use of their personal data, including through the Privacy Statement; (2) use such personal data only for legitimate business purposes; (3) provide means by which individuals may request to review, correct, update, suppress, restrict or delete or port their personal data, consistent with applicable law; (4) require any service providers with whom personal data is shared to protect the confidentiality and security of such data; and (5) use technical and organizational measures to protect personal data within its organization against unauthorized or unlawful access, acquisition, use, disclosure, loss, or alteration.

Elite Academic Academy will obtain all necessary rights and permissions prior to providing any personal data to Hotel, including all rights and permissions required for Hotel, Hotel affiliates, and service providers to use and transfer the personal data to locations both within and outside the point of collection (including to the United States) in accordance with Hotel's privacy statement and applicable law. Notwithstanding any other provision, Hotel may use an individual's own personal data to the extent directed by, consented to or requested by such individual.

IN-HOUSE EQUIPMENT

Hotel will provide, at no charge, a reasonable amount of meeting equipment (for example, chairs, tables, chalkboards, etc.). These complimentary arrangements do not include special setups or extraordinary formats that would deplete Hotel's present in-house equipment to the point of requiring rental of an additional supply to accommodate Elite Academic Academy's needs. If such special setups or extraordinary formats are requested, Hotel will present Elite Academic Academy two (2) alternatives: (1) charging Elite Academic Academy the rental cost for additional equipment, or (2) changing the extraordinary setup to a standard format, avoiding the additional cost.

TECHNICAL SERVICES

AVMS is Hotel's preferred provider for audio/visual needs. Because the use of another provider will necessarily involve the use of some of Hotel's and AVMS's equipment and expertise, a fee will be charged if Elite Academic Academy selects such a provider.

AVMS EVENT TECHNOLOGIES/OUTSIDE AV PROVIDERS

The Westin South Coast Plaza maintains a full service, on-site audiovisual production company through AVMS. The Hotel recognizes that certain guests/clients may elect to bring in a third-party supplier of audiovisual services ("Third-Party Supplier"). The Hotel and AVMS are able to meet any such request(s) provided the following guidelines are followed and a copy of these guidelines are signed by the guest/client and the Third-Party Supplier and provided to the Hotel at least 30 days prior to the event. These guidelines have been developed to ensure the utmost safety and care for all guests of the Hotel and the Hotel premises, and to uphold a level of service and quality that is necessary to ensure a successful event.

LOAD-IN AND LOAD OUT PRIVILEGES

A charge of $500.00 for Load-In and $500.00 for Load-Out will apply for said service and will be billed to the group's folio (up to 8 hours total for both load-in and load-out. Any overages to be charged at prevailing rates). Fees subject to change.

Published rates apply for any additional services and equipment provided by AVMS.

UNATTENDED ITEMS/ADDITIONAL SECURITY
The Hotel cannot ensure the security of items left unattended in function rooms. Special arrangements may be made with the Hotel for securing a limited number of valuable items. If Elite Academic Academy requires additional security with respect to such items or for any other reason, the Hotel will assist in making these arrangements. All security personnel to be utilized during the Event are subject to Hotel approval.

USE OF OUTSIDE VENDORS
If Elite Academic Academy wishes to hire outside vendors to provide any goods or services at Hotel during the Event, Elite Academic Academy must notify Hotel of the specific goods or services to be provided and provide sufficient advance notice to the Hotel so that the Hotel can (i) determine, in Hotel's sole discretion, whether such vendor must provide Hotel, in form and amount reasonably satisfactory to Hotel, an indemnification agreement and proof of adequate insurance, and (ii) approve, using reasonable judgment, the selection of the outside vendor and the goods or services to be provided by such outside vendor to Elite Academic Academy, taking into consideration: (a) whether Hotel offers such goods and services; (b) the risk level posed by certain activities; and (c) the safety and well-being of guests at Hotel.

PERFORMANCE LICENSES
Elite Academic Academy will be solely responsible for obtaining any necessary licenses or permission to perform, broadcast, transmit, or display any copyrighted works (including without limitation, music, audio, or video recordings, art, etc.) that Elite Academic Academy may use or request to be used at the Hotel.

MARRIOTT BONVOY EVENTS
Marriott Bonvoy Events provides Points or Miles to eligible Marriott Bonvoy Members who book and hold qualifying meetings and events at Participating Properties.

Approximately ten (10) business days after the conclusion of the Event (provided that the Event is not cancelled and Elite Academic Academy has otherwise complied with the material terms and conditions of this Agreement), the Hotel will award Points or Miles to the Member and relevant account identified below. By inserting the airline frequent flyer account information, the recipient elects to receive Miles instead of Points.

Marriott Bonvoy Events is not available in certain circumstances, including (1) for any government employee or official booking a government event (U.S. government event or non-U.S. government event); (2) for any employee of a state-owned or state-controlled entity ("SOE") booking an event on behalf of the SOE; or (3) for any other planner or intermediary when booking an event on behalf of a non-U.S. governmental entity or SOE. Hotels in the Asia Pacific region are restricted from awarding Points or Miles to any intermediary booking an event on behalf of any governmental entity or SOE.

GROUP MUST CHECK **ONE** OPTION BELOW:
The Contact (as identified on page 1 of this Agreement or the Authorized Signer of this Agreement) is eligible to receive Points or Miles.

Member Name: Meghan Freeman

Marriott Bonvoy Membership Number: 38821020

*If Miles are desired instead of Points, please also provide:

Participating airline name:

Participating airline frequent flyer account number:

OR

The Contact (as identified on page 1 of this Agreement or the Authorized Signer of this Agreement) declines or is not eligible to receive Points or Miles and hereby waives the right to receive Points or Miles in connection with the Event.

The individual identified above to receive either Points or Miles may not be changed without such individual's prior written consent. The number of Points or Miles to be awarded shall be determined pursuant to the Marriott Bonvoy Terms and Conditions (the "Terms and Conditions"), as in effect at the time of award. All Marriott Bonvoy Terms and Conditions apply. The Terms and Conditions are available on-line at https://www.marriott.com/loyalty/terms/default.mi

and may be changed at the sole discretion of Marriott International, Inc. at any time and without notice. Capitalized terms used in this section have the meanings given to them in the Terms and Conditions.

HIGH RISK ACTIVITIES

Hotel has committed to providing the room nights and function space, as applicable, set forth in this Agreement based on information about the event that Elite Academic Academy has given to the Hotel. Elite Academic Academy agrees that it has presented all material information required in order for Hotel to provide the rooms and facilities set forth in this Agreement. Should Hotel, in its sole reasonable discretion, determine at any time that the Event will include a high-risk activity that was previously undisclosed to the Hotel (including by way of example, and not by limitation, biological agents, pyrotechnics, etc.), Hotel may terminate this Agreement immediately and without liability, upon written notice to Elite Academic Academy.

ACCEPTANCE

When presented by the Hotel to Elite Academic Academy, this document is an invitation by the Hotel to Elite Academic Academy to make an offer. Upon signature by Elite Academic Academy, this document will be an offer by Elite Academic Academy. Only upon signature of this document by all parties will this document constitute a binding agreement. Unless the Hotel otherwise notifies Elite Academic Academy at any time prior to Elite Academic Academy's execution of this document, the outlined format and dates will be held by the Hotel for Elite Academic Academy on a first -option basis until **Friday, September 22, 2023**. If Elite Academic Academy cannot make a commitment prior to that date, this invitation to offer will revert to a second-option basis or, at the Hotel's option, the arrangements will be released, in which case neither party will have any further obligations.

Upon signature by both parties, Elite Academic Academy and the Hotel shall have agreed to and executed this Agreement by their authorized representatives as of the dates indicated below.

SIGNATURES

Approved and authorized by Elite Academic Academy:

Name: Meghan Freeman
Title: CEO Elite Academic Academy

Signature: *Meghan Freeman*
                                    mfreeman@eliteacademic.com
Date: 09/26/2023

Approved and authorized by Hotel:

Name: Robyn Curby
Title: Senior Sales Manager

Signature: *Robyn Curby*
                                    robyn.curby@marriott.com
Date: 09/27/2023

THE WESTIN SOUTH COAST PLAZA, COSTA MESA
The following outlines additional hotel information in place at the time of booking to assist in the planning of your event. Please work directly with your dedicated Event Manager closer to arrival as hotel information is subject to change. "Group" will refer to the Organization Name on page 1 of the Group Sales Agreement or Letter of Intent.

PARKING- DAILY RATES
Daily Self-Parking:
Hourly: $9.00
Daily: $25.00
Overnight Guest: $43.00
(In and out privileges will be extended to overnight guests).
Parking rates subject to change.

VALET PARKING-DAILY RATES
Daily Valet:
Daily: $29.00
Overnight Guest: $48.00
(In and out privileges will be extended to overnight guests).
Parking rates subject to change.

SHIPPING AND STORAGE
Hotel does not have storage space for crates, pallets or large shipments. Any materials to be sent to Hotel may arrive no earlier than 3 days prior to group's arrival date. A handling and storage fee (plus all applicable dates) will be assessed. The mandatory handling and storage fee is retained by the Hotel and is not a tip, gratuity, or staff charge and house charge for employees providing the handling services. Hotel will not be responsible for any loss or damage to materials set to Hotel prior to group's arrival date.

CURRENT CATERING MINIMUM RATES
Hotel's 2023 minimum catering prices are as follows (subject to change without notice):

Continental Breakfast:	$64.00++ per person
Breakfast:	$60.00++ per person
Lunch:	$85.00++ per person
Dinner:	$112.00++ per person

These quotations do not include any applicable California tax (currently 7.75%) and a Food & Beverage & Rental Staff Charge (currently 15.5%), Food & Beverage & Rental House Charge (currently 9.5%) and AV House charge (currently 25%) in effect on the date(s) of the event.

JW MARRIOTT
DESERT SPRINGS PALM DESERT
RESORT & SPA

GROUP SALES AGREEMENT

DESCRIPTION OF GROUP AND EVENT

The following represents an agreement between **JW Marriott Desert Springs Resort & Spa** (hereafter referred to as Resort), 74-855 Country Club Drive, Palm Desert, CA, 92260, (760) 341-2211 and **Elite Academic Academy** hereafter referred to as Group).

ORGANIZATION: Elite Academic Academy

CONTACT:

Name:	Gena Altamirano
Street Address:	43414 Business Park Avenue
City, State, Postal Code:	Temecula, CA 92590
Phone Number:	(951) 528-4247
E-mail Address:	galtamirano@eliteacademic.com

RESORT CONTACT: Andrea Larson, CHSP
Senior Sales Executive
Direct Phone: (425) 495-9293
E-mail: andrea.larson@marriott.com

RESORT: JW Marriott Desert Springs Resort & Spa
74855 Country Club Drive
Palm Desert, CA 92260
(760) 341-2211
Website: www.desertspringsresort.com

NAME OF EVENT: Elite Academic Academy Staff Meeting 2024

REFERENCE #: M-QWM25YN

OFFICIAL PROGRAM DATES : August 12 – 16, 2024

ANTICIPATED ATTENDANCE: 140

CONTRACT DATE: September 14, 2023

GUEST ROOM COMMITMENT/GROUP ROOM RATES

The Resort agrees that it will provide, and Group agrees that it will be responsible for utilizing, **Two Hundred Ninety (290)** room nights in the pattern set forth below (such number and such pattern, the "Room Night Commitment"):

	2024				
Day:	**Mon**	**Tue**	**Wed**	**Thu**	**Total**
Date:	**8/12**	**8/13**	**8/14**	**8/15**	**Block**
Guest Rooms:	44	44	44	134	**266**
Signature View King Rooms	5	5	5	5	**20**
Executive Suite	1	1	1	1	**4**
Total:	**50**	**50**	**50**	**140**	**290**

GROUP ROOM RATES

Resort's room rates are confirmed and subject to applicable state and local taxes in effect at the time of check-out.

Start Date	End Date	Room Type	Single/Double
8/12/24	8/16/24	Standard Rooms	$185.00
8/12/24	8/16/24	Signature View King Rooms	$185.00
8/12/24	8/16/24	Executive Suite	$185.00

RESORT CHARGE AND TAXES

Resort room rates are subject to a discounted **$20.00** resort charge (reduced from $38.00 standard resort charge) + applicable taxes. Palm Desert occupancy taxes, (currently 11%), Riverside County Tourism Business Improvement District Assessment tax (currently 2%), a 1% Tourism Marketing District tax, in addition to a California Tourism Fee of $1.15 per room, per night, will be in effect at the time of check-in. The resort charge, taxes and fees are subject to change.

*Resort charge includes: Daily In-Room Enhanced Wireless Internet Access, Local Phone Calls, use of Spa Fitness Center, Overnight Self-Parking, Use of The Greens – Mini 18 Hole Putting Course, Daily Golf Bag Storage, Daily Golf Clinic, One Hour Hard Court & Racquet Rental for two for Tennis or Pickleball, All Tennis Center Lawn Games and Resort Bicycle Rentals.

CHECK-IN/CHECK-OUT

Check-in time is 4:00 PM and check-out time is 11:00 AM.

SPECIAL CONCESSIONS

In consideration of the Room Night Commitment, the functions identified on the Function Information Agenda/Event Agenda, Resort will provide Group with the following special concessions:

1. Discounted resort charge of $20.00 per room, per night (standard fee is $38.00 per room, per night – and represents a total value of $184.00 per room, per night)

2. One (1) Executive Suite upgrades at $185.00 each night over event dates, as outlined in the Guest Room block grid above.

3. Five (5) Signature View upgrades at $185.00 each night over event dates, as outlined in the Guest Room block grid above.

4. 21-day cut-off date for group reservations

5. Group rates offered three (3) days pre and post event dates, based on resort space and rate availability

6. Waived meeting and exhibit space with a $50,000.00 total Food & Beverage minimum over event dates

7. Ten percent (10%) discount on audio visual through resort's in-house provider; Encore; conditional upon Encore as the sole provider of all event technology over group's event dates

Encore has partnered with the JW Marriott Desert Springs to extend the below concession(s):

8. Complimentary dedicated wireless internet for all attendees through the duration of their conference dates. (1) complimentary custom SSID and an increase in overall bandwidth to support mid level – application use internet speed. Conditional upon Encore being the sole provider for all production needs.

ADJUSTMENTS TO CONCESSIONS
In the event of reductions in the Room Night Commitment of more than twenty percent (20%), the Resort may adjust any concessions previously offered in this Agreement, including those concessions offered on a complimentary basis, and may also adjust the Function Space in direct proportion to the reduction in the Room Night Commitment.

COMMISSION
The group room rates listed above are net non-commissionable. Group will advise its designated agency of these rates and address any resulting agency compensation issues directly with the management of the appropriate agency.

METHOD OF RESERVATIONS (*Reservations via Rooming List*)
Reservations for Attendees for the Event will be made by a rooming list in a format provided by the Resort. Group will forward its rooming list by **Monday, July 22, 2024**.

GUARANTEED RESERVATIONS
All reservations must be accompanied by a first night room deposit or guaranteed with a major credit card or by Group. Resort will not hold any reservations unless secured by one of the above methods.

CUT-OFF DATE
Reservations by attendees must be received on or before **Monday, July 22, 2024**, (the "Cut-Off Date"). At the Cut-Off Date, Resort will review the reservation pick up for the Event, release the unreserved rooms for general sale, and determine whether it can accept reservations based on a

space- and rate-available basis at the Group rate after this date.

NO ROOM TRANSFER BY GUEST

Group agrees that neither Group nor attendees of the Event nor any intermediary shall be permitted to assign any rights or obligations under this Group Sales Agreement, or to resell or otherwise transfer to persons not associated with Group reservations for guestrooms, meeting rooms or any other facilities made pursuant to this Group Sales Agreement.

BILLING ARRANGEMENTS

The following billing arrangements apply:

ATTENDEES: Room and tax, Resort Fee and all applicable taxes and fees to Master Account, Incidentals on own

MASTER ACCOUNT

Resort must be notified in writing at least thirty (30) days prior to arrival of the authorized signatories and the charges that are to be posted to the Master Account. Any cancellation or attrition fees will be billed to the Master Account.

METHOD OF PAYMENT

The method of payment of the Master Account will be established upon approval of Group credit. If credit is approved, the outstanding balance of Group Master Account (less any advance deposits and exclusive of disputed charges) will be due and payable upon receipt of invoice.

Group will raise any disputed charges within ten (10) days after receipt of the invoice. The Resort will work with Group in resolving any such disputed charges, the payment of which will be due upon receipt of invoice after resolution of the dispute. If payment of any invoice is not received within thirty (30) days of the date on which it was due, Resort will impose a finance charge at the rate of 1-1/2% per month (18% annual rate) on the unpaid balance commencing on the invoice date.

Group has indicated that it has elected to use the following form of payment:

[ ] Pre-Payment (7-days prior to Event start date)

[ ] Cash, Money Order, or Other Guaranteed Form of Payment

[**X**] Credit Card (Resort accept all major credit cards)

[ ] Company Check or Electronic Funds Transfer

[ ] _____[agreed alternative]

 [ ] Post-Payment via Direct Bill (pending review and approval by Resort)

Group may not change this form of payment.

In the event that credit is not approved, Group agrees to pay an advance deposit in an amount to be determined by the Resort in its reasonable discretion, with the full amount due prior to the

start of the group's event.

PAYMENT BY CREDIT CARD

If Group wishes to pay any portion of its obligation by credit card or company check, the credit card information must be entered into our secure online website.

Prior to the execution of the agreement, Group shall provide resort with credit card authorization information. A Credit Card Information Request e-mail will be sent to the e-mail address provided by Group.

This process must also be followed if direct billing has not been approved and the Master Account charges will be paid by credit card or company check. Group agrees that the Resort may charge to this credit card any payment as required under this Group Sales Agreement.

ADVANCE PAYMENT

Below is the schedule for advance payment. Each advance payment made will be credited toward the Master Account.

Date	Amount
Deposit Upon Signature	$9,500.00
February 12, 2024	$50,269.00
May 12, 2024	$44,269.00

OPTIONAL PORTERAGE STAFF CHARGE AND HOUSE LUGGAGE CHARGE

A $12.00 Porterage Staff Charge and a $3.00 House Luggage Charge are applied to luggage services that will be guaranteed by the Customer and posted to the Master Account. *The Porterage Staff Charge and/or the House Luggage Charge may increase between the time of this Agreement and the time of the event. The increase may be the result of changing market prices, costs, taxes or other objective factors as determined by the Resort. The Resort will provide not less than 45 days' notice of such changes, which notice may be by email. You agree to pay the Porterage Staff Charge and the House Luggage Charge in existence at the time of the event. The Porterage Staff Charge is paid in full to employees servicing the event. The House Luggage Charge is retained by the Resort and is used to cover the cost of various expenses. This 'House Luggage Charge' is not a tip or gratuity for services provided by employees and is not distributed to employees. All prices are subject to applicable taxes (currently 7.75%).*

FUNCTION INFORMATION AGENDA/EVENT AGENDA

All meeting room, food and beverage, and related services are subject to applicable taxes (currently 7.75%) and House/Staff charge (currently 25%) in effect on the date(s) of the event.

Eleven (11) months prior to the Event, Group agrees to give Resort a preliminary program, including updated attendance figures based upon history. Six (6) months prior to the Event, a tentative program with anticipated attendance figures is required. At this time, Resort will release any space that is not designated on a tentative program, except for any space that Resort and Group agree to hold for unanticipated needs.

Only after discussion with Group, Resort will have the right to re-assign specific function space provided the revised space adequately accommodates the function requirements.

Start Time	End Time	Function Type	Post As/Signage	Set-Up Style	PPL	Function Space
Day 1 - Monday, August 12, 2024						
6:00 AM	11:59 PM	Meal Space	Meal Space	Rounds of 10	30	Springs Salon A
6:00 AM	11:59 PM	Meeting	Meeting	Rounds of 10	30	Springs Salon B
8:00 AM	5:00 PM	Continental Breakfast	Continental Breakfast	Rounds of 10	30	Springs Salon A
10:00 AM	10:15 AM	Coffee Break	AM Coffee Break	Rounds of 10	30	Springs Salon A
11:00 AM	12:00 PM	Lunch	Lunch	Rounds of 10	30	Springs Salon A
3:00 PM	3:15 PM	Coffee Break	PM Coffee Break	Rounds of 10	30	Springs Salon A
Day 2 - Tuesday, August 13, 2024						
6:00 AM	11:59 PM	Meal Space	Meal Space	Conference	7	Springs Salon A
6:00 AM	11:59 PM	24 Hour Hold	24 Hour Hold	Rounds of 10	30	Springs Salon B
9:00 AM	10:00 PM	Breakfast	Breakfast	Conference	7	Springs Salon A
11:00 AM	11:15 AM	Coffee Break	AM Coffee Break	Conference	7	Springs Salon A
12:00 PM	1:00 PM	Lunch	Lunch	Conference	7	Springs Salon A
3:00 PM	3:15 PM	Coffee Break	PM Coffee Break	Conference	7	Springs Salon A
Day 3 - Wednesday, August 14, 2024						
6:00 AM	11:59 PM	Meeting	Meeting	Rounds of 10	40	Springs Salon B
8:00 AM	9:00 AM	Breakfast	Breakfast	Rounds of 10	40	Springs Salon A
10:00 AM	10:15 AM	Coffee Break	Coffee Break	Rounds of 10	40	Springs Salon A
6:00 AM	11:59 PM	Meeting	Meeting	Rounds of 10	140	Springs Salons A-D
10:00 AM	10:30 AM	Coffee Break	AM Coffee Break	Rounds of 10	140	Springs Salons A-D
12:00 PM	1:00 PM	Lunch Buffet	Lunch Buffet	Rounds of 10	140	Springs Salons A-D
3:00 PM	3:15 PM	Coffee Break	PM Coffee Break	Rounds of 10	140	Springs Salons A-D

Day 4 - Thursday, August 15, 2024						
8:00 AM	12:00 PM	Breakout	Breakout 6 of 7	Rounds of 10	20	Director 4
8:00 AM	12:00 PM	Breakout	Breakout 7 of 7	Schoolroom	50	Santa Rosa Ballroom
8:00 AM	12:00 PM	Breakfast	Breakfast	Schoolroom	50	Santa Rosa Ballroom
8:00 AM	12:00 PM	Breakout	Breakout 1 of 7	Rounds of 10	20	Springs Salon A
8:00 AM	12:00 PM	Breakout	Breakout 2 of 7	Rounds of 10	20	Springs Salon B
8:00 AM	12:00 PM	Breakout	Breakout 3 of 7	Rounds of 10	20	Springs Salon C
8:00 AM	12:00 PM	Breakout	Breakout 4 of 7	Rounds of 10	20	Springs Salon D
8:00 AM	12:00 PM	Breakout	Breakout 5 of 7	Rounds of 10	20	Springs Salon E
8:00 AM	9:00 AM	Breakfast Buffet	Breakfast Buffet	Rounds of 10	100	Springs Salons A-E Foyer
10:00 AM	10:05 AM	Coffee Break	Coffee Break	Schoolroom	50	Santa Rosa Ballroom
10:00 AM	10:30 AM	Coffee Break	Coffee Break	Cocktail Rounds	100	Springs Salons A-E Foyer

Elite Academic Academy: *JW Marriott Desert Springs Resort Spa:*

Initials: *Mf*   **Initials:**   *AL*
            E-Signed   E-Signed

F&B STAFF CHARGE AND F&B HOUSE CHARGE
A 14% F&B Staff Charge and a 11% F&B House Charge are applied to Food, Beverage and Room Rental*. The F&B Staff Charge and/or the F&B House Charge may increase between the time of this Agreement and the time of the event. The increase may be the result of changing market prices, costs, taxes or other objective factors as determined by the Resort. The Resort will provide not less than 45 days' notice of such changes, which notice may be by email. You agree to pay the F&B Staff Charge and the F&B House Charge in existence at the time of the event. The F&B Staff Charge is paid in full to employees servicing the event. The F&B House Charge is retained by the Resort and is used to offset the costs of utilities and equipment, and other non-labor expenses. The F&B House Charge is not a tip or gratuity for services provided by employees and is not distributed to employees. Banquet managers and other Banquet employees are not customarily tipped, so tips are not expected. All prices are subject to applicable taxes (currently 7.75%).*

DAMAGE TO FUNCTION SPACE
Group agrees to pay for any damage to the function space that occurs while Group is using it. Group will not be responsible, however, for ordinary wear and tear or for damage that it can show was caused by persons other than Group and its attendees.

DELIVERIES

Delivery of packages or other items should arrive no more than three (3) days prior to your function. Due to the volume of packages handled, please notify our Events Department prior to all deliveries. All packages are to be delivered to:

> JW Marriott Desert Springs Resort & Spa
> Attention: (Recipients Name + Phone # + Group / Event Name)
> 74855 Country Club Drive
> Palm Desert, CA 92260

Special arrangements can be made for receiving any equipment, goods, displays or other materials, which will be sent, delivered or brought into the Resort. Failure to notify us may result in delivered being refused or materials being unavailable when required. Advance arrangements must be made through our Events Department for all deliveries. No C.O.D. shipments will be accepted.

CUMULATIVE ATTRITION
Resort is relying upon Group's use of the Room Night Commitment and the Minimum Banquet Food and Beverage Revenue. Group agrees that a loss will be incurred by Resort if Group's actual usage is less than eighty (80%) of the Total Room Night Commitment.

Resort will subtract the actual room usage for the event and the amount of permissible attrition. The difference of room nights will be multiplied by the Resort's average room rate (excluding staff and or complimentary rooms) and the resulting amount will be posted as charges to Group's Master Account, plus applicable taxes, at the conclusion of the Event.

Additionally, at the conclusion of the Event, if the actual banquet food and beverage revenue is less than the Minimum Banquet Food and Beverage Revenue, forty percent (40%) of the difference will be posted to the Master Account.

These charges represent a reasonable effort on behalf of the Resort to establish its loss prospectively and shall be due as liquidated damages.

MINIMUM BANQUET FOOD AND BEVERAGE REVENUE REQUIREMENT
Group agrees to minimum banquet food and beverage revenue of **$50,000.00** exclusive of tax and F&B House/Staff Charge (the "Minimum Banquet Food and Beverage Revenue"). Resort will confirm the food and beverage prices six (6) months prior to Group's arrival date.

CURRENT CATERING MINIMUM RATES
Resort's 2024 minimum catering selections are as follows:

Continental Breakfast:	$49.75++ per person
Plated Breakfast:	$54.75++ per person
Breakfast Buffet:	$74.00++ per person
Coffee Breaks:	$24.25++ per person
Plated Lunch:	$61.00++ per person
Lunch Buffet:	$76.50++ per person
Box Lunch:	$66.50++ per person
Plated Dinner:	$135.25++ per person

Dinner Buffet:	$185.25++ per person
Cocktail Reception (Beverages only based on per hour)	$31.00++ per person
Light Reception (food only):	$96.75++ per person

These minimums do not include an applicable California State tax currently 7.75% and a taxable F&B House/Staff Charge of 25%. All food and beverage served in the Resort must be purchased from the Resort. Prices are subject to change.

The Resort promises that the minimum rates charged to Group will be no more than the rates listed above, increased by a maximum of five percent (5%) year over year. Resort will confirm the food and beverage prices three (3) months prior to Group's arrival date.

CANCELLATION

Group acknowledges that if it cancels or otherwise essentially abandons its planned use of the Room Night Commitment (a "Cancellation"), this action would constitute a breach of Group's obligation to Resort and Resort would be harmed. Because Resort's harm and Group's obligation to compensate Resort for that harm) is likely to increase if there is a delay in notifying Resort of any Cancellation, Group's agrees to notify Resort, in writing, within five (5) business days of any decision to Cancel. In addition, if a Cancellation occurs, the parties agree that:

a) it would be difficult to determine Resort's actual harm;
b) the sooner Resort receives notice of the Cancellation, the lower its actual harm is likely to be, because the probability of mitigating the harm by reselling space and functions is higher; and

c) the highest percentage amount in the chart (the "Chart") set forth below reasonably estimates Resort's harm for a last-minute cancellation and, through its use of a sliding scale that reduces damages for earlier cancellations, the Chart also reasonably estimates Resort's ability to lessen its harm by reselling Group's space and functions.

Group therefore agrees to pay Resort, within thirty (30) days after any Cancellation, as liquidated damages and not as a penalty, the amount listed in the Chart below.

Date of Cancellation	Total Amount of Liquidated Damages Due
Date of Agreement to February 11, 2024	50% of Total Room Revenue* ($27,269.00) + 40% of the Minimum Banquet Food & Beverage Revenue ($20,000.00) = $47,269.00
February 12, 2024 to May 10, 2024	75% of Total Room Revenue* ($40,903.50) + 40% of the Minimum Banquet Food & Beverage revenue ($40,000.00) = $80,903.50
May 11, 2024 to August 12, 2024	100% of Total Room Revenue* ($54,538.00) + 70% of the Minimum Banquet Food & Beverage Revenue ($35,000.00) = $89,538.00

* "Total Room Revenue" is the dollar amount equal to the number of room nights in the Room Night Commitment multiplied by Group's average room rate (excluding staff room rates and complimentary rooms, if any). If applicable, state and local taxes will be added to the amounts listed above.

Provided that Group timely notifies Resort of the Cancellation and timely pays the above liquidated damages, Resort agrees not to seek additional damages from Group relating to the Cancellation.

IMPOSSIBILITY

The performance of this Agreement is subject to termination without liability upon the occurrence of any circumstance beyond the control of either party – such as acts of God, war, acts of terrorism, government regulations, disaster, strikes, civil disorder, or curtailment of transportation facilities – to the extent that such circumstance makes it illegal or impossible for the Resort to provide, or for groups in general to use, the Resort facilities. The ability to terminate this Agreement without liability pursuant to this paragraph is conditioned upon delivery of written notice to the other party setting forth the basis for such termination as soon as reasonably practical but in no event longer than ten (10) days - after learning of such basis.

Should the federal agency responsible for public health, emergency preparedness and infectious disease control and prevention in the country where the Resort is located (i.e., the Centers for Disease Control and Prevention in the U.S. or the Public Health Agency of Canada) issue a travel advisory, notice, or warning at any time within the 30 day period prior to the first arrival date of the Event that specifically advises travelers to avoid all non-essential travel to the specific city in which the Resort is located, and should Group have suspended all of its business operations in the city where the Resort is located or, if Group has no business operations in the city where the Resort is located, has otherwise recommended that its attendees not travel to the city for any non-essential reason, then Group may contact the Resort in order for the parties to engage in discussions regarding the scope of the advisory, notice, or warning. The parties agree to negotiate in good faith to resolve any concerns raised as a result of the advisory, notice, or warning and to enter into such amendments of this Agreement as may be necessary to reasonably accommodate both parties' interests (such as an adjustment to the performance (attrition) clauses of this Agreement or the addition of a re-book clause to the Agreement).

INDEMNIFICATION
Each party to this Agreement shall, to the extent not covered by the indemnified party's insurance, indemnify, defend, and hold harmless the other party and its officers, directors, agents, employees, and owners from and against any and all demands, claims, damages to persons or property, losses, and liabilities, including reasonable attorneys' fees (collectively, "Claims"), arising solely out of or solely caused by the indemnifying party's negligence or willful misconduct in connection with the provision and use of Resort as contemplated by this Agreement. This paragraph shall not waive any statutory limitations of liability available to either party, including innkeepers' limitation of liability laws, nor shall it waive any defenses either party may have with respect to any Claim.

COMPLIANCE WITH EQUAL OPPORTUNITY LAWS
This section describes Marriott's obligations as a U.S. federal contractor. It does not apply to customers that are not part of the U.S. federal government or using funds from the U.S. federal government for this contract.

Marriott shall comply with all applicable laws, statutes, rules, ordinances, codes, orders and regulations of all federal, state, local and other governmental and regulatory authorities and of all insurance bodies applicable to the Resort premises in performing its obligations under this

Agreement.

Marriott (referred to as "contractor" in this section) shall comply with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act of 1973, as amended, and the Vietnam Era Veterans' Readjustment Assistance Act, as amended, which are administered by the United States Department of Labor ("DOL"), Office of Federal Contract Compliance Programs ("OFCCP"). The equal employment opportunity clauses of the implementing regulations, including but not limited to 41 C.F.R. §§ 60.1-4, 60-300.5(a), and 60-741.5(a), are hereby incorporated by reference, with all relevant rules, regulations and orders pertaining thereto. **This contractor and subcontractor shall abide by the requirements of 41 C.F.R. §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability.**

Marriott also shall comply with Executive Order 13496 and with all relevant rules, regulations and orders pertaining thereto, to the extent applicable. The employee notice clause and all other provisions of 29 C.F.R. Part 471, Appendix A to Subpart A, are hereby incorporated by reference.

To the extent applicable, Marriott shall include the provisions of this section in every subcontract or purchase order so that such provisions shall be binding upon each contractor, subcontractor or vendor performing services or providing materials relating to this Agreement and the services provided pursuant to the terms hereof.

PRIVACY

Marriott International, Inc. ("Marriott") is committed to complying with obligations applicable to Marriott under applicable privacy and data protection laws, including to the extent applicable EU data protection laws. Resort shall comply with the then-current Marriott Group Global Privacy Statement (the "Privacy Statement," currently available at http://www.marriott.com/about/privacy.mi) with respect to any personal data received under this Agreement. Without limiting the foregoing obligation, Resort has implemented measures designed to: (1) provide notice to individuals about its collection and use of their personal data, including through the Privacy Statement; (2) use such personal data only for legitimate business purposes; (3) provide means by which individuals may request to review, correct, update, suppress, restrict or delete or port their personal data, consistent with applicable law; (4) require any service providers with whom personal data is shared to protect the confidentiality and security of such data; and (5) use technical and organizational measures to protect personal data within its organization against unauthorized or unlawful access, acquisition, use, disclosure, loss, or alteration. Group will obtain all necessary rights and permissions prior to providing any personal data to Resort, including all rights and permissions required for Resort, Resort affiliates, and service providers to use and transfer the personal data to locations both within and outside the point of collection (including to the United States) in accordance with Resort's privacy statement and applicable law. Notwithstanding any other provision, Resort may use an individual's own personal data to the extent directed by, consented to or requested by such individual.

COMPLIANCE WITH LAW

This Agreement is subject to all applicable federal, state, and local laws, including health and safety codes, alcoholic beverage control laws, disability laws, federal anti-terrorism laws and regulations, and the like. Resort and Group agree to cooperate with each other to ensure compliance with such laws.

AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE

Each party agrees to use good faith efforts to ensure that it complies with its obligations under the Americans with Disabilities Act and the Act's accompanying regulations and guidelines (collectively the "ADA"). Each party further agrees to indemnify and hold the other party harmless from and against any and all claims and expenses, including attorneys' fees and litigation expenses, that may be incurred by or asserted against the other party or its officers, directors, agents, and employees on the basis of the indemnifying party's non-compliance with any of the provisions of the ADA. Group agrees to provide Resort with reasonable advance notice about the special needs of any attendees of which Group is aware.

CHANGES, ADDITIONS, STIPULATIONS, OR LINING OUT

Any changes, additions, stipulations or deletions including corrective lining out by either Resort or Group will not be considered agreed to or binding on the other unless such modifications have been initialed or otherwise approved in writing by the other.

LITIGATION EXPENSES

The parties agree that, in the event litigation relating to this Agreement is filed by either party, the non-prevailing party in such litigation will pay the prevailing party's costs resulting from the litigation, including reasonable attorneys' fees.

LIQUOR LICENSE

Group understands that Resort's liquor license requires that beverages only be dispensed by Resort employees or bartenders. Alcoholic beverage service may be denied to those guests who appear to be intoxicated or are under-age.

USE OF OUTSIDE VENDORS

If Group wishes to hire outside vendors to provide any goods or services at Resort during the Event, Group must notify Resort of the specific goods or services to be provided and provide sufficient advance notice to the Resort so that the Resort can (i) determine, in Resort's sole discretion, whether such vendor must provide Resort, in form and amount reasonably satisfactory to Resort, an indemnification agreement and proof of adequate insurance, and (ii) approve, using reasonable judgment, the selection of the outside vendor and the goods or services to be provided by such outside vendor to Group, taking into consideration: (a) whether Resort offers such goods and services; (b) the risk level posed by certain activities; and (c) the safety and well-being of guests at Resort.

PERFORMANCE LICENSES

Group will be solely responsible for obtaining any necessary licenses or permission to perform, broadcast, transmit, or display any copyrighted works (including without limitation, music, audio, or video recordings, art, etc.) that Group may use or request to be used at the Resort.

IN-HOUSE EQUIPMENT

Resort will provide, at no charge, a reasonable amount of meeting equipment (for example, chairs, tables, chalkboards, etc.). These complimentary arrangements do not include special setups or extraordinary formats that would deplete Resort's present in-house equipment to the point of requiring rental of an additional supply to accommodate Group's needs. If such special setups or extraordinary formats are requested, Resort will present Group two (2) alternatives: (1) charging Group the rental cost for additional equipment, or (2) changing the extraordinary setup to a standard format, avoiding the additional cost.

UNATTENDED ITEMS/ADDITIONAL SECURITY

The Resort cannot ensure the security of items left unattended in function rooms. Special arrangements may be made with the Resort for securing a limited number of valuable items. If Group requires additional security with respect to such items or for any other reason, the Resort will assist in making these arrangements. All security personnel to be utilized during the Event are subject to Resort approval.

AUDIO VISUAL

Resort's preferred in-house AV production company and full-service audio-visual provider, Encore, would be pleased to support Group's program audio, video, staging, production and technical needs. Encore is an integral department within the Resort. With complete staging capabilities for all types of programs, shows and functions, Encore ensures excellent service and technical quality. *Please note that Encore also oversees the use of all Resort technical systems, including house-sound, function space internet, ballroom lighting, rigging requirements and power services. There are specific fees, guidelines and minimum services standards that will apply to all outside audio-visual vendors.* These guidelines can be provided upon request. When utilizing Encore for all of Group's audio-visual needs, each requirement will be handled by our Encore Production Department.

MARRIOTT BONVOY EVENTS

Marriott Bonvoy Events provides Points or Miles to eligible Marriott Bonvoy Members who book and hold qualifying meetings and events at Participating Properties.

Approximately ten (10) business days after the conclusion of the Event (provided that the Event is not cancelled and Group has otherwise complied with the material terms and conditions of this Agreement), the Resort will award Points or Miles to the Member and relevant account identified below. By inserting the airline frequent flyer account information, the recipient elects to receive Miles instead of Points.

Marriott Bonvoy Events is not available in certain circumstances, including (1) for any government employee or official booking a government event (U.S. government event or non-U.S. government event); (2) for any employee of a state-owned or state-controlled entity ("SOE") booking an event on behalf of the SOE; or (3) for any other planner or intermediary when booking an event on behalf of a non-U.S. governmental entity or SOE. Resorts in the Asia Pacific region are restricted from awarding Points or Miles to any intermediary booking an event on behalf of any governmental entity or SOE.

GROUP MUST CHECK **ONE** OPTION BELOW:
 X   The Contact (as identified on page 1 of this Agreement or the Authorized Signer of this Agreement) is eligible to receive Points or Miles.
 Member Name   Meghan Freeman

Marriott Bonvoy Membership Number ___38821020_____

*If Miles are desired instead of Points, please also provide:

Participating airline name _____

Participating airline frequent flyer account number_____

OR

___ The Contact (as identified on page 1 of this Agreement or the Authorized Signer of this Agreement) declines or is not eligible to receive Points or Miles and hereby waives the right to receive Points or Miles in connection with the Event.

The individual identified above to receive either Points or Miles may not be changed without such individual's prior written consent. The number of Points or Miles to be awarded shall be determined pursuant to the Marriott Bonvoy Terms and Conditions (the "Terms and Conditions"), as in effect at the time of award. All Marriott Bonvoy Terms and Conditions apply. The Terms and Conditions are available on-line at https://www.marriott.com/loyalty/terms/default.mi and may be changed at the sole discretion of Marriott International, Inc. at any time and without notice. Capitalized terms used in this section have the meanings given to them in the Terms and Conditions.

HIGH RISK ACTIVITIES

Resort has committed to providing the room nights and function space, as applicable, set forth in this Agreement based on information about the event that Group has given to the Resort. Group agrees that it has presented all material information required in order for Resort to provide the rooms and facilities set forth in this Agreement. Should Resort, in its sole reasonable discretion, determine at any time that the Event will include a high-risk activity that was previously undisclosed to the Resort (including by way of example, and not by limitation, biological agents, pyrotechnics, etc.), Resort may terminate this Agreement immediately and without liability, upon written notice to Group.

ACCEPTANCE

Prior to execution by both parties, this document represents an offer by the Resort. Unless the Resort otherwise notifies Group at any time prior to Group's execution of this document, the outlined format and dates will be held by the Resort for Group on a first-option basis until **Friday, September 15, 2023**. If Group cannot make a commitment prior to that date, the offer will revert to a second option basis or, at the Resort's option, the arrangements will be released, in which case neither party will have any further obligations. Upon receipt by Resort of a fully executed version of this Agreement prior to **Friday, September 15, 2023,** or upon Resort's acceptance of a fully executed version of this Agreement after such date, it will be placed on a definite basis and will be binding upon Resort and Group.

Resort and Group have agreed to and have executed this Agreement by their authorized representatives as of the dates indicated below.

SIGNATURES

Approved and authorized by Elite Academic Academy:

Name: Meghan Freeman

Title: CEO

Meghan Freeman
mfreeman@eliteacademic.com

Signature:

Date: 09/15/2023

Approved and authorized by JW Marriott Desert Springs Resort & Spa:

Name: Andrea Larson

Title: Senior Sales Executive

Andrea L. Larson

Signature: andrea.larson@marriott.com

Date: 09/15/2023

2023 CSDC Conference Invoice

Elite Academic Academy
Attn: ███████████
43414 Business Park Drive
Temecula CA 92590

Date	09/13/2023
Invoice #	789384
PO #	CREDITCARD789384

Description	Price
███████ Confirmation 14627366	469.00
███████ Confirmation 14627369	469.00
███████ Confirmation 14627278	469.00
███████ Confirmation 14627254	469.00
███████ Confirmation 14627256	389.00
███████ Confirmation 14627255	469.00
███████ Confirmation 14742339	469.00
███████ Confirmation 14627257	469.00
███████ Confirmation 14627275	469.00
███████ Confirmation 14627258	0.00
███████ Confirmation 14627259	469.00
███████ Confirmation 14627260	469.00

Description	Price
███████████ Confirmation 14627261	0.00
███████████ Confirmation 14627262	469.00
█████████, Confirmation 14627263	0.00
█████████, Confirmation 14742340	469.00
█████████, Confirmation 14627264	469.00
█████████, Confirmation 14627265	469.00
███████, Confirmation 14627266	117.25
████████, Confirmation 14627276	469.00
███████, Confirmation 14627268	469.00
███████████, Confirmation 14627269	469.00
█████████, Confirmation 14627271	117.25
█████████, Confirmation 14627272	469.00
█████████, Confirmation 14627273	469.00
█████████, Confirmation 14627274	117.25
█████████, Confirmation 14627310	469.00
█████████, Confirmation 14742343	469.00

Description	Price
Total	US$10,589.75

Payment Information	Amount Paid
06/01/2023 Paid via Visa 6481	10,318.00
06/02/2023 Paid via Visa 6481	469.00
06/02/2023 Paid via Visa 6481	938.00
09/13/2023 Paid via Refund Credit Card 6481	-1,135.25

Invoice Split Between Schools:
EAA-LU $5,294.88
EAA-ME $5,294.87

Payments/Credits	**US$10,589.75**
Balance Due	**US$0.00**

Elite Academic Academy
Attn: Gena Altamirano
43414 Business Park Drive
Temecula CA 92590

2023 CSDC Conference Registration
1277 University of Oregon
Eugene, OR 97403-1277

Cost Split Between Schools:
EAA-LU $5,294.875
EAA-ME $ 5,294.875

Date	09/13/2023
Invoice #	789384
PO #	CREDITCARD789384

Payments/Credits	**US$10,589.75**
Balance Due	**US$0.00**

Cut here & return with payment

All fees are in U.S. Dollars. Please remit payment with copy of this invoice. If you have questions please call 800.280.6218 or 541.346.3537. Make check payable to:

2023 CSDC Conference Registration
1277 University of Oregon
Eugene, OR 97403-1277
Email: registration@csdcconference.org

private performance agreement

This **PRIVATE PERFORMANCE AGREEMENT** ("Agreement") is made and entered into by and between   DD California, LLC   , Colorado Limited Liability Corporation, doing business as The Dinner Detective ("Dinner Detective"), with an address for purposes hereof at 6110 E. Colfax Ave. #4-303, Denver, CO 80220, and, Elite Academic Academy   , having a contact person of Meghan Freeman   , with a phone number of   9515831599 and an email address of   mfreeman@eliteacademic.com   ("Purchaser" and, together with Dinner Detective, the "Parties" or a "Party"). The effective date hereof shall be the last date a Party executes the Agreement as set forth on the signature page hereof.

BACKGROUND OF THE AGREEMENT

The following background statements are made to aid in the understanding and interpretation of this Agreement:

A.   Dinner Detective, from time to time, performs private plays, in the form of a murder mystery at the location noted (below) in Section 2.3.

B.   Purchaser desires to engage Dinner Detective for a private performance of a murder mystery play and Dinner Detective desires to accept such engagement on the terms and conditions set forth hereinafter.

AGREEMENT

Now, therefore, in consideration of the premises, their mutual covenants and promises, and other good and valuable consideration, the receipt and sufficiency of which is acknowledged, the Parties agree as follows:

1.   **Incorporation of Background Statements.** The foregoing background statements are incorporated herein as if fully set forth. All such statements are material terms of this Agreement and not merely recitals.

2.   **Performance.** Dinner Detective agrees to perform an interactive murder mystery show customized for Purchaser, to include guests of Purchaser in the show, both with and without their knowledge, at the location noted (below) in Section 2.3. ("Performance") as follows:

   2.1.   Date of Performance: 12-13-2023

   2.2.   Time of Performance: 6:00 PM   to   8:30 PM

2.3. Location of Performance: Creative Catering 27525 Ynez Rd Temecula, CA 92591

2.4. Total # of Guests: 120

Indicate below to indicate whether the Performance is On-Site or Off-Site.

Off-Site (we come to you)

Additional terms applicable to **On-Site** Performances are attached hereto as **Exhibit A**, and incorporated by reference herein.

Additional terms applicable to **Off-Site** Performances are attached hereto as **Exhibit B**, and incorporated by reference herein.

3. **Fees.** As compensation for the Performance, Purchaser shall pay Dinner Detective a fee of $ 5000.16 ("Fee"), which shall include any Additional Fees, processing/handling fees, and taxes. Purchaser understands and agrees that the Fee is determined by the estimated number of guests. In the event that the actual number of guests attending the Performance exceeds **120 Guests**, Purchaser shall be charged an additional fee of $ 29.95+5.00 per additional guest ("Additional Fees"). If additional guests will be attending the Performance, Purchaser shall notify Dinner Detective no less than **72 hours** prior to the scheduled Performance to allow for adequate staffing. No adjustment shall be made to the Fee if less than the expected number of guests attend the Performance.

Purchaser expressly agrees to pay to Dinner Detective a service fee of $5.00 per guest for performer gratuity and 2.99% service fee in accordance with the terms of this Agreement.

A late fee of $250.00 shall be charged for payments received 24 hours after due date. Purchaser shall pay a deposit equal to 50% of the Fee to Dinner Detective within **3 business days** of the Effective Date of this Agreement, or within 48 hours after the date of this agreement if the Performance is scheduled to occur within 2 calendar weeks of the Effective Date of this Agreement ("Deposit"). The Deposit is non-refundable and shall be deemed earned by Dinner Detective upon payment. The balance of the Fee must be paid **48 hours prior to the scheduled Performance.** In the event that the start time or end time is altered or delayed for the scheduled Performance, Additional Fees shall apply at the rate of $500.00 per hour. Notwithstanding the foregoing, Dinner Detective reserves the right in its sole discretion to decline any changes to the scheduled Performance time. Any delays or changes to the scheduled time of the Performance shall constitute a material breach of this Agreement by Purchaser. Event timelines are sent and approved by the Client prior to the event. Changes to that timeline may only be made with Dinner Detective approval. Any Additional Fees

owed by Purchaser pursuant to this Paragraph shall be added to the final bill and paid by Purchaser in accordance with the terms of this Agreement.

All payments shall be made by Visa, MasterCard, American Express or Discover card, money order, corporate check or cashier's check. Additionally, a credit card is required to hold the date of Performance, but will not be charged unless it is the desired form of payment. Notwithstanding, if the Deposit or Final Payment is not otherwise paid by the date required pursuant to this Agreement, Purchaser hereby authorizes Dinner Detective to automatically charge the deposit or remaining balance amount to the card on file. If applicable, Purchaser's final bill will include any state-required sales tax and service fees.

4.   Purchaser Obligations. If the Performance is scheduled to take place at a location secured by Dinner Detective ("On-Site Location"), Purchaser shall have the obligations and responsibilities set forth in Exhibit A. If the Performance is scheduled to take place at a location secured by Purchaser ("Off-Site Location"), Purchaser shall have the obligations and responsibilities set forth in Exhibit B.

5.   Performance Control. It is expressly understood by the Parties that the Purchaser has no right to supervise the Performance by Dinner Detective and that the Purchaser has no right to control the manner, means or details of the Performance by Dinner Detective. The Purchaser will comply promptly and professionally with Dinner Detective's directions regarding the arrangement of the venue and setting for the Performance. Purchaser acknowledges and accepts that the Performance necessarily involves fake guns, a fake gunshot sound and yelling as a vital and integral component. Notwithstanding, Purchaser may elect to restrict the use of a fake gunshot by checking the appropriate box on the signature page hereof.

6.   Subjectivity of Theatre Content. Acknowledgment of Subjectivity: The Purchaser acknowledges that theatre performances are subjective and that different attendees may have varying opinions and experiences of the content. The Dinner Detective cannot guarantee that all attendees will enjoy or find the content of the performance satisfactory.

6.1.   No Liability for Offense or Dislike: The Dinner Detective cannot be held liable or responsible for any offense or dissatisfaction caused to any attendee by the content of the performance. Attendees attend the performance at their own risk and discretion, and The Dinner Detective shall not be held liable for any emotional, physical, or psychological harm caused by the content of the performance. Dinner Detective will not be responsible for the actions of the client's guests or the content they create when participating in our interactive show. The intent of The Dinner Detective is to provide a performance with PG-13 content.

6.2.   No Refunds or Exchanges: Attendees acknowledge that the subjective nature of theatre content means that there is no guarantee of enjoyment or satisfaction. Therefore, The Dinner Detective shall not provide refunds or exchanges due to any attendee who dislikes or finds the content of the performance offensive or otherwise.

6.3.   Discretion Advised: The Dinner Detective advises attendees to exercise discretion when deciding whether to book a performance, particularly if they have concerns about the content. Attendees may consult the event's website or contact a Dinner Detective Producer for more information about the performance's content.

6.4.   Acceptance of Terms: Attendees acknowledge that they have read and understood the terms of this section and accept that theatre performances are subjective and that The Dinner Detective cannot be held liable or responsible for any offense or dissatisfaction caused by the content of the performance.

7.   Intellectual Property Rights. Dinner Detective is the sole and exclusive owner of all right, title and interest throughout the world in and to all the results and proceeds of all Intellectual Property. For purposes of this Agreement, Intellectual Property means all ideas, concepts, designs, inventions, discoveries, and improvements that are the direct or indirect result of the Services performed under this Agreement. This includes all patents, copyrights, trademarks, trade secrets, and other intellectual property rights, whether made solely or jointly with others; whether or not patentable; and whether or not the conception, discovery, or making involves the use of Dinner Detective's time, facilities, equipment, or personnel. Purchaser acknowledges that the Performance is a copyrighted work owned by Dinner Detective.

8.   Guest Control. Purchaser represents and warrants its guests shall not engage in any behavior which may jeopardize the safety of, threaten or otherwise violate the rights of Dinner Detective personnel and contractors, other guests or any property of such parties nor take any action or use language which is obscene, indecent or profane. In the event of a breach of the foregoing, at Dinner Detective's sole and reasonable discretion, **Dinner Detective shall have the right to immediately terminate this Agreement and/or Performance at anytime and shall have all other rights and remedies available to Dinner Detective set forth herein.**

9.   No Recording. Purchaser shall not have the right to broadcast, webcast, televise, photograph, or otherwise record or reproduce the Performance and will prevent and prohibit these actions by any third party or guest, unless it otherwise obtains the prewritten authorization of Dinner Detective.

10.   Cancellation. If Purchaser cancels the Performance the scheduled Performance, Purchaser shall be in breach of this Agreement and shall be entitled to no refund of the Deposit, which shall

constitute liquidate damages. **If Purchaser cancels the Performance less than 10 days prior to the Performance**, Dinner Detective shall be entitled full payment of the Fee as liquidated damages. The Parties expressly agree that anticipated damages would otherwise be uncertain or difficult to prove in the event of a Purchaser Default; they, therefore, mutually intend to liquidate the damages in advance; and the amount provided for is reasonable in light of anticipated harm. No refunds shall be provided in the event of Purchaser errors in the scheduling of the Performance and all sums due and owed to Dinner Detective shall be paid.

In the event that Dinner Detective is unable to provide sufficient staffing for the Performance, the Performance may be rescheduled or cancelled in the sole discretion of Dinner Detective. In the event of a cancellation due to staffing issues, Purchaser shall be entitled to a full refund of all amounts paid towards the Fee. Such cancellation shall not constitute a breach of this Agreement.

If Purchaser must cancel for any reason, including/not limited to COVID concerns, Purchaser may reschedule with a rescheduling fee of $500 per rescheduling occurrence. Any deposit or balance paid prior to the cancellation will be rolled over to any rescheduled event if notice is given in writing within 30 days of the original performance. Pricing may have to be adjusted.

11. **Covid-19 Precautions**. Dinner Detective reserves the right to cancel the Performance in the event of an increase in Covid-19 cases in the locale of the scheduled Performance or as a result of Covid-19 mandates in the locality of the scheduled Performance. In such situations, Purchaser may reschedule the Performance as many times as required to ensure safety and compliance with Covid-19 requirements. No refunds will be provided as a result of Covid-related rescheduling requirements. **If Purchaser must cancel for any reason, including/not limited to COVID concerns, Purchaser may reschedule with a rescheduling fee of $500 per rescheduling occurrence.** Any deposit or balance paid prior to the cancellation will be rolled over to any rescheduled event if notice is given in writing within 30 days of the original performance. Pricing may have to be adjusted.

12. **Relationship of Parties**. Purchaser and Dinner Detective acknowledge and agree that the relationship of the Parties is contractual in nature with neither being the other's agent, employee, partner or joint venturer for tax purposes or any other purpose whatsoever. Neither Party has any authority to make any commitment or enter into any contract on behalf of, bind or otherwise obligate, the other in any manner whatsoever.

13. **Indemnification**. Purchaser shall defend and indemnify Dinner Detective, its successors, assigns, officers, directors, agents and employees against all claims, loss, damages, injuries, liabilities,

costs and expenses, including reasonable attorneys' fees and court costs actually incurred, ("Liabilities") brought by any person or entity resulting from, arising out of or relating to, wholly or in part, the Performance, or Purchaser's breach of any of its obligations pursuant to this Agreement, and/or any negligent or intentional act or omission of Purchaser, all except to the extent caused, in whole or in part, by Dinner Detective's negligent or intentional act or omission. Purchaser agrees to reimburse Dinner Detective on demand for any such damages, liabilities, costs, losses or expenses to which the foregoing indemnifications apply.

14. **Defaults; Remedies**.

14.1. Purchaser Default. If Purchaser breaches any of its obligations pursuant to this Agreement, such breach shall be deemed a "Purchaser Default." If a Purchaser Default occurs less than 14 calendar days from the Performance date, Dinner Detective shall have the right to terminate this Agreement and its obligations hereunder and to receive, as liquidated damages, payment equal to the total amount of the Fee. The Parties expressly agree that anticipated damages would otherwise be uncertain or difficult to prove in the event of a Purchaser Default; they, therefore, mutually intend to liquidate the damages in advance; and the amount provided for is reasonable in light of anticipated harm.

14.2. Dinner Detective Default. If Dinner Detective cancels the Performance hereunder, or materially breaches or defaults in the performance of any of Dinner Detective's obligations under this Agreement, or materially breaches any of Dinner Detective's warranties, representations or agreements under this Agreement, such event shall be deemed a "Dinner Detective Default." If a Dinner Detective Default occurs prior to commencing the Performance, Purchaser shall, as its sole remedy, have the right to terminate this Agreement and its obligations hereunder by providing notice thereof to Dinner Detective and any and all sums due to Dinner Detective as compensation under this Agreement (which shall include, without limitation, the full Fee and any nonrefundable portion thereof) shall be returned by Dinner Detective and/or retained by Purchaser, as applicable.

14.3. Materiality. A Party shall only be deemed to have committed a material breach if the other Party shall be deprived of the substantial benefit it is entitled to under this Agreement. Any minor, immaterial failure or small deficiency to comply with the terms shall be considered a minor breach.

15. **Notices**. All notices and other communications that are required or permitted under this Agreement shall be in writing and shall be delivered personally, by U.S. mail (certified, registered or express), email or facsimile (with a confirmation of receipt) and shall be deemed given when so delivered personally, by email, facsimile or if mailed, three days after the date of mailing, to the Parties as first listed above or to such other addresses as shall be furnished in writing to the other Party.

16. <u>**Assignments**</u>. This agreement shall not be assigned or transferred by Purchaser without the prior, express, and written consent of Dinner Detective.

17. <u>**Force Majeure**</u>. If the performance of any of the covenants, duties or obligations pursuant to this Agreement are prevented, interrupted, delayed or suspended by any Force Majeure (as defined below) event, either Party may terminate this Agreement without any liability or obligation to the other Party for any damages arising from such termination. If, as a result of any Force Majeure event, Dinner Detective is able to perform only a portion of the performance, then the Fee shall be reduced on a pro-rata basis in relation to the Performance duration, but in no event to an amount less than the Deposit. The termination of the Performance for a Force Majeure event shall not be deemed a breach of this Agreement. "Force Majeure" means severely inclement weather; act of God; earthquake; flood; fire; accident; explosion; casualty; lockout, boycott, strike or labor controversy (including, but not limited to, threat of lockout, boycott or strike); riot, civil disturbance, war or armed conflict (whether or not there has been an official declaration of war or official statement as to the existence of a state of war), invasion, occupation, intervention of military forces, act of public enemy, embargo or act or threat of terrorism; delay of a common carrier; disruption of air traffic; any inability without fault on Purchaser's part to obtain sufficient material, labor, transportation, power or other essential commodity required in the conduct of its business or services or to perform its obligations hereunder; or any other similar or dissimilar cause or causes outside the reasonable control of either Party hereto and does not include a pandemic. In the case of a Force Majeure event, deposits will not be refunded, but will be applied to the rescheduled Performance. **$500.00 rescheduling fee will be waived for the first occurrence.**

18. <u>**Interpretation; Governing Law; Venue; Jurisdiction**</u>.
A cause of action arising out of this Agreement includes any cause of action seeking to enforce any provision of or based on any matter arising out of or in connection with this Agreement or the transactions contemplated by it. The parties agree that any suit, action, or proceeding—whether in contract, tort, or otherwise—arising out of this Agreement must be brought in a state or federal court or courts located in the State of Colorado and in the county of or nearest to Company's principal office if one of these courts has subject-matter jurisdiction over the suit, action, or proceeding. Any cause of action arising out of this Agreement is deemed to have arisen from a transaction of business in Colorado.

19. <u>**Miscellaneous**</u>.

19.1. This Agreement, and any attached rider or addendum, constitutes the entire agreement between the Parties with respect to the subject matter hereof and any prior understanding or

representation of any kind with respect to the subject matter hereof preceding the date of this Agreement shall not be binding upon either Party except to the extent incorporated in this Agreement.

19.2.   Any modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement shall be binding only if in writing and signed by each Party or an authorized representative of each Party.

19.3.   The failure of either Party to this Agreement to insist upon the performance of any of the terms and conditions of this Agreement, or the waiver of any breach of any of the terms and conditions of his Agreement, shall not be construed as thereafter waiving any such terms and conditions, but the same shall continue and remain in full force and effect as if no such forbearance or waiver had occurred. If there is any conflict between this Agreement and any rider or addendum, this Agreement shall control.

19.4.   The Parties stipulate and agree that the rule of construction to the effect that any ambiguities are to be or may be resolved against the drafting Party shall not be employed in the interpretation of this Agreement to favor either Party against the other.

19.5.   If either Party files any legal action to enforce any of the provisions of this Agreement, the unsuccessful Party shall pay to the successful Party, in addition to all the sums that the unsuccessful Party may be called on to pay, a reasonable sum for the successful Party's attorneys' fees.

19.6.   The titles and headings in this Agreement are for reference purposes only, and shall not in any way affect the meaning or interpretation of this Agreement. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original agreement, but all of which together shall constitute one and the same instrument.

19.7.   All the terms hereof which create or affect rights or obligations in the future shall survive and remain in effect after termination of this Agreement.

19.8. This Agreement shall not confer any rights or remedies upon any person or entity other than the Parties hereto and their respective permitted successors and assigns.

In witness whereof, the Parties have executed this Agreement on the dates indicated below, provided, however, that Purchaser's signature must occur and be delivered to Dinner Detective within three business days after the date of delivery in order for this document to be a binding contract.

Purchaser's preference for payment and certain elections under the contract are made as follows:

Preferred Payment Method (Please select one):

Credit Card

Credit Card Type (Please select one):

Mastercard

private performance agreement

The purchaser must pay a deposit of 50% of the fee to Dinner Detective within 3 business days of the agreement, or within 48 hours if the performance is scheduled within 2 weeks of the agreement. If the deposit isn't paid by that date, then the purchaser authorizes Dinner Detective to charge the remaining balance amount to their card. If applicable, Purchaser's final bill will include any state-required sales tax and service fees. Entering credit card information below **will not** induce a payment of any kind towards your deposit or final payment unless purchaser fails to pay either on-time or if extra charges are due after the performance.

Provide card details   Provide card details

Will you be renting a public address system as per the guidelines mentioned in **Section 4**?
(Select one)

Yes

If No, you agree to an additional cost of $ 2000.00 that will be added to your final invoice should the guest count exceed 100.

Do you want to restrict the use of fake gunshots during the performance? (Select one)

No

Name	Price	QTY	Subtotal
Off-Site Private Event - SDO **OFF-SITE*** Murder Mystery Dinner Show in San Diego, CA. (NO CATERING INCLUDED) *We come to you.	$3,595.00	1	$3,595.00

Performer Gratuity The purchaser expressly agrees to pay Dinner Detective a service fee of $5.00 per guest for performer gratuity.	$5.00	120	$600.00
Performer Travel Stipend (Exhibit B) Purchaser shall pay a $.50 per mile for actor (**per actor**) travel stipend when applicable for every 20 miles of round trip travel from our on-site location to Purchaser's selected venue.	$660.00	1	$660.00

Subtotal	**$4,855.00**
Service Fee	**2.99%**
Total	**$5,000.16**

Cost Split Between Schools:
EAA-LU $2,500.08
EAA-ME $2,500.08

DINNER DETECTIVE

Signed: *Allison Learned*

Name: Allison Learned

Title: Executive Producer

PURCHASER

Signed: *Meghan Freeman*

Name: Meghan Freeman

Title: CEO

private performance agreement

Date: 09-05-2023

Date: 09-05-2023

EXHIBIT A

The following Provisions apply to ON-SITE Performances only.

ON-SITE Performance and Dinner.

In addition to the Performance, Dinner Detective shall provide a meal for each guest in attendance at the Performance. Purchaser may make meal selections for each guest from the menu available at: https://www.thedinnerdetective.com/san-diego/murder-mystery-tickets-showtimes/ . Guest meal selections must be received no later than 7 days prior to the scheduled Performance.

ON-SITE Purchaser Obligations.

Dinner Detective shall provide the performers and props necessary for a successful performance. Props do not include electronics such as microphones, speakers, etc. If the total number of guests exceeds 100 Purchaser shall provide a public address system (through a licensed and reputable vendor), including a minimum of three wireless microphones, two wireless lapel microphones and appropriate speakers for the venue size (to be determined by Dinner Detective). Purchaser may elect to rent such equipment from the Dinner Detective's hotel partner or approved hotel/venue vendor for purposes of the Performance for an additional charge, as indicated on the signature page of this Agreement ("Additional Services"). The additional payment for use of the equipment during the performance ("Additional Fees") shall be added to and paid with Purchaser's final payment, in accordance with the terms of this Agreement.

Dinner Detective will provide meal service to guests of the Performance, as agreed upon between the Parties. Purchaser shall provide the meal selection for each guest no later than 7 calendar days before the scheduled Performance. If meal requests are not received by the 7th day preceding the scheduled Performance, Dinner Detective will place default meal orders for chicken for any guests whose meal requests remain outstanding. No changes may be made after the 7th day preceding the scheduled Performance.

No refunds shall be provided under any circumstances.

EXHIBIT B

The following Provisions apply to OFFSITE Performances only.

OFFSITE Purchaser Obligations.

Dinner Detective shall provide the performers and props necessary for a successful performance. Props do not include electronics such as microphones, speakers, etc. If the total number of guests exceeds 100 Purchaser shall provide a public address system (through a licensed and reputable vendor), including a minimum of three wireless microphones, two wireless lapel microphones and appropriate speakers for the venue size (to be determined by Dinner Detective). The additional payment for use of the equipment during the performance ("Additional Fees") shall be added to and paid with Purchaser's final payment, in accordance with the terms of this Agreement. It shall be the sole responsibility of Purchaser to provide any and all items necessary for a successful Performance, including without limitation, security, wait staff, property managers, electricians, janitors, ushers, ticket sellers, doorkeepers, and tickets.

Purchaser shall be responsible for all safety and security measures necessary to ensure a safe and secure environment for Dinner Detective personnel, performers, and guests. Purchaser shall take measures to provide a safe and secure performance area for the Performance and security staff as needed. Dinner Detective expressly reserves the right to cancel or end the Performance early in the event that Dinner Detective personnel or performers determine that their safety is in immediate danger. In the event that the Performance is canceled or terminated due to safety concerns, Purchaser shall not be entitled to any refund.

Purchaser shall provide a secured space for performers to store supplies and belongings when not performing.

Purchaser shall provide complimentary parking or otherwise make arrangements for parking at no charge to Dinner Detective personnel and performers.

Purchaser shall provide Dinner Detective performers the same meal options as the guests of the Performance. Purchaser shall not provide alcohol to Dinner Detective performers or personnel.

Purchaser agrees to alert Dinner Detective of any security or access concerns to the venue. All requirements to access must be made 10 days before the event.

Purchaser shall pay $.50 per mile for actor (per actor) travel stipend when applicable for every 20 miles of round trip travel from our on-site location to Purchaser's selected venue.

private performance agreement

<u>EXHIBIT C</u>

Subjectivity of Theatre Content

Acknowledgment of Subjectivity: The Purchaser acknowledges that theatre performances are subjective and that different attendees may have varying opinions and experiences of the content. The Dinner Detective cannot guarantee that all attendees will enjoy or find the content of the performance satisfactory.

1. **No Liability for Offense or Dislike:** The Dinner Detective cannot be held liable or responsible for any offense or dissatisfaction caused to any attendee by the content of the performance. Attendees attend the performance at their own risk and discretion, and The Dinner Detective shall not be held liable for any emotional, physical, or psychological harm caused by the content of the performance. Dinner Detective will not be responsible for the actions of the client's guests or the content they create when participating in our interactive show. The intent of The Dinner Detective is to provide a performance with PG-13 content.
2. **No Refunds or Exchanges:** Attendees acknowledge that the subjective nature of theatre content means that there is no guarantee of enjoyment or satisfaction. Therefore, The Dinner Detective shall not provide refunds or exchanges due to any attendee who dislikes or finds the content of the performance offensive or otherwise.
3. **Discretion Advised:** The Dinner Detective advises attendees to exercise discretion when deciding whether to book a performance, particularly if they have concerns about the content. Attendees may consult the event's website or contact a Dinner Detective Producer for more information about the performance's content.
4. **Acceptance of Terms:** Attendees acknowledge that they have read and understood the terms of this section and accept that theatre performances are subjective and that The Dinner Detective cannot be held liable or responsible for any offense or dissatisfaction caused by the content of the performance.

Request for Taxpayer
Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

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

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Janus Entertainment Group, Inc.

2 Business name/disregarded entity name, if different from above

DD California, LLC

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) ▶   **n/a**

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

Exempt payee code (if any)   **n/a**

Exemption from FATCA reporting code (if any)   **n/a**

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

5 Address (number, street, and apt. or suite no.) See instructions.

6110 E. Colfax Ave #4-303

6 City, state, and ZIP code

Denver, CO 80220

Requester's name and address (optional)

Elite Academic Academy

43414 Business Park Drive

Temecula, CA 92590

7 List account number(s) here (optional)

n/a

Print or type.
See Specific Instructions on page 3.

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

| | | | – | n | a | – | | | |

or

Employer identification number

| 4 | 5 | – | 2 | 1 | 6 | 1 | 3 | 1 | 6 |

Part II   Certification

Under penalties of perjury, I certify that:

1. 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

2. 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

3. I am a U.S. citizen or other U.S. person (defined below); and

4. 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 ▶ *Allison Learned*   Date ▶ 09-05-2023

General Instructions

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

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

Purpose of Form

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

• Form 1099-INT (interest earned or paid)

• Form 1099-DIV (dividends, including those from stocks or mutual funds)

• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)

• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)

• Form 1099-S (proceeds from real estate transactions)

• Form 1099-K (merchant card and third party network transactions)

• Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)

• Form 1099-C (canceled debt)

• Form 1099-A (acquisition or abandonment of secured property)

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

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

Cat. No. 10231X

Form **W-9** (Rev. 10-2018)

Signature Certificate

Reference number: AVQWM-AI6QD-XPB8W-TUUYV

Signer	Timestamp	Signature
Meghan Freeman Email: mblackwell@eliteacademic.com Shared via link		

Sent:	02 Sep 2023 00:07:51 UTC	
Viewed:	02 Sep 2023 17:13:54 UTC	
Signed:	05 Sep 2023 16:00:02 UTC	

IP address: 47.156.93.135
Location: Long Beach, United States

Allison Learned
Email: allison@thedinnerdetective.com

Sent:	02 Sep 2023 00:07:51 UTC	
Viewed:	01 Sep 2023 23:25:04 UTC	
Signed:	05 Sep 2023 19:35:16 UTC	

Recipient Verification:

✓Email verified	01 Sep 2023 23:25:04 UTC	

IP address: 12.148.188.220
Location: Chicago, United States

Document completed by all parties on:
05 Sep 2023 19:35:16 UTC

Page 1 of 1

Signed with PandaDoc

PandaDoc is a document workflow and certified eSignature solution trusted by 40,000+ companies worldwide.

Inland Empire A/V Rentals, LLC

24265 Adams Ave
Murrieta, CA 92562
Phone (619)865-7206

RENTAL INVOICE

INVOICE #5522
SEPTEMBER 5, 2023

CUSTOMER:
Mia Blackwell
(310)912-5679
mblackwell@eliteacademic.com

COMMENTS OR SPECIAL INSTRUCTIONS:

- Deliver/Setup VIP Catering, 27525 Ynez Road, Temecula, CA 92591

SALESPERSON	RENTAL PERIOD	EVENT DATE	PAYMENT TERMS
Josh M.	1-Day	12/13/23	Due Upon Receipt

QUANTITY	ITEM DESCRIPTION	UNIT PRICE	TOTAL
2	QSC K12 Powered Speaker	50.00	100.00
2	Speaker Stand	0	0
1	Yamaha MG10XU Mixer	25.00	25.00
3	Shure QLXD Wireless SM58 Handheld Mic System	75.00	225.00
3	5' XLR – XLR Cable	0	0
2	50' XLR – XLR Cable	0	0
1	6' 1/8" – Dual 1/$" Aux Cable w/iPhone Adapter	0	0
3	25' Extension Cord	0	0
1	Powerstrip	0	0
1	Delivery/Setup 12/13/23	175.00	175.00
1	Pickup/Strike 12/13/23	175.00	175.00
		SUBTOTAL	700.00
		TAX (8.75% EQUIPMENT ONLY)	30.63
		DEPOSIT	0
		TOTAL	730.63

By signing agreement, lessee understands operation of equipment & is responsible for notifying IEAVR of any malfunctioning for price adjustment. Lessee is responsible for loss/theft/damage incurred while in possession of equipment. Lessee authorizes IEAVR to charge CC on file for loss/damages & will be billed for repairs/replacement. Failure to return rental equipment per terms will result in prosecution per CA State Law (9.45.060). All rentals must be paid in advance and secured with a valid CC. IEAVR accepts cash, check, credit card, Zelle, Cash App or Venmo payments.

X._____Date_____Phone#_____

If you have any questions concerning this invoice, contact Josh (619)865-7206

Thank you for your business!

Elite Academic Academy
Approval for Overnight Field Trip

Group or Student Grade Levels:___4th - 12th Grade_____
Teacher: ___Tom Olson_____
Place of Overnight Trip: [Snowberry Campsite, Round Valley, San Jacinto State Park](#)
Purpose of Activity/Specific Learning Standards:

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.
C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.
C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.
C12.3 Understand how the needs of various clients may be met through appropriate outdoor recreational activities, outdoor experiences, special tours, and environmentally responsible education.
C12.4 Evaluate the requirements of outdoor recreational businesses, including benefits, risks, required skills, and costs.

Day(s) of Visit: November 7th - 8th, 2023
Departure Time/Location: Nov 7th @ 10 am/[Palm Springs Aerial Tram](#)
Return Time/Location: Nov 8th @ 6 pm/[Palm Springs Aerial Tram](#)
Number of Students: Up to 10
Number of Chaperones: Up to 10 (parents asked to attend with students)

Cost to Students: $5/camping permit, $12/tram ride, $27 for adults, food is student/parent responsibility

- ☑ ~~**Educational Funds Used**~~
- ☐ **Out of Pocket Expense**

Attachments:
- ☐ Invoice
- ☑ ~~Field Trip Form:~~
  - ☐ [High Adventure Qualifier Form](#)
- ☑ ~~Itinerary~~
  - ☐ [Nov 7th - 8th: San Jacinto High Adventure Event Outline](#)
- ☐ Other

Board Approval Date:

Elite Academic Academy
Approval for Overnight Field Trip

Teacher Signature: _____*Tom Olson*_____ **Date:** 8/30/2023

Chief Student Development Signature: _____ **Date:** _____

Board Approval Date:

**Elite Academic Academy
Approval for Overnight Field Trip**

Group or Student Grade Levels: 4th Grade +
Teacher: Tom Olson
Place of Overnight Trip: Lawler Lodge, Idyllwild, CA
Purpose of Activity/Specific Learning Standards:

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.
C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.
C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.
C12.3 Understand how the needs of various clients may be met through appropriate outdoor recreational activities, outdoor experiences, special tours, and environmentally responsible education.
C12.4 Evaluate the requirements of outdoor recreational businesses, including benefits, risks, required skills, and costs.

Day(s) of Visit: November 14th - 16th
Departure Time/Location: Nov 14th @ 1:00 pm, Lawler Lodge
Return Time/Location: Nov 16th @ 10:00 am, Lawler Lodge
Number of Students: Up to 40
Number of Chaperones: Up to 20

Cost to Students: $140/student ($25: lodging for two nights, $75: CPR certification, $40: food)

☑ ~~**Educational Funds Used**~~
☐ **Out of Pocket Expense**

Attachments:
   ☐ Invoice
   ☑ ~~Field Trip Form~~
      ☐ Nov 14-16th: Lawyer Lodge CPR Training Event Outline
   ☐ Itinerary
   ☐ Other

Board Approval Date:

Elite Academic Academy
Approval for Overnight Field Trip

Teacher Signature: _____ **Date:** 8/30/23

Chief Student Development Signature: _____ **Date:** _____

Board Approval Date:

Elite Academic Academy
Approval for Overnight Field Trip

Group or Student Grade Levels:___4th - 12th Grade_____
Teacher: ___Tom Olson_____
Place of Overnight Trip:__Catalina Island, White's Landing_____
Purpose of Activity/Specific Learning Standards:

C12.0 Demonstrate an understanding of the value of recreation and the fundamentals of recreational facilities and services.
C12.1 Recognize the variety of parklands, wilderness areas, and waterways available for recreation.
C12.2 Explain the outdoor recreational opportunities that promote physical and mental health.
C12.3 Understand how the needs of various clients may be met through appropriate outdoor recreational activities, outdoor experiences, special tours, and environmentally responsible education.
C12.4 Evaluate the requirements of outdoor recreational businesses, including benefits, risks, required skills, and costs.

Day(s) of Visit: October 23rd - 25th, 2023
Departure Time/Location: October 23rd @ 9 am, San Pedro Docks
Return Time/Location: October 25th @ 5 pm, San Pedro Docks
Number of Students: 25 - 40
Number of Chaperones: 15-20 (parents included)

Cost to Students: $380 ($360 for camp costs + $20 food supplement)

☐ **Educational Funds Used**
☑ ~~**Out of Pocket Expense**~~

Attachments:
☑ ~~Invoice~~
    ☐ Initial Catalina Invoice (may be updated with increased numbers)
☐ Field Trip Form
☑ ~~Itinerary~~
    ☐ Oct 23rd - 25th Catalina Island Campout Event Details
☐ Other

Board Approval Date:

Elite Academic Academy
Approval for Overnight Field Trip

Teacher Signature:_____*Tom Olson*_____ **Date:** 8/30/2023

Chief Student Development Signature: _____ **Date:** _____

Board Approval Date:

Elite Academic Academy (hereafter referred to as "the school") is committed to providing equitable educational opportunities to all students, in accordance with the requirements outlined in California Education Code Section 51225.1. This policy establishes procedures for exempting specific groups of students from additional coursework requirements beyond the statewide coursework requirements specified in Section 51225.3.

Section 51225.1 Exemptions

(a) Exemption Criteria
The school shall enroll the student in the Alternative Graduation Path, which exempts the following categories of students from coursework and other requirements adopted by the governing body that are in addition to the statewide coursework requirements specified in Section 51225.3, provided that the student is not reasonably able to complete the school's graduation requirements in time to graduate by the end of their fourth year of high school:

1. Pupil in Foster Care
2. Pupil who is a Homeless Child or Youth
3. Former Juvenile Court School Pupil
4. Pupil who is a Child of a Military Family
5. Pupil who is a Migratory Child
6. Pupil Participating in a Newcomer Program in their third or fourth year of high school

(b) Fifth-Year Option
If the school determines that a student within the categories listed in subsection (a) is reasonably able to complete the school's graduation requirements within their fifth year of high school, the school shall:

1. Consult with the student and the person holding the right to make educational decisions for the student regarding the option to remain in school for a fifth year to complete the school's graduation requirements.
2. Discuss how staying for a fifth year may affect the student's admission to a postsecondary educational institution.
3. Provide information about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay for a fifth year upon agreement with the student, if the student is 18 years of age or older, or upon agreement with the person holding the right to make educational decisions for the student if the student is under 18 years of age.

5. For students in foster care or homeless students, consult with the student and the person holding the right to make educational decisions for the student regarding the option to remain in the student's school of origin.

(c) Determining Third or Fourth Year
To determine whether a student is in their third or fourth year of high school, the school may consider factors such as the number of credits earned to the date of transfer, length of school enrollment, or age compared to the average age of students in the third or fourth year of high school.

(d) Timely Notification
Within 30 calendar days of a qualifying student's transfer into the school, the school shall notify the student, the person holding the right to make educational decisions for the student, and any relevant parties, as specified in subsection (d)(1)-(6), of the availability of the exemption and whether the student qualifies for an exemption.

(e) Graduation Before Fourth Year
If a qualifying student completes the statewide coursework requirements specified in Section 51225.3 before the end of their fourth year of high school and would otherwise be entitled to remain in attendance at the school, the school shall not require or request that the student graduate before the end of their fourth year.

(f) Consultation
The school shall consult with the qualifying student and the person holding the right to make educational decisions for the student. This consultation shall include discussions on:

      1. How waived requirements may affect the student's postsecondary education or vocational plans.
      2. Other available options, such as a fifth year of high school and possible credit recovery.
      3. Consideration of the student's academic data and relevant information to make an informed decision regarding the exemption.

(g) Choice to Accept or Decline
Qualifying students shall not be required to accept the exemption, and they shall not be denied enrollment in or the ability to complete courses for which they are otherwise eligible, including courses necessary for admission to an institution of higher education.

(h) Exemption Revocation

The school shall not revoke the exemption once granted.

(i) Continued Exemption
The exemption shall continue to apply to qualifying students even after the specified conditions are no longer met while the student is enrolled in school or if the student transfers to another school.

(j) Complaint Procedures
Complaints of noncompliance with this policy may be filed with the school under the Uniform Complaint Procedures as outlined in Chapter 5.1 of Division 1 of Title 5 of the California Code of Regulations. Unsatisfied complainants may appeal to the department under the same regulations.

(k) Annual Reporting
The school shall report annually to the department on the number of students who graduated with an exemption from local graduation requirements. This data shall be disaggregated by cohort, student category, race, and disability status, and made publicly available as required.

(l) Reevaluation
If a student was initially found ineligible for an exemption but is later determined to meet the criteria in a subsequent academic year, the school shall reevaluate and notify the student, the person holding the right to make educational decisions for the student, and other relevant parties.

(m) Unaccompanied Youth
For unaccompanied youth, the "person holding the right to make educational decisions for the pupil" is the unaccompanied youth themselves.

(n) Discretionary Acceptance
Acceptance of the exemption is at the sole discretion of the person holding the right to make educational decisions for the student, or the student themselves if they meet specified criteria.

(o) Reporting Requirements

The school shall adhere to all reporting requirements outlined in Section 51225.1.

(p) Definitions
For definitions of terms used in this policy, refer to Section 51225.1(t) of the California Education Code.

Report

Universal PreKindergarten Planning and Implementation Grant

Early Education Division

Overview

As a condition of receiving the 2021–22 and the 2022–23 Universal PreKindergarten (UPK) Planning and Implementation (P&I) Grant funds, California *Education Code* (*EC*) requires each local educational agency (LEA) to create a plan articulating how all children in the LEA attendance area will have access to full-day learning programs the year before Kindergarten. The plan must address how programs will meet the needs of parents, and include a plan for leveraging partnerships with the LEA's expanded learning offerings, the After School Education and Safety Program (ASES), local California State Preschool Programs (CSPP), Head Start programs, and other community-based early learning and care programs *(EC* Section 8281.5*)*.

LEAs that did not develop the plan required for the 2021–22 UPK P&I Grant, are required to develop a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before Kindergarten that meet the needs of parents, including through partnerships with the LEAs expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs. This plan should have been presented for consideration by the governing board or body at a public meeting by March 30, 2023.

In February 2023, the California Department of Education (CDE) released the updated 2022–23 UPK Template (DOCX) to: (1) offer planning and implementation questions for LEA consideration in developing and/or updating comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5. The Template includes recommended and required planning questions. Please use the updated UPK Template to assist with answering questions in this survey.

The CDE is collecting answers to the required questions presented in the updated 2022–23 Template through this survey. Please complete the UPK Template before filling out this survey. The purpose of this survey is to inform the CDE on UPK implementation, and to identify what additional support may be needed for LEAs and county offices of education (COEs) to support UPK implementation.Aggregate data from this form will be reported to the Legislature.

Instructions and Deadlines

All application fields are required for submission of the application unless otherwise noted as optional. The application is structured into the following sections: **Section I:** LEA Information and Self Certification, **Section II:** Focus Area A: Vision and Coherence, **Section III:** Focus Area B: Community Engagement and Partnerships, **Section IV:** Focus Area C: Workforce Recruitment and Professional Learning, **Section V:** Focus Area D: Curriculum, Instruction, and Assessment, **Section VI:** Focus Area E: LEA Facilities, Services, and Operations, **Section VII:** Technical Assistance Questions.

To advance through this survey, please select the Next button at the bottom of your screen. If you do not intend to complete the survey in one session, you must select the **Save Responses** button located on the bottom of the screen. Once selected, you will be redirected to a new browser window. The new browser window will provide a URL that allows to return to your survey and your current progress, it is recommended that you save or bookmark the URL. Alternatively you can enter your email address to receive an email with the URL for entrance back into the survey.

For questions regarding this survey or for technical assistance, please send an email to UPKPlanningGrant@cde.ca.gov.

Section I

LEA Information and Self Certification

Local Educational Agency Name

Elite Academic Academy - Mountain Empire, CDS: 37682130136978	⌄

Entity Type

○ School District

◉ Charter School

Point of Contact Name

Title:	Chief Student Development Officer
First name:	Ashlea
Last name:	Kirkland
Phone number: *(999-999-9999)*	866-354-8302
Extension: *(optional)*	705
Email:	AKirkland@eliteacademic.com

County

San Diego County	⌄

Self-Certification

LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before March 30, 2023, **(LEAs that did not develop the plan required for the 2021–22 UPK P&I Grant, are required to develop a plan on or before March 30, 2023)** for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Please Note: All school districts and charter schools that received the UPK P&I Grant are required to submit their own individual UPK Program Report regardless if they are part of a joint plan with another LEA.

Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?

○ Yes

◉ No

Section II
Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to Transitional Kindergarten (TK) and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (for example, CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

What is the LEA's vision for UPK?

The LEA's vision for the UPK program is to establish a robust administrative structure that fosters effective connections between school leadership, expanded learning opportunities, and staff. We will have clear roles for our leadership staff that defines who is responsible for UPK communication and collaboration of programs and educational partners. We will also establish opportunities for expanded learning programs with our educational partners and define and explain the opportunities for families. Data sharing will also be part of our plan, so that the LEA is able to grab data on students and best create programs to support student learning and achievement. Professional Development will also be another opportunity for our staff and educators to train and align best practices and strategies to support students. Working with our Curriculum coordinator will also be working with leadership to ensure the curricula used in the UPK programs align with standards and materials also align with learning standards. Our leadership will also work to engage families in the UPK experience through communication, meetings, webinars, and parent nights. This also includes program evaluation yearly, and ensuring our educational partners all have the opportunity to give program feedback for program refinement and improvement. Lastly, transition plans will be placed for UPK students as they move onto grade levels to ensure students are supported emotionally, socially, and academically.

Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK?

UPK contact title:

Chief Student Development Officer

UPK contact first name:

Ashlea

UPK contact last name:

Kirkland

UPK contact Phone number: *(999-999-9999)*

866-354-8302

UPK contact extension: *(optional)*

705

UPK contact email:

AKirkland@eliteacademic.com

Has the LEA integrated UPK into the Local Control and Accountability Plan (LCAP)?

○ Yes

◉ Not yet but we plan to

○ No, not sure we plan to

○ No, no plan to

○ We would like to but are unsure how to do this

○ Unsure

Does your LEA offer TK at all elementary schools in the district?

◉ Yes, all sites

○ No

How many elementary schools are in the district?

1

Complete the questions below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

How many TK standalone classes does your LEA currently offer?

1

Percentage of TK standalone classes that are fully inclusive of students with disabilities:

◉ 0–20%

○ 21–40%

○ 41–60%

○ 61–80%

○ 81–100%

How many TK-kindergarten combination classes does your LEA currently offer?

0

Percentage of TK-kindergarten combination classes that are fully inclusive of students with disabilities:

- ◉ 0–20%
- ○ 21–40%
- ○ 41–60%
- ○ 61–80%
- ○ 81–100%

How many CSPP and TK combination classes (CSPP funding and ADA funding) does your LEA currently offer?

0

Percentage of CSPP and TK combination classes (CSPP funding and ADA funding) classes that are fully inclusive of students with disabilities:

- ◉ 0–20%
- ○ 21–40%
- ○ 41–60%
- ○ 61–80%
- ○ 81–100%

How many locally-funded preschool and TK combination classes does your LEA currently offer?

0

Percentage of locally-funded preschool and TK combination classes that are fully inclusive of students with disabilities:

- ◉ 0–20%
- ○ 21–40%
- ○ 41–60%
- ○ 61–80%
- ○ 81–100%

How many CSPP standalone classes does your LEA currently offer?

0

Percentage of CSPP standalone classes that are fully inclusive of students with disabilities:

- ◉ 0–20%
- ○ 21–40%
- ○ 41–60%
- ○ 61–80%
- ○ 81–100%

How many Head Start standalone classes does your LEA currently offer?

0

Percentage of Head Start standalone classes that are fully inclusive of students with disabilities:

◉ 0–20%

○ 21–40%

○ 41–60%

○ 61–80%

○ 81–100%

How many other early learning classes does your LEA currently offer?

0

Percentage of other early learning classes that are fully inclusive of students with disabilities:

◉ 0–20%

○ 21–40%

○ 41–60%

○ 61–80%

○ 81–100%

Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?

○ Full-Day TK

◉ Part-Day TK

○ Both

Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all:

The LEA changed its TK policy to align with state policy in terms of enrollment and also updating TK curriculum to align with current research-based standards. There was an emphasis placed on providing a well-rounded curriculum that includes language and literacy development, math, science, art, and SEL compontents. There was also efforts made with outreach to families to inform parents and guardians about the benefits of the TK program, which helped to increase enrollment.

Did the LEA operate a CSPP in 2022-23?

○ Yes

◉ No

Does the LEA plan to contract with CSPP in future years?

○ Yes

◉ No

For the following three questions indicate if the LEA expanded access to early TK, or plans to expand access to early admittance TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation.

Expanded access 2022–23 (birthdays February 3 and after):

○ Yes

◉ No

Planning for expanded access 2023–24 (birthdays April 3 or after):

○ Yes

◉ No

○ Maybe

Planning for expanded access 2024–25 (birthdays June 3 or after):

○ Yes

◉ No

○ Maybe

Due to changes in the most recent budget, CDE will be collecting information around early enrollment children in TK.

Indicate if the LEA expanded access to early enrollment children, or plans to expand access to early enrollment children, for children whose fourth birthday will be between the second of June and first of September preceding the school year during which they are/would be enrolled.

Did your LEA expand access to early enrollment children or plan to expand access to early enrollment children in 2022-23?

○ Yes

◉ No

Is your LEA planning to expand access to early enrollment children or plan to expand access to early enrollment children in 2023-24?

○ Yes

◉ No

○ Maybe

Is your LEA planning to expand access to early enrollment children or plan to expand access to early enrollment children in 2024-25?

○ Yes

◉ No

○ Maybe

How has expanding access to early enrollment children impacted your school district or charter school?
(optional)

```
N/A
```

How are you adjusting your policies or revising your practices to address the increase in children who will need toileting assistance as TK age-eligibility expands? *(select all that apply)*

☐ We already have dedicated staff to support toileting and communicate regularly with parents about how our school sites provide toileting assistance for children who need it.

☐ We are or will be engaging in additional negotiation with our local labor organizations to assign duties related to toileting assistance to new or additional staff.

☐ We share or will be sharing resources or information with families about how our school sites will approach toileting assistance.

☐ We have adopted or will be adopting new practices to support all children having access to additional clothing and/or toileting supplies as necessary.

☐ We are planning to address toileting with our community on an upcoming meeting agenda.

☑ Other

Describe the other ways you are adjusting your policies or revising your practices to address the increase in children who need toileting assistance as TK age-eligibility expands:

```
We are a non-profit independent study public charter school. Our TK students learn from home or
virtually; therefore this does not apply to our learning environment.
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Section III
Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a Preschool through Third Grade (P-3) continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for availability of care, cost, and curriculum?

To successfully implement UPK through 3rd grade continuum and learn about family preferences for curriculum the school has held: Surveys and feedback opportunities through meetings, webinars, and email and parent advisory committees where parents are able to collaborate and voice their needs in the decision-making process.

How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan?

Extended learning strategies and actions that have been taken with our educational partners are: working in groups and educational partners for extended learning opportunities for students, asking for input, expertise, and feedback; needs assessments, looking at trends, and joint planning meetings.

Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan:
(select all that apply)

- ☐ Parent Teacher Association Meetings
- ☑ Family or parent/caregiver surveys
- ☐ English Learner Advisory Committee (ELAC)
- ☐ District English Learner Advisory Committee (DELAC)
- ☐ Special Education Local Plan Area (SELPA)
- ☐ School Site Council
- ☐ District Advisory Committee
- ☑ LCAP educational partners input sessions
- ☐ Tribal Community input session
- ☐ Co-hosted events with community-based organizations (CBOs)
- ☐ Hosted meet and greets with the early learning and care community
- ☐ LPC Meetings
- ☐ Local Quality Counts California (QCC) consortia meetings
- ☐ First 5 County Commission meetings
- ☐ Community Advisory Committee (CAC)
- ☐ Head Start Policy Council meetings
- ☐ Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- ☐ Other

When soliciting public input, which languages other than English were used to communicate? *(select all that apply)*

- ☐ Arabic
- ☐ Armenian
- ☐ Chinese (Cantonese)
- ☐ Chinese (Mandarin)
- ☐ Farsi
- ☐ Hmong
- ☐ Japanese
- ☐ Khmer
- ☐ Korean
- ☐ Laotian
- ☐ Punjabi
- ☐ Russian
- ☑ Spanish
- ☐ Tagalog (including Filipino)
- ☐ Vietnamese
- ☐ Other

Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care: *(select all that apply)*

- ☐ Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
- ☐ Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
- ☐ CSPP (on an LEA site)
- ☐ CSPP (at a CBO site)
- ☑ LEA- or locally-funded preschool
- ☐ Head Start
- ☐ LEA preschool funded with Title I of the Every Student Succeeds Act funds
- ☐ Other CBO preschool
- ☐ State subsidized child care (not including CSPP)
- ○ None
- ☐ Other

Section IV
Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2025, one of the following:

a. At least 24 units in early childhood education, or childhood development, or both

b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the LEA that is comparable to the 24 units of education described in subparagraph (a)

c. A Child Development Teacher Permit or the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

Additional credential options include:

PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and

b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below.

What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

What were the priority areas for professional development opportunities for TK staff this year? *(select up to three)*

- ☐ Effective adult-child interactions
- ☑ Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☐ Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☑ Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☐ Implicit bias and culturally- and linguistically-responsive practice
- ☐ Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- ☑ Curriculum selection and implementation
- ☐ Creating developmentally-informed environments
- ☐ Administration and use of child assessments to inform instruction
- ☐ Support for multilingual learners, including home language development and strategies for a bilingual classroom
- ☐ Serving children with disabilities in inclusive settings, including Universal Design for Learning
- ☐ Engaging culturally- and linguistically-diverse families
- ☐ Early childhood behavioral health (for example, early childhood mental health consultation)
- ☐ Other

What were the modalities and frequency of professional learning opportunities in children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) for TK staff? *(select all that apply)*

- ☐ In-Classroom Coaching (one or two times)
- ☑ In-Classroom Coaching (monthly or more frequently)
- ☑ One or multi-day workshop – Off-site
- ☐ One or multi-day LEA onsite professional development (for example, Annually)
- ☐ Ongoing LEA - onsite professional development (for example, Monthly)
- ☐ Online course
- ☑ Webinar
- ☐ Other

Who was the audience for professional learning opportunities in children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) for TK staff? *(select all that apply)*

- ☑ Lead teachers
- ☐ Assistant teachers
- ☐ Paraeducators
- ☑ Administrators
- ☐ Coaches
- ☐ Other support staff
- ☐ Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- ☐ Offered jointly with CSPP, Head Start, or other preschool program
- ☐ Other

What were the modalities and frequency of professional learning opportunities in children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) for TK staff? *(select all that apply)*

- ☐ In-Classroom Coaching (one or two times)
- ☐ In-Classroom Coaching (monthly or more frequently)
- ☐ One or multi-day workshop – Off-site
- ☑ One or multi-day LEA onsite professional development (for example, Annually)
- ☐ Ongoing LEA - onsite professional development (for example, Monthly)
- ☐ Online course
- ☐ Webinar
- ☐ Other

Who was the audience for professional learning opportunities in children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks) for TK staff? *(select all that apply)*

- ☑ Lead teachers
- ☐ Assistant teachers
- ☐ Paraeducators
- ☑ Administrators
- ☐ Coaches
- ☑ Other support staff
- ☐ Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- ☐ Offered jointly with CSPP, Head Start, or other preschool program
- ☐ Other

What were the modalities and frequency for professional learning opportunities in curriculum selection and implementation for TK staff? *(select all that apply)*

- ☐ In-Classroom Coaching (one or two times)
- ☐ In-Classroom Coaching (monthly or more frequently)
- ☐ One or multi-day workshop – Off-site
- ☑ One or multi-day LEA onsite professional development (for example, Annually)
- ☐ Ongoing LEA - onsite professional development (for example, Monthly)
- ☐ Online course
- ☑ Webinar
- ☐ Other

Who was the audience for professional learning opportunities in curriculum selection and implementation for TK staff? *(select all that apply)*

- ☑ Lead teachers
- ☐ Assistant teachers
- ☐ Paraeducators
- ☑ Administrators
- ☐ Coaches
- ☑ Other support staff
- ☐ Offered jointly with Kindergarten, 1, 2, or 3 Grade Levels
- ☐ Offered jointly with CSPP, Head Start, or other preschool program
- ☐ Other

If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? *(select up to three)*

- ☐ Effective adult-child interactions
- ☐ Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☐ Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☐ Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- ☐ Implicit bias and culturally- and linguistically-responsive practice
- ☐ Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
- ☐ Curriculum selection and implementation
- ☐ Creating developmentally-informed environments
- ☐ Administration and use of child assessments to inform instruction
- ☐ Support for multilingual learners, including home language development and strategies for a bilingual classroom
- ☐ Serving children with disabilities in inclusive settings, including Universal Design for Learning
- ☐ Engaging culturally- and linguistically-diverse families
- ☐ Early childhood behavioral health (for example, early childhood mental health consultation)
- ☐ Other
- ◉ None, our LEA does not have CSPP

Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? *(select all that apply)*

☐ Partnered with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

☐ Received a California Classified School Employee Teacher Credentialing Program grant on your own, with your COE, as part of a new collaborative, or joined an existing Classified grant program to recruit teachers

☐ Received a California Teacher Residency Grant Program on your own, as part of a new collaborative, or joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

☐ Joined an existing intern preparation program to recruit and prepare teachers for your LEA

☐ Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

☐ Established a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

☐ Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

☐ Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

☐ Applied for workforce development funding and competitive grant opportunities from the CDE

☐ Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

☑ Provided advising on credential requirements and options for how to meet these requirements

☐ Collaborated with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members

☐ Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

☐ Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential

☐ Other

◯ None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

Which of the following strategies has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? *(select all that apply)*

☐ Partnered with a local IHE offering eligible early childhood education or childhood development coursework

☐ Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units

☐ Provided information on scholarship and grant opportunities

☐ Received workforce development funding and grant opportunities

☐ Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

☐ Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

☑ Provided advising on requirements and how to meet the requirements

☐ Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers

☐ Developed or worked with an established mentorship program to support new TK teachers

☐ Other

◯ None of the above

Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?

◉ Yes

◯ No

How many total staff were needed for the 2022–23 school year?

Total TK Teacher staff needed for the 2022-23 school year:

`1`

Total CSPP Teacher staff needed for the 2022-23 school year:

`0`

Total Head Start Teacher staff needed for the 2022-23 school year:

`0`

Total Second Adult staff needed for the 2022-23 school year:

`0`

How many staff positions were filled with qualified staff at the start of the 2022–23 school year?

TK Teacher staff positions filled:

`1`

CSPP Teacher staff positions filled:

`0`

Head Start Teacher staff positions filled:

`0`

Second Adult staff positions filled:

`0`

Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?

Unfilled TK Teacher vacancies at the start of the 2022-23 school year:

`0`

Unfilled CSPP Teacher vacancies at the start of the 2022-23 school year:

`0`

Unfilled Head Start Teacher vacancies at the start of the 2022-23 school year:

`0`

Unfilled Second Adult staff vacancies at the start of the 2022-23 school year:

`0`

Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?

TK Teacher vacancies unfilled at the middle of the year (January 2023):

`0`

CSPP Teacher vacancies unfilled at the middle of the year (January 2023):

`0`

Head Start Teacher vacancies unfilled at the middle of the year (January 2023):

`0`

Second Adult vacancies unfilled at the middle of the year (January 2023):

`0`

How many total staff are anticipated to be needed for the 2023–24 school year?

Total TK Teacher staff required for the 2023-24 school year:

`1`

Total CSPP Teacher staff required for the 2023-24 school year:

`0`

Total Head Start Teacher staff required for the 2023-24 school year:

`0`

Total Second Adult staff required for the 2023-24 school year:

`0`

Which of the following strategies has the LEA employed to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit? *(select all that apply)*

☐ Partnered with a local IHE offering eligible early childhood education or childhood development coursework

☐ Partnered with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

☐ Provided information on scholarship and grant opportunities

☐ Applied for workforce development funding and grant opportunities

☐ Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

☐ Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

☐ Provided advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

☐ Offered unit-bearing coursework at a local district site during times that work for teachers

☐ Other

○ None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

◉ Not applicable (the LEA does not employ CSPP staff)

Section V

Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* to support the development of skills across the domains outlined in those documents.

Did the LEA provide any of the following language model(s) for TK students? *(select all that apply)*

☐ Dual language program with a language allotment of 50/50

☐ Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time

☐ Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time

☐ Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time

☐ Home language instructional program where all instruction is in a non-English language

☐ Home language instructional program where home language instruction is intentionally incorporated in another way

☐ English-only instruction with home-language support

◉ None

☐ Other

If the LEA administers CSPP, did it provide any of the following language model(s) for CSPP students? *(select all that apply)*

☐ Dual language program with a language allotment of 50/50

☐ Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time

☐ Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time

☐ Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time

☐ Home language instructional program where all instruction is in a non-English language

☐ Home language instructional program where home language instruction is intentionally incorporated in another way

☐ English-only instruction with home-language support

○ None

☐ Other

◉ Not applicable, the LEA does not operate a CSPP

Select the curriculum approach(es) TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula): *(select all that apply)*

☐ Whole-Child or Comprehensive Pre-Kindergarten (Pre-K) Curriculum (for example, Creative Curriculum, HighScope, Frog Street, Big Day for PreK, Splash Into PreK, Benchmark: Ready to Advance (Listos y Adelante), Three Cheers for PreK, Connect4Learning, Get Set for School, etc.)

☐ Pre-K Literacy-Specific Curriculum (for example, Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.)

☐ Pre-K Math-Specific Curriculum (for example, Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.)

☑ District or teacher-developed math units for TK

☑ District or teacher-developed literacy units for TK

☐ Social-Emotional Curriculum (for example, Second Step, Kimochis, Sanford Harmony)

☑ Whole-Child Approach or Philosophy for PreK (for example, Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf)

☐ Kindergarten Curriculum Used (Not Pre-K) (for example, World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for Kindergarten)

☐ Other

Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas: *(select up to three)*

☐ Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

☐ Implemented the CSEFEL Pyramid Model in the classroom

☐ Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, used students' pictures or words in daily routines, feelings charts)

☑ Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

☐ Used developmental observations to identify children's emerging skills and support their development through daily interactions

☑ Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

☐ Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

☑ Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning

☐ Other

What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? *(select up to three)*

☑ Implemented Universal Design for Learning

☐ Provided adaptations to instructional materials

☐ Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

☑ Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

☐ Provided additional staff to support participation in instruction

☐ Other

What assessments did the LEA use in TK? *(select all that apply)*

☐ Ages and Stages Questionnaire (ASQ)

☐ BRIGANCE Early Childhood Screen

☐ Desired Results Developmental Profile (DRDP)

☑ LEA-based grade level benchmarks and a report card

☐ Teaching Strategies (TS) GOLD

☐ Work Sampling System

☐ Other

☐ The LEA did not use a common TK assessment

☐ Unsure

On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? *(select all that apply)*

☐ Ages and Stages Questionnaire (ASQ)

☐ BRIGANCE Early Childhood Screen

☐ Desired Results Developmental Profile (DRDP)

☑ LEA-based grade level benchmarks and a report card

☐ Teaching Strategies (TS) GOLD

☑ Work Sampling System

☐ Other

☐ The LEA did not use a common TK assessment

☐ Unsure

On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? *(select all that apply)*

☐ Effective adult-child interactions

☐ Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

☐ Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

☐ Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

☐ Implicit bias and culturally- and linguistically-responsive practice

☐ ACES and trauma- and healing-informed practice

☑ Curriculum selection and implementation

☐ Creating developmentally-informed environments

☐ Administration and use of child assessments to inform instruction

☐ Support for multilingual learners, including home language development and strategies for a bilingual classroom

☐ Serving children with disabilities in inclusive settings, including Universal Design for Learning

☐ Engaging culturally- and linguistically-diverse families

☐ Early childhood behavioral health (e.g. early childhood mental health consultation)

☐ Other

○ Site leaders and principals were not offered professional learning on early childhood education

Section VI

Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P-3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of the planning template and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

For which students in TK and early learning programs was transportation provided?

○ Transportation was provided for all children that wanted it

○ Transportation was provided for some children

○ No transportation was provided

● Other

Describe the other transportation provided to students in TK and early learning programs:

We are a non-classroom based school; therefore, do not offer transportation

What transportation did the LEA offer to children enrolled in TK? *(select all that apply)*

☐ Transportation to and from the TK program

☐ Transportation from the TK program to an extended learning and care opportunity on another LEA site

☐ Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

● No transportation was provided

What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) *(select all that apply)*

☐ Added additional meal services and time in the cafeteria

☐ Offered breakfast after the bell (students picked up a breakfast and brought it to the classroom)

○ None

☑ Other

Describe the other strategies the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service):

We're a non-classroom based school. Not Applicable.

If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs?

N/A

Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment?

● Yes

○ No

Did the classroom space meet the Kindergarten standards described in [California Code of Regulations, Title 5, Section 14030(h)(2)](#)?

● Yes

○ No

Did the classroom space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?

○ Yes, all classrooms had necessary adaptive equipment.

○ Some classrooms had necessary adaptive equipment.

● No classrooms had necessary adaptive equipment.

What modifications need to be made?

We're a non-classroom based school. All necessary equipment or tech has been provided to the students home learning environment.

Did the LEA's Facilities Master Plan adequately address the need for UPK programming?

◉ Yes

○ No

In which of the following areas did the LEA make updates to facilities with UPK P&I grant funding? *(select all that apply)*

☐ Turfed area

☐ Paved area

☐ Apparatus area

☐ Land required for buildings and grounds

☐ Total square feet required

☐ Bathroom facilities

☐ Other

◉ None of the above

Section VII

Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

What technical assistance would be most helpful related to projecting enrollment and assessing needs? *(select all that apply)*

☐ Support for parent surveys to gauge interest in service delivery models

☑ Data analysis capacity building to support staff to refine enrollment projections based on community context

☐ Information on program eligibility requirements to project enrollment across programs

What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? *(select all that apply)*

☐ Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)

☐ Creating inclusive classrooms, including implementing Universal Design for Learning

☑ Templates or framework for drafting a P-3 vision that partners and parents support

☐ Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs

☐ Support for developing and applying to administer a CSPP contract

☐ Technical assistance on how to integrate UPK and P-3 in the district LCAP

☑ Guidance on best practices for smooth transitions through the P-3 continuum

☐ Considerations for TK early admittance

What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? *(select all that apply)*

☑ Support for parent surveys and engagement activities to understand parent needs and support authentic choice

☐ Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables

☐ Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings

☐ Strategies for meeting ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children

☐ Increasing UPK enrollment and parent awareness of programs

What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? *(select all that apply)*

☑ Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

☑ Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs

☐ Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs

☐ Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision

☐ Creating professional learning opportunities to provide site leaders with more early childhood knowledge

☐ Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment

☐ Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment

What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? *(select all that apply)*

☐ Effective adult-child interactions

☐ Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

☑ Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks

☐ Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)

☐ Implicit bias and culturally- and linguistically-responsive practice

☐ Trauma- and healing-informed practice

☐ Curriculum selection and implementation

☐ Creating developmentally-informed environments

☐ Administration and use of child assessments to inform instruction

☐ Support for multilingual learners, including home language development and strategies for a bilingual classroom

☑ Serving children with disabilities in inclusive settings, including Universal Design for Learning

☐ Engaging culturally- and linguistically-diverse families

What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? *(select all that apply)*

- ☐ Coaching and mentoring
- ☐ Classroom observations and demonstration lessons with colleagues
- ☑ Workshops with external professional development providers
- ☐ Internally-delivered professional learning workshops and trainings
- ☐ Operating an induction program

What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment? *(select all that apply)*

- ☐ Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)
- ☑ Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
- ☑ Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
- ☐ Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
- ☐ Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
- ☐ Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
- ☐ Guidance on appropriate assessment selection and utilization
- ☐ Guidance on creating dual language immersion or bilingual programs

What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? *(select all that apply)***:**

- ☑ Using manipulatives to develop fine motor skills
- ☑ Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
- ☐ Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
- ☐ Using differentiated groups that include individual, small, and large group experiences
- ☐ Considering the structure of the daily routine to enhance individual and group learning experiences
- ☐ Encouraging purposeful play, choice, social interactions, and collaboration
- ☐ Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
- ☐ Using child development knowledge to guide instructional approaches
- ☐ Providing language- and literacy-rich environments
- ☐ Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
- ☐ Facilitating development and exploration through art
- ☐ Incorporating inclusive practices
- ☐ Supporting students' home language and English language development
- ☐ Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
- ☐ Universal Design for Learning
- ☐ Integrated English language development

What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? *(select all that apply)*

☐ Guidance on how to modify an elementary school classroom to serve young children

☐ Strategies to address transportation issues related to UPK access and enrollment

☐ Guidance to support strategies that ensure TK students have access to meals and adequate time to eat

☑ Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

☐ Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children.

What is the biggest challenge your LEA is facing with the implementation of UPK?

> The biggest challenge that our LEA has with facing the implementation of UPK is that our school is the unknown of enrollment for each year and making sure we're projecting enough of the enrollment to ensure our staffing is adequate.

Certification and Agreement

AGREEMENT: By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, agree that my electronic signature is the legally binding equivalent to my handwritten signature.

◉ Yes

○ No

CERTIFICATION: By signing this survey electronically, I, the District Superintendent, Charter School Administrator, or authorized designee, hereby certify, to the best of my knowledge, that all applicable state and federal rules and regulations will be observed, that the information contained in this survey is correct and complete, and certify to retain all records, as required by applicable law.

◉ Yes

○ No

Name of District Superintendent, Charter School Administrator, or authorized designee:

> Ashlea Kirkland

Please print a copy of your completed survey for your records before submitting it. Questions about this survey can be directed to UPKPlanningGrant@cde.ca.gov.

Note: By selecting the **Print** button below, you will be redirected to a new browser window to **print** the form. You must return to the previous browser window to submit your survey to the CDE.

Once you select the **Submit** button below, your survey will be sent to the CDE and you will be redirected to the CDE Elementary web page. An automatically generated email will be sent to the email address provided on your survey to confirm your submission. Please check your email account's spam folder if you do not receive a confirmation email to your inbox.

Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

PGMS Portal » CTEIG Part I » CTEIG Application Part I

CTEIG 2023-24 Application Part I

Submitted

Grant applications must be received by the California Department of Education (CDE) by Friday, September 29, 2023, at 5:00 PM

Recommendations for grant award amounts will be presented to the State Board of Education (SBE) for its consideration and approval. Following approval from the SBE, Grant Award Notifications (GANs) will be sent to the local educational agencies (LEAs) which were awarded grant funds. The 2023–24 application year will cover the grant period beginning July 1, 2023, and ending December 31, 2025.

Local Educational Agency (LEA) Information

Local Educational Agency (LEA) information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. Refer to the OPUS-CDS Application and Resources for more information.

Lead LEA Name:	Elite Academic Academy - Mountain Empire
CDSCode:	37682130136978
Address:	43414 Business Park Dr.
City:	Temecula
State:	CA
Postal Code:	92590-5526
Phone Number:	(866) 354-8302
Fax Number:	
Email:	mfreeman@eliteacademic.com
Administrator Name:	Meghan Freeman
Administrator Title:	CEO

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

First Name:	Ashlea
Last Name:	Kirkland
Phone:	(866)354-8302
Email:	akirkland@eliteacademic.com

2022-23 Reported P2 ADA

2022-23 Average Daily Attendance (ADA) Second Principal (P-2) as represented

Actual ADA Number Reported:	433.27
Remaining ADA Number:	433.27

Types of Applicants

There are two types of applications allowed in this grant. LEAs may apply for this grant as a single applicant or as the lead member of a consortium. However, an LEA may submit only one application.

◉ Apply as a single LEA
◯ Apply as a consortium

Industry Sector and Pathway

Select the industry sector(s) and pathway(s) that the LEA will be using their CTEIG allocation for. Select the yes button for each new pathway that is being started during this grant period and using CTEIG funds.

Industry Sector		Pathway	Pathway Status	Action
Industry Sector ⌄		Select an Industry Sector		
Arts, Media, and Entertainment		Design, Visual, and Media Arts	◉ Yes ◯ No	N/A
Arts, Media, and Entertainment		Performing Arts	◉ Yes ◯ No	N/A
Education, Child Development, and Family Services		Child Development	◯ Yes ◉ No	N/A
Education, Child Development, and Family Services		Education	◯ Yes ◉ No	N/A
Education, Child Development, and Family Services		Family and Human Services	◯ Yes ◉ No	N/A
Health Science and Medical Technology		Mental and Behavioral Health	◉ Yes ◯ No	N/A
Health Science and Medical Technology		Patient Care	◉ Yes ◯ No	N/A
Hospitality, Tourism, and Recreation		Hospitality, Tourism, and Recreation	◯ Yes ◉ No	N/A
Marketing, Sales, and Services		Marketing	◉ Yes ◯ No	N/A

Match

The 2023-24 CTEIG grant requires a match of two dollars ($2.00) for every one dollar ($1.00) received from this program. For the 2022-23 application, matching funds may be based on local match expenditures starting July 1, 2023, to June 30, 2024.

Enter the amount of dollars that the LEA has for CTEIG allocation based on the amount of funds expended for CTE

programs

Match Amount: 1079452   (Required)

Estimated Award Amount: $ $539,726   (This estimate is not a guarantee of being funded for this amount.)

Total CTEIG-Related Budget Amount: $ $1,619,178

Joint Powers Authority (JPA)/ Regional Occupational Center/Programs (ROC/P), County Office of Education (COE)

Do you offer an existing High Quality Regional-based CTE program as a JPA, ROC/P, COE?

○ Yes
◉ No

Collaboration

Are you engaged in post-secondary educational institutions, Community College Strong Workforce program (SQP), K-12 Strong Workforce Program consortium, or other LEAs to align career pathway instruction with postsecondary program requirements?

◉ No Collaboration
○ Post-secondary educational institutions or other LEAs to align career pathway instruction with post-secondary program requirements.

Infrastructure/Equipment Investment (Capital Outlay)

Make significant investment in CTE infrastructure, equipment, and facility repairs and upgrades. This positive consideration is determined in the allocation calculation based on LEA information that is entered into the PGMS if expenditures are 25 percent or more.

Enter your total investment in in CTE infrastructure, equipment and facilities (Object Code 6000) for this grant round.

0

Infrastructure/Equipment Investment Percentage: %0

All CTE infrastructure, equipment over $5,000, and facility updates or repairs must be connected to Goal Codes 3800 and 6000.

Existing Structures, Requirements and Resources

Based on the lead LEA selected, the applicants does not use any existing structures, requirements, and resources

Contributions from Industry, Labor, and Philanthropic Sources

Enter the source of contribution name and the contribution amount then select the Add Source and Contribution button. You may add multiple sources of contributions.

Previous Grants Received

CTEIG Recipient Grant Year(s)

- FY 2022-23

- FY 2021-22

K-12 Strong Workforce Recipient Grant Year(s)

Assurance Statement

☑ Checking this box will prevent you from making any changes to the application. Insure the application is complete before you check this box. By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2023-24 grant term, the LEA will be required to match the grant award two dollars ($2.00) for every $1.00 (one dollar) received for this grant period. The applicant also understands that the Estimated Match Amount is not a guarantee of being f unded for that amount and that allocations are based on ADA and the positive consideration categories. **No extensions of this grant term will be allowed.**

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

*All responses must specifically address CTE programs and services rather than general services offered to all students.

Total Score: _____

(TO BE COMPLETED BY THE LEA)

Total Score: _____

(TO BE COMPLETED BY THE CDE)

Minimum Eligibility Standard 1.A. Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points)	- CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. - Integration of CTE and academic standards is not demonstrated. - Books, supplies, materials, and equipment do not align to industry standards.
Emerging Practice (1 Point)	- CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. - Integration of CTE and academic standards is demonstrated in some pathways. - Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
Quality Practice (2 points)	- CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. - Integration of CTE and academic standards is demonstrated in most pathways. - Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
Exemplary Practice (3 points)	- CTE curricula and instruction is fully aligned to the CTE Model Curriculum Standards for all pathways offered. - Integration of CTE and academic standards is clearly demonstrated in all pathways. - Books, supplies, materials, and equipment fully align to curriculum and industry standards.
Potential Tools/ Examples of Evidence	- Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. - Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
Evidence on File at LEA *(max. 1100 characters)*	Specify Industry Sectors and Pathways:
LEA Comments *(max. 1100 characters)*	Elaborate on programs/pathways that have changed:

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.
Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength *(max. 1500 characters).* Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points)	• No clear sequential progression of pathway courses. • No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. • No courses are reported in CALPADS as CTE.
Emerging Practice (1 Point)	• Offers CTE programs where some pathways show a clear sequential progression of courses. • Some courses are reported in CALPADS as CTE.
Quality Practice (2 points)	• Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. • Most courses are reported in CALPADS as CTE.
Exemplary Practice (3 points)	• Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. • All courses are reported in CALPADS as CTE. • Provides a catalog of programs and courses required at each grade for each CTE pathway.
Potential Tools/ Examples of Evidence	• Provides list and description of pathway courses, identifying the planned sequence of courses. • Provides document listing CTE pathway courses reported as CTE in CALPADS.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points)	• There is no formalized career exploration and guidance program offered by the LEA.
Emerging Practice (1 Point)	• Some CTE pathway students participate in a formalized career exploration program. • CTE students receive guidance through general counseling services.
Quality Practice (2 points)	• Most CTE pathway students participate in a formalized career exploration program. • Some CTE students have an individualized four-year plan on file. • CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
Exemplary Practice (3 points)	• All CTE pathway students participate in a formalized career exploration program. • All CTE students have an individualized four-year plan on file. • CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
Potential Tools/ Examples of Evidence	• California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. • Example of plan. • Description of career guidance provided.
Evidence on File at LEA *(max. 1100 characters)*	• Clearly identify formalized program and how students participate.
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points)	• There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
Emerging Practice (1 Point)	• Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
Quality Practice (2 points)	• Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
Exemplary Practice (3 points)	• All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e.,Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
Potential Tools/ Examples of Evidence	• List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • Description of counseling services provided.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Not Yet in Practice (0 points)	• There is no evidence that CTE pathway student leadership development is addressed.
Emerging Practice (1 Point)	• Student leadership development is embedded into some career pathways through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy (ALS). • CTE pathway students have the opportunity to participate in a CTSO or ALS.
Quality Practice (2 points)	• Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs or through an ALS. • Some CTE pathway students actively participate in a CTSO or ALS.
Exemplary Practice (3 points)	• Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs or through an ALS. • All CTE pathway students actively participate in a CTSO or ALS.
Potential Tools/ Examples of Evidence	• Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.
Essential Element: Career Exploration and Student supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points)	• Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
Emerging Practice (1 Point)	• K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
Quality Practice (2 points)	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
Exemplary Practice (3 points)	• K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways. • K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. • Articulation/dual credit agreements apply to all participating educational institutions. • Formal agreements define participants, roles, activities, products, and timeline. • Programs of Study are accurate and complete for all pathways.
Potential Tools/ Examples of Evidence	• Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters).* Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters).* Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.
Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points)	• There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
Emerging Practice (1 Point)	• Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
Quality Practice (2 points)	• Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
Exemplary Practice (3 points)	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
Potential Tools/ Examples of Evidence	• MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)*. Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points)	• Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Emerging Practice (1 Point)	• Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. • There is little evidence of a link between CTE course assignments opportunities and experiences provided.
Quality Practice (2 points)	• Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. • There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
Exemplary Practice (3 points)	• All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. • There is a documented training plan and assignments are related to WBL in all pathways. • Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.
Potential Tools/ Examples of Evidence	• List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. • Student logs of WBL activities. • Schedule of WBL for each grade level. • Training plan for WBL at each grade level. • Student WBL portfolios. • Program and student assessments from WBL supervisors. • Specify WBL offered.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Not Yet in Practice (0 points)	• After school, extended day, and out-of-school activities and competitions are not provided.
Emerging Practice (1 Point)	• After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. • These activities may be developed or supervised by the CTE pathway faculty.
Quality Practice (2 points)	• After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. • These activities are developed and supervised by the CTE pathway faculty.
Exemplary Practice (3 points)	• After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. • These activities are developed, supervised, and evaluated by the CTE pathway faculty. • Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.
Potential Tools/ Examples of Evidence	• List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.
Essential Element: Career Exploration and Student Supports.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Not Yet in Practice (0 points)	• There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
Emerging Practice (1 Point)	• There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
Quality Practice (2 points)	• There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
Exemplary Practice (3 points)	• There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.
Potential Tools/ Examples of Evidence	• K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Not Yet in Practice (0 points)	• The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
Emerging Practice (1 Point)	• The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
Quality Practice (2 points)	• The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. • The CTE pathways are aligned with the SWP plan where it complements the CTE Incentive Grant (CTEIG) requirements.
Exemplary Practice (3 points)	• The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. • The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. • Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.
Potential Tools/ Examples of Evidence	• Document identifying members of local SWP consortium members. • Local SWP plan. • CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. • The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

**Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet
(Attachment II)** *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Not Yet in Practice (0 points)	• The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
Emerging Practice (1 Point)	• Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
Quality Practice (2 points)	• Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
Exemplary Practice (3 points)	• All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
Potential Tools/ Examples of Evidence	• List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.
Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points)	• One or more CTE program(s) do not have CTE credentialed teachers.
Emerging Practice (1 Point)	• Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. • Some CTE teachers participate in CTE professional development relevant to their pathway.
Quality Practice (2 points)	• All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. • Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
Exemplary Practice (3 points)	• All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. • All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
Potential Tools/ Examples of Evidence	• List of CTE teachers and faculty including the credentials/minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Not Yet in Practice (0 points)	• Resources are rarely provided for professional development of CTE pathway teachers. • Few CTE teachers attend specific CTE conferences and workshops annually. • Externships are rarely pursued or supported. • Few CTE teachers participate in teacher externships. • Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Emerging Practice (1 Point)	• Some resources are provided for professional development of CTE teachers. • Some CTE teachers attend specific CTE conferences and workshops annually. • Externships are pursued and supported upon request. • Some CTE teachers participate in teacher externships. • Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Quality Practice (2 points)	• Many resources are provided for professional development of CTE teachers. • Most CTE teachers attend specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually; externships are pursued and supported. • Most CTE teachers participate in teacher externships. • Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Exemplary Practice (3 points)	• All necessary resources are provided for professional development of CTE teachers. • All CTE teachers attend sector-specific CTE conferences and workshops annually. • Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. • All CTE teachers participate in teacher externships. • All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
Potential Tools/ Examples of Evidence	• Professional development needs assessment for CTE teachers. • List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. • List of curricular or instructional products or changes that resulted from CTE professional development. • List of teacher externships and outcomes.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength *(max. 1500 characters)*. Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)*. Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Not Yet in Practice (0 points)	• The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain, and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
Emerging Practice (1 Point)	• The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
Quality Practice (2 points)	• The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
Exemplary Practice (3 points)	• The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways.
Potential Tools/ Examples of Evidence	• School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
Evidence on File at LEA *(max. 1100 characters)*	
LEA Comments *(max. 1100 characters)*	• Elaborate on programs/pathways that have changed.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.
Essential Element: Equity and Access.

Areas of Strength *(max. 1500 characters)***.** Identify what programs and/or systems that are successful.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) *(max. 1500 characters)***.** Identify what programs and/or systems that need to be improved and correlate them to the budget narrative in Attachment II to implement improvements.

11. **Unique Conditions:** Identify situation(s) and/or conditions that affect your LEA on an ongoing basis. (max. 1500 characters)

Operating in a distinctive educational framework, our school embraces unique conditions that continually inspire innovation and adaptation. We recognize that we face distinct conditions and challenges that can influence our functionality and success continuously.One foundational element of our school is our technological basis, which, while it offers unparalleled flexibility and adaptability in learning, demands reliability and accessibility.This dependency means that any technical issues can significantly disrupt the learning process. The students varying access to reliable internet and appropriate devices can create disparities in learning experiences and outcomes. Another unique condition is fostering community and engagement in our virtual environment. We must work diligently to create interactive and inclusive learning spaces that combat feelings of isolation and disconnection. This involves developing creative approaches to facilitate student interaction, extracurricular activities, and parental involvement, which are pivotal for student well-being and success. Moreover, the virtual environment necessitates adaptations in teaching strategies and curriculum delivery, requiring ongoing professional development for educators to engage students and cater to diverse learning needs effectively.Lastly, our school faces unique challenges with our funding model, which can significantly impact our operation and sustainability because of Charter allocations.

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 2023–24 Budget Narrative Worksheet

Fiscal Year (FY) 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 1000 (Certificated Salaries)

CTE Administrator & CTE Teachers for all Pathways	ALL	LCFF	$500,000.00	$25,000.00
CTE School Counselors	2, 3a, 3b, 10	LCFF	$42,904.00	$21,452.00
Object Code 1000 Totals			**$542,904.00**	**$46,452.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet					
FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023					
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.					
Object Code 2000 (Classified Salaries)					
CTE Mental & Behavioral Health Consultant for Curriculum Consulting	ALL	LCFF	$57,875.00	$28,937.50	
Object Code 2000 Totals			**$57,875.00**	**$28,937.50**	

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 3000 (Employee Benefits)

CTE Certificated Staff Benefits	ALL	LCFF	$139,401.00	$69,700.50	
Object Code 3000 Totals			**$139,401.00**	**$69,700.50**	

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 4000 (Books and Supplies)

Curriculum, Printing, Books, Teaching Supplies	3b,1a,1b,6,10	LCFF	$75,587.00	$37,793.50	
Manipulatives/Hands on Curriculum for student learning	1a, 1b, 3b, 6,7a, 8	LCFF	$31,562.00	$15,781.00	
Object Code 4000 Totals			**$107,149.00**	**$53,574.50**	

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet					
FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023					
Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.					
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)					
CTSO Membership Costs, Conference Expenses, Transportation to conferences, Internship costs, Professional Development	3b, 5a, 5b, 6	LCFF	$232,123.00	$116,061.50	
Object Code 5000 Totals			$232,123.00	$116,061.50	

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 6000 (Capital Outlay)

Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount ($2)	CTEIG Amount FY 2023–24
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 6000 Totals			**$0.00**	**$0.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 7000 (Indirect Cost)

[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
[Enter Detailed Expenditure Description]	[Enter Eligibility Standard #]	[Match Source]	$0.00	$0.00
Object Code 7000 Totals			**$0.00**	**$0.00**

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year (FY) 23–24 Budget Narrative Worksheet

FY 2023–24 Budget Narrative Worksheet - California Dept. of Education - August 2023

Instructions: See Part II, Step 2 of the Request for Applications for instructions. Provide detailed descriptions of proposed expenditures.

Object Code	Match Amount Total	CTEIG Amount (FY 2023–24)		
Object Code 1000 (Certificated Salaries)	$542,904.00	$271,452.00		
Object Code 2000 (Classified Salaries)	$57,875.00	$28,937.50		
Object Code 3000 (Employee Benefits)	$139,401.00	$69,700.50		
Object Code 4000 (Books and Supplies)	$107,149.00	$53,574.50		
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	$232,123.00	$116,061.50		
Object Code 6000 (Capital Outlay)	$0.00	$0.00		
Object Code 7000 (Indirect Cost)	$0.00	$0.00		
Budget Totals	**$1,079,452.00**	**$539,726.00**		
Signature of Lead Superintendent or Designee				

Attachment III: 2023–24 Career Technical Education Incentive Grant Three-Year Budget

Returning Applicants: Enter the actual amount of funds that were spent on Career Technical Education (CTE) programs by your local educational agency (LEA), excluding CTE Incentive Grant (CTEIG) and the kindergarten through grade twelve component of the Strong Workforce Program (K–12 SWP) funds, during fiscal year 2022–23 in the box provided:

New and Returning Applicants: Enter the amount of funding budgeted for CTE programs by your LEA, excluding CTEIG and K–12 SWP funds, for fiscal years 2023–24, 2024–25, and 2025–2026 in the chart provided. Align with Local Control and Accountability Plan (LCAP) and specify source of all funds included and not included in LCAP.

Object Code and Description of Line Item	2023–24 Budget	2024–25 Budget	2025–26 Budget	Source(s) of Funds
1000 – Certificated Salaries				
2000 – Classified Salaries				
3000 – Employee Benefits				
4000 – Books and Supplies				
5000 – Services and Other Operating Expenditures				
6000 – Capital Outlay				
7000 – Indirect Costs				
Total Amount Budgeted				

Per California *Education Code* Section 53071(b), I am submitting a three-year plan for continued financial and administrative support of CTE programs that demonstrates a financial commitment of no less than the amount expended on those programs in the previous fiscal year. The plan, at a minimum, shall include the identification of available funding within an applicant's current or projected budget to continue to support CTE programs and a written commitment to do so.

Signature of Lead Superintendent or Designee

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elite Academic Academy-Mountain Empire
CDS Code: 37682130136978
School Year: 2023-24
LEA contact information:
Meghan Freeman, M.Ed.
CEO

866-354-8302 x704

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $260,301 , 2%

All other state funds, $1,820,807 , 12%

Total LCFF funds $13,597,421 87%

LCFF supplemental & concentration grants, $1,024,109 , 6%

All Other LCFF funds, $12,573,312 , 80%
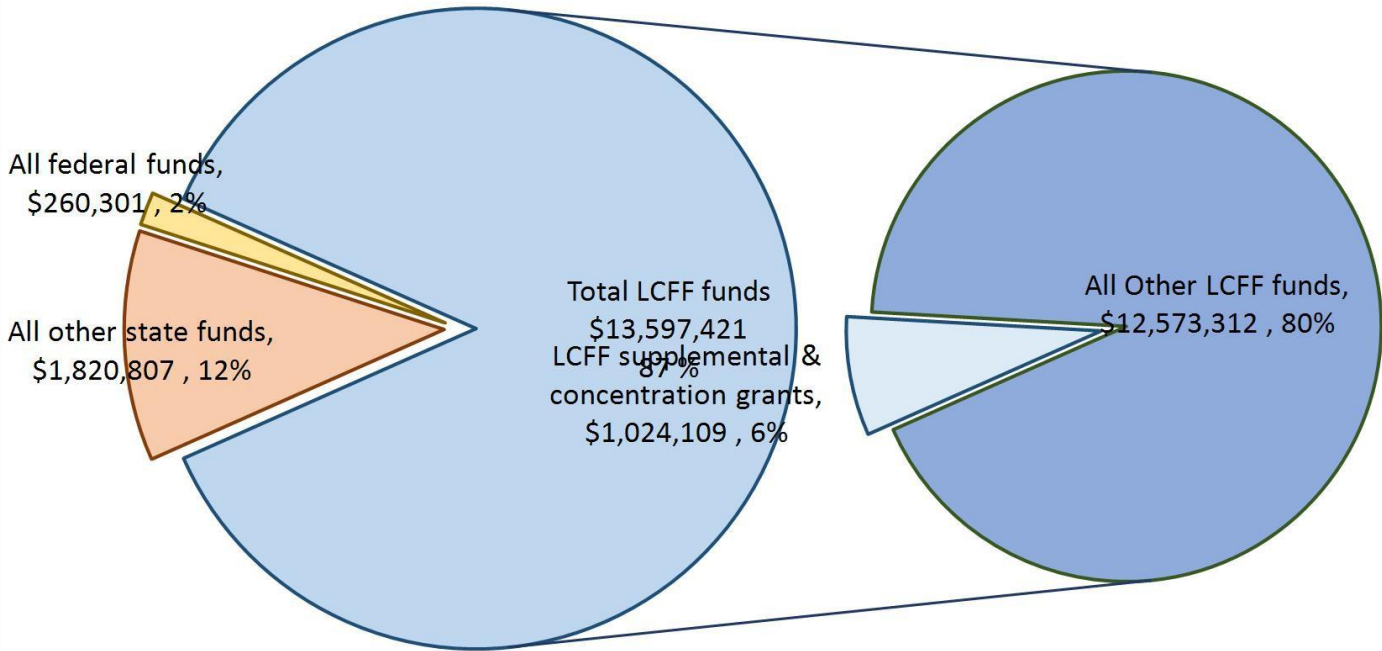
This chart shows the total general purpose revenue Elite Academic Academy-Mountain Empire expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elite Academic Academy-Mountain Empire is $15,678,529, of which $13,597,421 is Local Control Funding Formula (LCFF), $1,820,807 is other state funds, $0 is local funds, and $260,301 is federal funds. Of the $13,597,421 in LCFF Funds, $1,024,109 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.

Budgeted Expenditures in the LCAP

$ 15,250,000	
$ 15,230,000	Total Budgeted General Fund Expenditures, $15,230,654
$ 15,210,000	
$ 15,190,000	
$ 15,170,000	
$ 15,150,000	Total Budgeted Expenditures in the LCAP $15,156,695
$ 15,130,000	
$ 15,110,000	
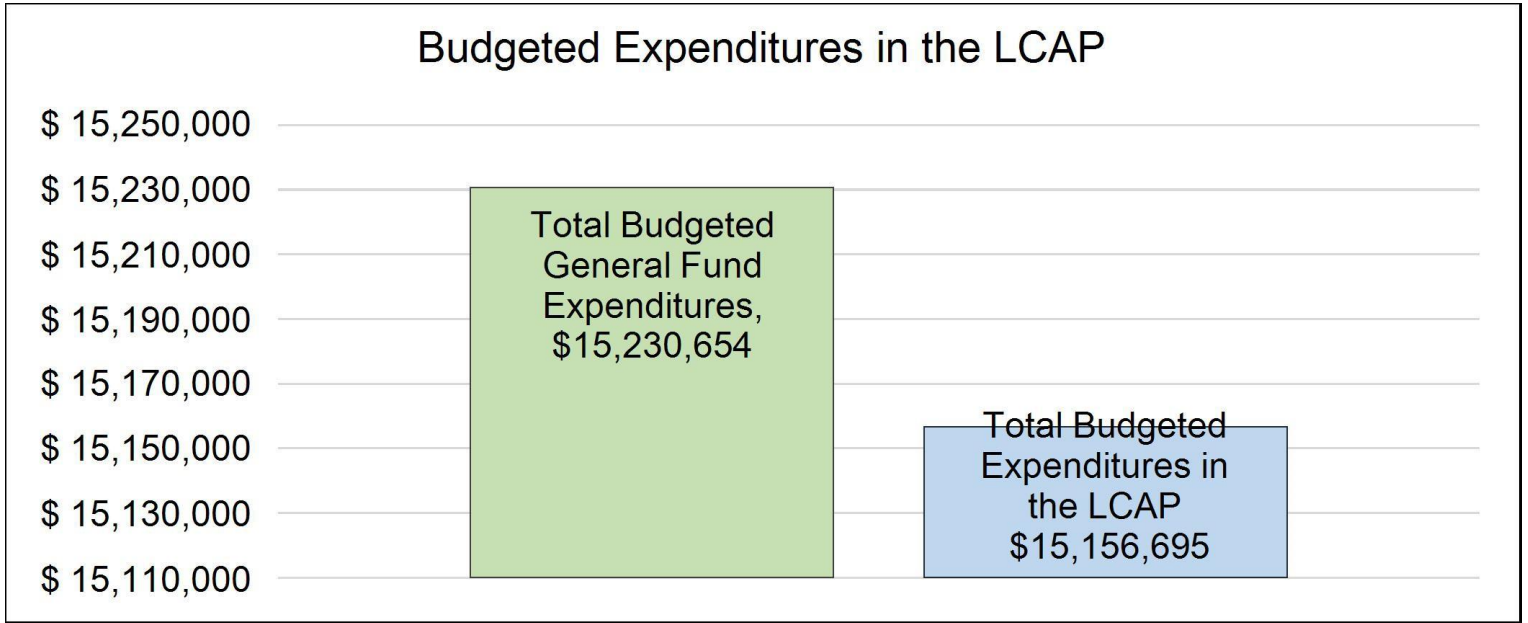
This chart provides a quick summary of how much Elite Academic Academy-Mountain Empire plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elite Academic Academy-Mountain Empire plans to spend $15,230,654 for the 2023-24 school year. Of that amount, $15,156,695 is tied to actions/services in the LCAP and $73,959 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Employees Benefits 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 2023-24 School Year

In 2023-24, Elite Academic Academy-Mountain Empire is projecting it will receive $1,024,109 based on the enrollment of foster youth, English learner, and low-income students. Elite Academic Academy-Mountain Empire must describe how it intends to increase or improve services for high needs students in the LCAP. Elite Academic Academy-Mountain Empire plans to spend $2,830,034 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the LCAP: $2,025,400
- Actual Expenditures for High Needs Students in LCAP: $2,798,539
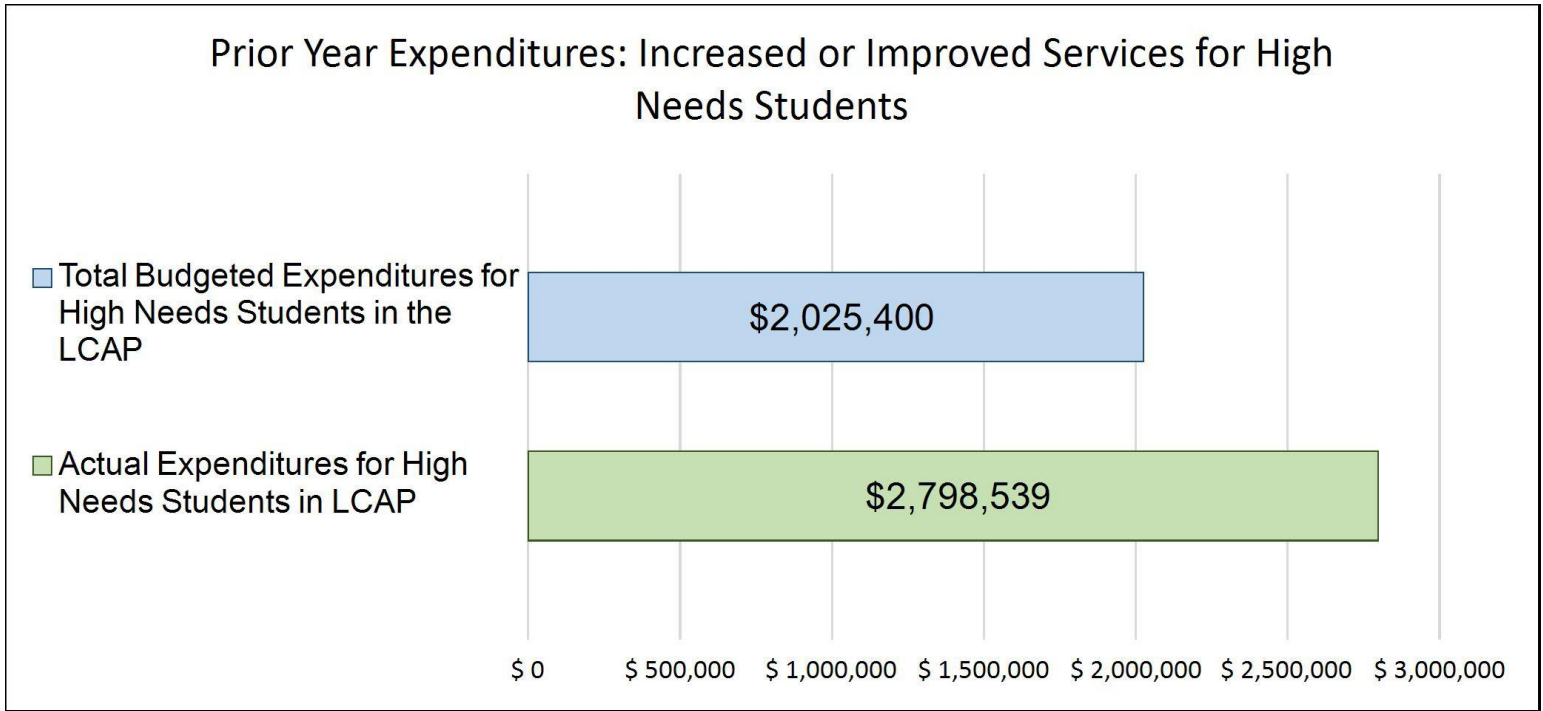
This chart compares what Elite Academic Academy-Mountain Empire budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elite Academic Academy-Mountain Empire estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Elite Academic Academy-Mountain Empire's LCAP budgeted $2,025,400.00 for planned actions to increase or improve services for high needs students. Elite Academic Academy-Mountain Empire actually spent $2,798,539.00 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Elite Academic Academy-Mountain Empire
Mission Statement
Elite Academic Academy is committed to pursuing and maintaining educational excellence and unparalleled flexibility to achieve academic the 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-ME) TK-12 is the premier independent study educational option. We focus on flexible individualized home schools and virtual/blended academies for students who are not successful or choose not to attend traditional brick-and-mortar schools. EAA provides high-quality and rigorous standards-based virtual and traditional curriculum options. Currently, EAA-Mountain Empire serves 816 students across its three programs (Virtual, Homeschool, and Flex). EAA-ME serves a diverse group of students from all ethnicities, backgrounds, and cultures. The most prevalent race is white, with 59.2% followed by Hispanic/Latino 12.7%, and then Mexican American with 7.1%. 3% of students of our student population are English Language Learners, 41% of students are socio-economically disadvantaged, 10.3% are in Special Education and 98.2% of students are in permanent housing.

We also provide unique academies with an emphasis on Elite Athletics and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college and careers. Elite Academic Academy defines success in the 21st Century for our students as an ability to responsibly and individually set goals and become self-motivated, as well as to be competent and prepared for the challenges ahead and develop an appreciation for lifelong learning. EAA prepares 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, Verifiable Internal Assessments (iReady and EasyCBM), 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.

Reflections: Successes

Elite Academic Academy Lucerne is NCAA Approved and WASC Accredited with a 6-year accreditation that was awarded upon WASC renewal in 2022. EAA continues to build an extensive list of UC/CSU A-G approved courses that have been written by our Highly-Qualified Credentialed Subject Matter Experts, as well as adopted from A-G approved online publishers.

EAA-Lucerne has multiple complete Career Technical Education (CTE) pathways that are supported by Highly-Qualified CTE credentialed teachers, and community partners. With the award of the CTE Incentive Grant, this program continues to grow with new staff and new pathways. Students are supported for the enrichment and athletic support by our own Highly-Qualified Credentialed teachers in Visual and Performing Arts, Marketing, and Hospitality, as well as through community partnerships. Elite Academic Academy continues to support student Social and Emotional Learning growth through its partnership with Ambassadors of Compassion for courses focused on social and emotional awareness.

Elite Academic Academy fosters a school culture of connections by creating programs, clubs, workshops, prom, in-person field trips, student leadership retreats, and parent-teacher meetings that are inclusive of all students. Students are engaging in the Podcast Club, athletic challenges, Visual and Performing Arts activities, and connecting with Nature through the Quest Crew club, all while forming important friendships and connections. For students struggling academically, our Learning Lab program builds the growth mindset as well as the academic skills needed to find success. This has also resulted in a shrinking of the academic performance gap.

Reflections: Identified Need

Closing achievement gaps in ELA and Math continues to be a priority. We have seen huge gains in both areas, but still have a significant population of students who are performing below grade level. 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. Identified students participate in the targeted intervention using our MTSS processes and small group Learning Labs. Using our MTSS 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:
We will improve the academic achievement of all students through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. This will be measured by our ability to meet or exceed our authorizing district CAASPP ELA and Math Scores.

Measuring Metrics:
CAASPP, LPAC, PFT data, SST Exit data, Dual Enrollment, A-G Completion, i-Ready & Easy CBM data, Graduation Rates, Professional Development, Staff Survey, LCFF Evaluation, Compliance Audits, Progress Reports, Report Cards
1.1 Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring
1.2 Special Education Academic Achievement
1.3 Equitable access to Common Core-aligned viable curriculum and materials.
1.4 Professional Development to support effective teaching
1.5 Management of Fiscal, operational, and technological resources to support students, staff, and the community.

Goal 2: Build Family and Community
Establish connections and partnerships with our families and community to increase engagement, and involvement, ensure safety and satisfaction and support student learning and achievement.

Measuring Metrics:
Parent/Staff/Student Survey results
Social Media Engagement average
Average attendance at Virtual Workshops
Suspension/Expulsion Data

2.1 School-Based Enrichment Activities (All Students)
2.2 Meaningful and Transparent Communication (All Students)
2.3 Safe Learning Environment (All Students)
2.4 English Language Family Support (EL)
2.5 Engaging the Community
2.6 Providing Access to Resources (All Students)
Goal 3: MTSS

Support students with academic support and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

Measuring Metrics:
Summative ELPAC results
EL Reclassification
iReady ELA and Math Growth Scores for MTSS Students Attendance at MTSS Tutor Sessions
Chronic Absenteeism rate
ADA

3.1 Implement MTSS Tiered Systems of Support
3.2 EL Proficiency Monitoring (EL)
3.3 REMOVED
3.4 Establish Social-Emotional and Physical Health Services for students and staff.
3.5 Provide MTSS Professional Development for all Staff (All)
3.6 Access to Technology (SpEd, EL, FY, etc)
3.7 Offer Year-Round Track for credit recovery, advancement, and enrichment

Goal 4:
We will prepare secondary students to graduate from school with opportunities and preparation for college and careers.

Measuring Metrics
CTE Course Enrollment
CTE Pathway Completion
A-G Completion
AP Course enrollment/completion/AP test scores FAFSA completion
CTE Industry Certifications

4.1 Career Technical Education Program Pathways
4.2 Assessment & Articulation for post-secondary Preparation
4.3 College and Career Counseling
4.4 Professional Development for College and Career
4.5 Advanced Academic Resources (SOAR)

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Involvement Process for LCAP and Annual Update
Family Entrance/Exit Survey - Upon Student Enrollment/Exit Family internal satisfaction and needs surveys are distributed to families. Once or twice a year Panorama surveys are created and distributed to Family and Staff to measure our progress toward establishing a safe and collaborative culture. Upon enrollment, our new families also participate in our Onboarding process. This process welcomes them and gets them acclimated to our school. During the process, families are given the opportunity to complete a survey to help us access their needs and allow them to provide feedback.

Based on feedback from our surveys, Parent Empowerment workshops were held monthly to address the needs and concerns of our families. Prior to finalizing the LCAP, the attendance of workshops and the feedback provided were considered for the planning. LCAP Annual Review Meetings were held. Parents, Staff, and community partners were invited to participate and give input. The meeting was on May 30, 2023.
Leadership Meetings were held bi-monthly throughout the school year to inform the LCAP process and gather information about our progress toward our goals. All Departments were tasked with creating a tactical plan that aligned with our LCAP goals. Progress toward goals was presented, discussed, and monitored twice a year. Feedback from tactical planning was incorporated into our plan.

Monthly workshops were hosted with all teachers. Topics discussed were determined by teacher feedback and topics needed to support our LCAP goals. The topics included technology tips, teacher strategies, assessment tools, mental health, CAASPP tips, and MTSS strategies to support students who are struggling with academics or engagement.

Authorizer Presentation and Update: May 30, 2023
Board of Directors: LCAP Draft Review and Input: June 1, 2023
Board of Directors: Public Hearing: June 15, 2023
Final Approval: June 15, 2023

All leadership completed a summary of work towards our overall goals and objectives. Community members and parents also discussed their ideas and concerns during the LCAP meeting last year on May 23, 2022, which were put into place in this year's LCAP. One of our

community partners (SELPA) suggested we incorporate language that specifically demonstrates the inclusion of students with disabilities. A parent representative suggested that the completion of the FAFSA be incorporated into high school coursework. Our parent surveys reflected that there is a need for more opportunities for parents to engage in schoolwide decisions and to meet/interact with their student's teachers. Staff surveys reflected there is a need for staff members to be more involved in schoolwide decisions and the need for more knowledge of school safety protocols.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In response to our parent survey, we increased/improved the opportunities for families to engage in schoolwide decisions as well as interact with staff. An Onboarding process was developed. Through this process, families are connected with key staff members and programs in an effort to build relationships early and provide an opportunity for them to provide feedback. Upgrades were made to our website to make it easier to navigate. A school-wide newsletter is mailed to families monthly. This keeps families informed about Elite news and upcoming events. When a student withdraws from the school, families are asked to complete a short survey to help us identify any areas of concern or strength.

To increase/improve opportunities for staff to get involved in school-wide decisions, leadership tactical plans were generated and discussed. Staff participated in an internal three-day professional development conference in which they were provided many opportunities to provide feedback and take part in planning decisions. Several focus groups led by teachers and staff have been created to address specific needs and improve services. The SOAR group is focused on creating opportunities for gifted students; EliteX is building project-based learning opportunities; the Learning Lab group is building a targeted support program to close reading and math skill gaps. The Birds Eye Group was formed to identify communication gaps and help develop systems to address those gaps and increase collaboration amongst educational partners. The MTSS team was developed and met monthly to review goals, discuss data and share resources.

Goals and Actions

Goal

Goal #	Description
1	We will improve the academic achievement of all students including those with disabilities through predominant instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. 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 students who need targeted intervention and implement best practices to promote student progress and increase our CAASPP Baseline Data. This also was developed to meet state and local 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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	Math All Students: 38% Met or Exceeded ELA All Students: 58% Met or Exceeded	Math All Students: 46% Met or Exceeded ELA All Students: 67% Met or Exceeded	21-22 Scores Math All Students 47% Met or Exceeded ELA All Students 63% Met or Exceeded		ELA: 65% Math: 49%
Staff Safe & Orderly School Survey Completion	100% Staff Survey completion	100% Staff Survey completion	Staff Survey Completion 69%		75% Staff Survey Completion

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Assessment: Reading At/Above Grade Level	41%	21-22 is first year of assessment, so no outcome available	22-23 MOY Scores 44%		46%
iReady Assessment: Math At/Above Grade Level	32%	21-22 is first year of assessment, so no outcome available	22-23 MOY Scores 34%		36%
Compliance Reporting					
SST data	61	28	54 (EOY 22-23)		52

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	We will improve the academic achievement of all students through predominant instructional practices, guaranteed and viable curriculum, and standard-aligned assessments in Language Arts and mathematics to promote student progress of all students, including 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. Additionally, we will evaluate the student's academic performance data based on local and state assessments in order to provide targeted interventions, and acceleration, and monitor the progress toward achieving goals for each individual student.	$4,000,000.41	No

Action #	Title	Description	Total Funds	Contributing
1.2	Special Education Academic Achievement.	Provide special education instructional practices, assessment, and needed support services to students in need of specialized academic instruction, assessment, and support resources.	$1,049,023.61	No
1.3	Equitable access to Common Core-aligned viable curriculum and materials	All students and instructional staff will have access to the high-quality curriculum through online digital courses, offline courses/curriculum, supplemental materials, community partner educational opportunities, and A-G-approved courses.	$1,313,599.18	No
1.4	Professional Development to support in effective teaching	Job-embedded professional development, observations of peer-to-peer observations and discussions related to the instructional growth goal , and the use of rubrics and student achievement data to inform, guide, and improve instruction. Professional Development opportunities will also, be provided to teachers by contracted services and in-house leadership to effectively guide credentialed teachers and highly qualified staff to enhance their pedagogical skills through personal reflection and professional growth plans.	$200,982.50	No
1.5	Management of Fiscal, operational and technological resources to support	Operations and business services work in collaboration with contracted industry experts to manage its fiscal, operational, technological, and compliance to ensure high-quality reporting and alignment with Educational Code. Operations of the charter are maintained and controlled through collaborative certificated and the	$2,371,093.97	No

Action #	Title	Description	Total Funds	Contributing
	students, staff, and community.	classified management team of the Business Department and Cabinet: Chief Executive Officer, Chief Academic Innovation Officer, Directors, and Chief Student Development Officer.		

Goal Analysis [2022-23]

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.

Elite Academic Academy continued its stride toward will improving the academic achievement of all students through reflective and responsive instructional practices, a guaranteed and viable curriculum, and standard-aligned assessments. Our positive progress is reflected in our iReady and CAASPP scores. Staff continues to use the A-G curriculum, digital courseware, and interventions/accelerations with fidelity to respond to student needs. More A-G courses were written and approved by the UCOP. Professional Development was ongoing throughout the school year with the addition of a Curriculum Coordinator and academic leadership team. All action items were followed through and progress was made.

In order to streamline operations, the previous goal of 1.2, which was "Student Academic Performance Monitoring and establishing clear and measurable goals" has been added to goal 1.1. Both of these goals served the same ultimate purpose of providing highly qualified teachers and staff to support the academic achievement of all students.

1.2 has now been updated to reflect the specific needs of special education students to meet their academic success goals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Elite Academic Academy has been strategic and specific about the goals for the 22/23 school year. We monitor and adjust curriculum as needed to meet student needs; supply students and staff with appropriate supplies, books, and materials; and provide targeted and meaningful instructional practices through continuous student academic monitoring and support.

An explanation of how effective the specific actions were in making progress toward the goal.
Elite Academic Academy has been strategic and specific about the goals for the 22/23 school year. We monitor and adjust curriculum as needed to meet student needs; supply students and staff with appropriate supplies, books, and materials; and provide targeted and meaningful instructional practices through continuous student academic monitoring and support.

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.
The goals, metrics, desired outcomes, and actions remain the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

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
Parent/Staff Student Survey results	10%	10%	10%		12%
Chronic Absenteeism rate	11.5%	4.77%	4.4 (2022)		4.2%
Suspension/Expulsion Rate	0%	0%	0%		0%
ADA	677.22	675.8	909.75		1137.18
Social Media Interaction through Instagram Followers	884	1289	2385		2400
Website Traffic Coming from a Direct Link	33%	35%	43%		45%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School-Based Enrichment Activities	Continue to support innovative projects that support student learning and growth, such as clubs, VAPA, fieldtrips, community events, guest speakers, and outreach.	$1,607,193.31	No
2.2	Meaningful and Transparent Communication	Provide students, parents, staff, and the community with formal and informal ways to provide input regarding the school through social media, marketing, communication apps, CEO Council, Parent Empowerment workshops, and other outreach opportunities.	$148,159.09	No
2.3	Safe Learning Environment	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.	$1,933.75	No
2.4	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.	$50,000.00	Yes
2.5	Engaging the Community	Through staff professional development and parent empowerment workshops, provide training on strategies to support the success of the whole school as well as individuals within the school.	$151,975.54	No
2.6	Providing Access to Resources	Classified personnel in supporting students in accessing essential academic resources and instructional materials.	$220,183.12	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

The substantive difference between the planned actions and actual implementation of these actions with the addition of Action Item 2.6-Providing Access to Resources: Classified personnel in supporting students in accessing essential academic resources and instructional materials. The planned actions and implementation of the planned actions went really well over the course of the year. Our School-based activities continued to grow and expand. The building of student clubs and field trip activities, both virtual and in-person, has continued to increase this year for all students. We hold our 2nd annual high school prom for student school-based activities, and it was a huge success. Our support of innovative projects has increased student and parent engagement and continues to be successful. We have been utilizing Panorama Ed to survey the climate of our school and gain community input, and it has been a great tool for us. In addition, our ParentSquare app continues to be a successful tool for parent, student, and staff communication. Our Parent Empowerment workshops that we conducted this year have given parents a voice for their student's education and partnership with the school.

The staff was given postcards to send to students, which was a great way to connect with them and make them feel included in a school that is non-classroom-based. Our Human Resources & Community Relations Department has been diligent in following up with DOJ Fingerprinting and Safe School training to keep in compliance. The use and purchase of Securly to keep students safe through the use of their school-issued Chromebooks have also been very successful. We have implemented our CEO Think Tank Counsel, which has given staff a voice, and we are confident that this will help us to reach our goal of increased engagement and partnerships. We are happy to report that English Language Learners have continued to reach success in English proficiency. This is due to a classroom environment of support for EL learners and the support provided through advisory sessions. The community has been engaged in learning because of many partnerships in field trip activities and parent workshops held throughout the year by our student support team, counselors, and staff. Our Social Media marketing has undergone a revamp, and we are pleased with the result as it has brought more communication, transparency, and delivery of information to the community. The website updates and the use of Parent Square have also improved communication with parents, students, and staff.

We are proud of our achievements this year and grateful for the continued support of our school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The differences between budgeted expenditures and estimated actual expenditures for our LCAP Goal 2 were primarily within the school-based activities for enrichment. There was an increase in expenditures because of COVID policies being lifted and students being able to attend in-person enrichment events and activities, which resulted in a higher proportion of funds for this goal.

We have worked tirelessly towards achieving our goals of family support, engaging the community, creating a safe learning environment, school-based activities, and meaningful and transparent communication. We are excited to share that we have made significant strides in these areas.

One of our key areas of focus was increasing the Average Daily Attendance (ADA). We have exceeded our target by increasing the ADA by 10%. We attribute this success to providing a safe space for learning and increased communication with families. We have been providing in-person experiences for students such as standard-aligned field trips and online VAPA programs/Clubs, Homeschool thematic programs, and our Flexperience thematic program and experiences. This has helped to create a sense of community, fostered engagement, and provided a supportive and stimulating learning environment. We also increased ADA by ensuring that students also have access to interventions through our Learning Labs and also through our MTSS program where students are referred to an SST and plans are placed to support students academically, emotionally, and socially. Another area where we have made significant progress is in creating a safe learning environment for our students. In addition to the standard safety protocols, we have also implemented a mental health program to support students who need assistance. This program has proved incredibly beneficial for our students throughout the year. Our Care-Solace program has helped families, as well as adding an additional counselor that can also provide meaningful mental health support for the students.

We have also made meaningful progress in engaging the community. We have brought in a Marketing Coordinator position to support and increase community communication and interaction. We have seen over 1,096 social media followers increase, and we have received numerous positive reviews and feedback from community members. This has helped us to enhance our communication and build even stronger relationships with our parents, students, and stakeholders.

Finally, we have made significant progress in school-based activities. We have identified ways to increase collaboration between staff and students to provide an exceptional learning experience. This has included immersive school activities, clubs, and relevant guest speakers. It has encouraged our students to develop skills beyond the classroom and see the relevancy of their education.

These developments have been paramount to achieving our goals of family support, engaging the community, creating a safe and collaborative learning environment, and meaningful and transparent communication.

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.

The goals, metrics, desired outcomes, and actions remain the same except for the addition of Action Item 2.6 to take into account the personnel and departments who order and deliver essential instructional items and materials to students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Support students with academic supports and interventions, as well as appropriate social-emotional supports, to meet their needs in a supportive environment through the implementation of the Multi-Tiered Systems of Support (MTSS) framework.

An explanation of why the LEA has developed this goal.

We recognize that students need support in not only academics but also social-emotional support. Using a MTSS that supports students in the independent studies model is needed to help and support students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summative ELPAC results	35.71%	21-22 32%	22-23 Not Yet Available as of time of LCAP publication		TBD
EL Reclassification	26%	9%	22-23 Not Yet Available		15%
Students Receiving MTSS Services that Meet Reading Typical Growth Goal as reported by iReady	40% (21-22)	40%	22-23 MOY 78%		79%
Students Receiving MTSS Services that Meet MathTypical	32% (21-22)	32%	22-23 MOY 63%		64%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth Goal as reported by iReady					
English Learners that Meet Reading Typical Growth Goal as reported by iReady	48% (21-22)	48%	22-23 MOY 40%		42%
English Learners that Improve Placement Classification	43% (21-22)	43%	54.5%		56%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS System Monitoring	Use tri-annual benchmark assessment data, plus CAASPP results, to make data-informed decisions so that all students have the opportunity to experience academic success. Establish clear and measurable goals focused on improving overall student achievement. Monitor and provide targeted intervention through MTSS and/or Special Education services, for low-income pupils, Foster Youth, English Learners, and Students With Disabilities so that they may achieve grade-level proficiency. Through the student referral system, student data, and family requests, provide appropriate interventions, and progress monitoring as defined by the MTSS Tiered Systems of Support. Hire and train MTSS Instructional Coaches and Instructional Aides to provide targeted instruction in ELA and Math to students scoring two or grade levels below proficiency.	$894,816.40	No Yes

Action #	Title	Description	Total Funds	Contributing
		Host SST meetings and monitor progress towards goals for students needing academic and/or re-engagement support. Train all staff on MTSS Tiered Systems of Support		
3.2	EL Proficiency Monitoring (EL)	ELPAC results will be analyzed, reviewed, and shared with parents. Curriculum and EL minutes verified. Also, re-designation completed for students who qualify.	$122,908.61	No Yes
3.3	REMOVED	Removed as it was merged with 3.1		No Yes
3.4	Establish Social-Emotional and Physical Health Services for students and staff.	School Guidance Counselor and Social Worker to offer small group sessions, 1:1 support, and teacher professional development on trauma-informed practices. Offer CareSolace community partnership to families in need. Provide access to physical health and well-being services to support Social Emotional well-being.	$32,166.25	No
3.5	Provide MTSS Professional Development for all Staff	Professional Development (PD) for all staff on the Multi-Tiered System of Support (MTSS) framework, tiers, and strategies will be implemented and all staff will receive training over the next three years in an articulated implementation plan.	$15,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Access to technology to effectively implement and support academic learning for students and staff	Increase Chromebook deployment and academic software to provide equitable access to technology resources for students in need (EL, FY, SpED). Provide a comprehensive suite of tech software and hardware for teachers and support staff to best meet the needs of the student population.	$671,982.04	No Yes
3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Provide a Year Round track of 200 days of school 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.	$1,532,483.67	No Yes

Goal Analysis [2022-23]

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.

Our MTSS process continued to be a main focus this year. With the additional MTSS Grant funds, we were able to provide professional development to staff strategically focused on understanding MTSS and learning how to best respond to students with needs. We continue to have students enroll in our school with gaps in learning, learning loss, and a high need for mental/social health services. We continue to refine our MTSS process so that it meets the needs of a non-classroom-based student body through Tiered Interventions, a referral request, and our MTSS Instructional coach platform that provides targeted instruction on ELA and Math students who perform below proficiency. Unfortunately, our Social Worker resigned after one year. In lieu of hiring another Social Worker, we added a second School Counselor. Services provided for goal 3.4 remain the same, even with the altered position.

Providing an extended school year for students with our Credit Recovery/Acceleration Year Round track was also a goal that was carried out with fidelity this year and allowed some of our at-risk youth an opportunity to recover credits toward high school completion.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Upon looking at the action items in Goal 3, we realized that action items 3.1 and 3.3 were accomplishing the same objective. Therefore those two items were merged. This has resulted in a material difference in the budget versus actuals because the action items are different. Likewise, we realized that action item 3.6 did not fully encompass all the technology provided to students and staff. When including all technological resources provided, there is a substantial difference between projected and actual expenses.

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

The action items that support our LCAP goal 3 were instrumental to making progress toward the goal. A continued focus on mental health support, intervention support, EL support with our in-house EL designated support, access to technology and professional development ensure our Multi-Tiered System of Support (MTSS) program continues to meet the needs of the whole child.

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.

The goals, metrics, desired outcomes, and actions remain the same.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	We will prepare secondary students to graduate from school school with opportunities and preparation for college and career.

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 and are properly prepared to choose a career or college pathway. .

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Course Enrollment	58	376	522		550
A-G Completion	92.78%		95%		95%
FAFSA Completion	5%	20%	36%		40%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Career Technical Education Program Pathways	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 aligns with Regional Workforce plans. Purchase of Industry Certification opportunities, instructional supplies, hiring of highly-qualified CTE teachers, and Directors to support CTE students and program.	$635,490.22	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

We are excited to share the latest updates on the implementation of our Career Technical Education (CTE) pathway program. Our goal has been to build pathways in the high school and middle school grades to support students with bridging through the K-14 grade span and prepare them for careers, explore various industries, and prepare for college. We are proud to report that we have made significant strides toward achieving this goal.

One of the key actions we have taken is hiring CTE highly qualified teachers in the VAPA and Marketing Pathway. Their expertise in these CTE pathways has brought an innovative approach to teaching, empowering students to acquire skills and knowledge in their disciplines, making them job-ready for the next steps. Additionally, we have expanded pathways by introducing new pathways within our CTE program and one is the Esports pathway, which has had tremendous interest, attracting and engaging students and parents in our school community. Additionally, we have expanded our CTE pathway courses to include completer courses in the Recreation and Marketing pathways. These courses prepare students for a CA Boating Licence opportunity, CPR Certification, and various Social Media certifications such as Canva Design school.

Another initiative that we are proud of is the writing of CTE and Core courses that are aligned with state standards and A-G approved for UC/CSU. These courses ensure that students are adequately equipped with the essential knowledge and skills to support them in their future careers. Students can earn credits that are transferable to different institutions and organizations within California and the US. We had 17 students pilot the dual enrollment with Outlier College to earn college credit with Golden State University. We have partnerships with Outlier College and Community colleges for dual enrollment, thereby increasing student articulation to college and also AP courses through UC Scout, which offers additional options for students to earn AP credits.

We are also delighted to report that student completion of FAFSA has greatly increased by 20% due to the school counselor's effort and implementation of the Financial Aid parent/student workshops. Also, integrating a module on college aid and financial aid application into the economics course has allowed students to learn about and apply for financial aid asynchronously, making it more accessible to them.

We are proud of the progress we have made in building our CTE pathway program, high-quality Core courses, and partnering with community partners to offer AP and dual credits for students. These initiatives have empowered students, increasing their access to career opportunities and higher education, giving them a competitive advantage in today's competitive job market.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures and estimated actual expenditures for LCAP goal 4 was an increase of funds used to support Career Technical Education courses for the extra services for A-G course development in each respective CTE pathway. The increase in planned cost also contributed to the hiring of highly-qualified CTE teachers to create more pathway opportunities for students to prepare them for college and/or career.

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

The specific actions named under LCAP Goal 4 were very effective in making progress toward the goal. Our administration set up professional development within the school each Friday to allow teacher support, but also to ensure that communication and transparency are given to all teachers and support staff to reinforce strides to make progress toward LCAP Goal in order to support our students with preparation for post-secondary options. Hiring High-Quality industry professionals for our CTE program has helped to bring our CTE programs to fruition and keep the programs as current industry standards change. Having a dedicated academic school counselor to work with students to create 4-year plans and monitor their progress, and work with all educational partners to ensure students meet CSU/UC, CTE, NCAA, or high school graduation requirements.

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.

The goals, metrics, desired outcomes, and actions remain the same with the exception of the addition of action item 4.5 so that we can establish and continue providing AP courses through accredited Curriculum providers and provide students with AP course textbook/materials, Dual Enrollment opportunities, and building of advanced curriculum for student acceleration and learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,024,109	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.56%	0.00%	$0.00	8.56%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Data shows that the majority of our students who score 1 or 2 on the ELPAC do not demonstrate the same ELA growth over time as other 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 2.5%(EI) and 50.9%(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, through actions such as:

- 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)
Overall 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. Our low-income students showed less academic growth according to our internal

assessments, are more likely to come to us with credit deficits, show lower engagement in career readiness programs, and are less likely to participate in extracurricular activities. Programs must be implemented in a way that considers flexible scheduling, increasing engagement, and successful completion (The Science of Learning, 2016).

Therefore our actions include:

- Provide high-quality instruction and curriculum that promotes college and career readiness with academic interventions. (All Students include 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 include 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 a Year-Round Track to increase the academic days for services for low-income, EL, and Foster Youth students that allow for credit
recovery, reviewing of essential skills, and the opportunity for students to get ahead. (LI, FY, EL)

- Provide students with Community Partnerships and Athletic opportunities (ALL)

Because MTSS includes frequent progress monitoring and data-based decisions, teachers can provide more individualized instruction to each student. This can help all students improve their academic performance, especially those struggling or falling behind. Therefore, we have implemented the below action steps:

- SST processes to support students academically with proper systems of support and scaffolding (EL, FY, SWD, LI)
- Provide counseling services and community resources to students and parents (ALL)
- Multi-Tiered Systems of Support (ALL)
- Directing services to foster youth to support enrollment assistance, academic support, and social-emotional counseling necessary to Meet college and career (FY)

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 improving student outcomes is central to Elite Academic Academy's mission. We are dedicated to ensuring that all students, including English learners (EL), foster youth (FY), and low-income (LI) students, graduate high school ready for college and career. To achieve this, Elite Academic Academy has implemented strategic investments, curriculum enhancements, and instructional support tailored to meet the needs of these student subgroups.
We have been focused on establishing connections and partnerships with families, community partners, and all stakeholders to increase engagement, and involvement, and ensure safety and satisfaction to support student learning and achievement. (All Students include 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 provided:

- Adaptive online/traditional content from a variety of curriculum options - Hiring a curriculum specialist to review courses to identify patterns where students are struggling and revise courses as needed. This is a multi-year project which focused on English courses for year 1.
- College & Career Readiness courses/curriculum from A-G Curriculum providers or Elite's own adopted A-G course catalog
- Increased access to technology equipment to support unduplicated pupils
- Added additional courses to engage students with various interests so that they stay committed to their academic experience.
- Implemented two benchmark assessment programs; one that can be administered online and one offline. This gives teachers the flexibility to assess students in a format that works best for the student. Provided professional development on the use of programs and data interpretations from these two systems.
- Created project-based learning opportunities for additional hands-on learning. It is critical that connections be made between what a student is learning and what they experience. These experiences make learning more relevant.
- Implemented a comprehensive curriculum for EL learners, including two support courses for our EL students

Increased Learning Lab tutoring and intensive intervention support for unduplicated pupils who are struggling, in an effort to close the achievement gap. Our Learning Lab/tutoring sessions give students another opportunity to build relationships and connect with a supportive adult. Not only do the Learning Lab coaches teach specific skills, but they also monitor progress, collaborate with parents and hold students accountable for their learning. In 2021-2022 3.5 coaches provided 3500 hours of support. In 2022-2023 we added 2 more part-time coaches and provided 3577 hours of support.

- Teacher MTSS Lead Positions, an MTSS Instructional Aide, and a newly-created Coordinator of Schoolwide Systems and Support position are focused on helping unduplicated pupils close the achievement gap
- Added more CTE pathways to support students and give hands-on real-world experiences for learning.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	40:1	
Staff-to-student ratio of certificated staff providing direct services to students	25:1	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,101,327.89	$1,795,066.19		$260,301.25	$15,156,695.33	$9,402,269.08	$5,754,426.25

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Achievement through highly qualified staff, research-based instructional practices, and performance monitoring.	All	$4,000,000.41				$4,000,000.41
1	1.2	Special Education Academic Achievement.	All	$206,718.61	$714,648.75		$127,656.25	$1,049,023.61
1	1.3	Equitable access to Common Core-aligned viable curriculum and materials	All	$1,044,085.74	$269,513.44			$1,313,599.18
1	1.4	Professional Development to support in effective teaching	All	$179,787.50			$21,195.00	$200,982.50
1	1.5	Management of Fiscal, operational and technological resources to support	All	$2,371,093.97				$2,371,093.97

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students, staff, and community.						
2	2.1	School-Based Enrichment Activities	All	$1,391,996.31	$215,197.00			$1,607,193.31
2	2.2	Meaningful and Transparent Communication	All	$148,159.09				$148,159.09
2	2.3	Safe Learning Environment	All	$1,933.75				$1,933.75
2	2.4	English Language Family Support	English Learners	$50,000.00				$50,000.00
2	2.5	Engaging the Community	All	$151,975.54				$151,975.54
2	2.6	Providing Access to Resources	All	$220,183.12				$220,183.12
3	3.1	MTSS System Monitoring	Students with Disabilities English Learners Foster Youth Low Income	$783,366.40			$111,450.00	$894,816.40
3	3.2	EL Proficiency Monitoring (EL)	Students with Disabilities English Learners	$122,908.61				$122,908.61
3	3.3	REMOVED	Students with Disabilities English Learners Foster Youth Low Income					
3	3.4	Establish Social-Emotional and Physical Health Services for students and staff.	All	$32,166.25				$32,166.25

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Provide MTSS Professional Development for all Staff	Students with Disabilities English Learners Foster Youth Low Income	$15,000.00				$15,000.00
3	3.6	Access to technology to effectively implement and support academic learning for students and staff	Students with Disabilities English Learners Foster Youth Low Income	$671,982.04				$671,982.04
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Students with Disabilities English Learners Foster Youth Low Income	$1,186,776.67	$345,707.00			$1,532,483.67
4	4.1	Career Technical Education Program Pathways	All	$385,490.22	$250,000.00			$635,490.22
4	4.2	Assessment & Articulation for post-secondary preparation	All	$10,000.00				$10,000.00
4	4.3	College and Career Counseling	All	$102,703.66				$102,703.66
4	4.4	Professional Development for College and Career	All	$25,000.00				$25,000.00
4	4.5	Advanced Academic Resources (SOAR)						

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11,963,399	1,024,109	8.56%	0.00%	8.56%	$2,830,033.72	23.67%	47.33 %	**Total:**	$2,830,033.72
								LEA-wide Total:	$2,830,033.72
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	English Language Family Support	Yes	LEA-wide	English Learners		$50,000.00	0.42
3	3.1	MTSS System Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income		$783,366.40	6.55
3	3.2	EL Proficiency Monitoring (EL)	Yes	LEA-wide	English Learners	All Schools	$122,908.61	1.03
3	3.3	REMOVED	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.5	Provide MTSS Professional Development for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	0.13
3	3.6	Access to technology to effectively implement and support academic learning for students and staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$671,982.04	5.62

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,186,776.67	9.92

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,007,389.00	$11,130,105.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Achievement through aggregate instructional practices.	No	$640,000.00	3,149,616
1	**1.2**	Student Academic Performance Monitoring and establishing clear and measurable goals.	No	$2,795,198.00	686,115
1	**1.3**	Students have equitable access to Common Core aligned viable curriculum and materials.	No	$863,696.00	937,507
1	**1.4**	Professional Development to support in effective teaching	No	$23,101.00	144,398
1	**1.5**	Management of Fiscal, operational and technological resources to support students, staff, and community.	No	$1,575,000.00	2188069
2	**2.1**	School-Based Enrichment Activities	No	$1,018,000.00	686,830
2	**2.2**	Meaningful and Transparent Communication	No	$204,494.00	86,869
2	**2.3**	Safe Learning Environment	No	$160,000.00	1,547
2	**2.4**	English Language Family Support		$30,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Engaging the Community	No	$10,000.00	121,580
3	3.1	MTSS System Monitoring	No Yes	$360,000.00	500,060
3	3.2	EL Proficiency Monitoring (EL)	No Yes	$50,000.00	57,437
3	3.3	Provide Academic and Re-Engagement Support to Struggling Students		$412,500.00	0
3	3.4	Establish Social-Emotional and Physical Health Services for students and staff.		$150,000.00	0
3	3.5	Provide MTSS Professional Development for all Staff		$160,000.00	0
3	3.6	Access to Technology	No Yes	$472,900.00	537,021
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	No Yes	$700,000.00	1,620,552
4	4.1	Career Technical Education Program Pathways	No	$257,500.00	319,035
4	4.2	Assessment & Articulation for post-secondary preparation	No	$15,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	College and Career Counseling	No Yes	$100,000.00	83,469
4	4.4	Professional Development for College and Career	No	$10,000.00	10,000

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
768,897	$1,582,900.00	$2,798,539.00	($1,215,639.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	MTSS System Monitoring	Yes	$360,000.00	500,060		
3	3.2	EL Proficiency Monitoring (EL)	Yes	$50,000.00	57,437		
3	3.6	Access to Technology	Yes	$472,900.00	537,021		
3	3.7	Offer Year Round Track for credit recovery, advancement, and enrichment	Yes	$700,000.00	1,620,552		
4	4.3	College and Career Counseling	Yes		83,469		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6412728	768,897		11.99%	$2,798,539.00	0.00%	43.64%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

    o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

    o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

    o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

    o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

FINDING GOOD
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Finding Good
Speaker Proposal

Prepared for: Elite Academics Academy

Proposal issue date: 09/27/2023

Proposal valid through: 10/27/2023

Contact

Brian Fretwell

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Brie@brianfretwell.com

HELLO AND THANK YOU

Thank you for your interest in our Finding Good Speaking services. We know how important it is for you to share inspiring and professional content with your audience, and we are here to help!

We work with organizations to deliver in-person and virtual programs that give participants the tools needed to build strong connections, communities and cultures, **one conversation at a time**.

This proposal outlines our services in alignment with your specific needs. If you need any further clarification or have any questions, please don't hesitate to reach out to your relationship manager, Brie.

Thank you,
Brian Fretwell

BIOGRAPHY

Brian Fretwell

While most speakers are focused on being thought leaders in their area of expertise, Brian Fretwell strives to be an application leader. He's constantly creating new tools that people can use right away whether they understand the science behind it. As the Founder of Finding Good, he works with his team to build these tools daily. As a speaker, he has delivered keynotes from Istanbul to Perth and all points in between.

His TEDx has generated over 2.4 million views, his TikTok videos are viewed by millions monthly, and his book "Experts of Our Potential" is widely popular as Brian is a natural, compelling, and engaging storyteller.
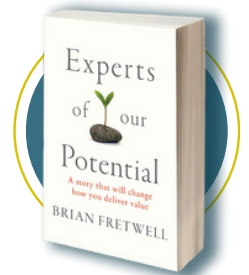
He lives in Boise with his wife Jamie, who just happens to be a Transpersonal Counselor. They spend their time taking walks and doing behavioral experiments on their dogs Hank & Daisy.
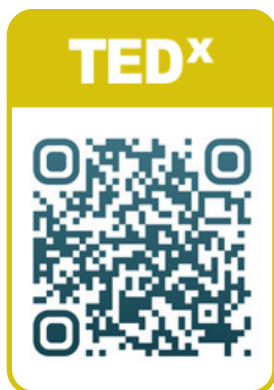
SEE BRIAN IN ACTION

@brian_fretwell

brian_fretwell

Brian Fretwell

in/bfretwell

BrianFretwell.com

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Finding Good Experience
Question Quest

TRANSFORMATIONAL LISTENING:
What our kids are missing and how we can find it together.

Brian Fretwell developed a radically new methodology for helping teachers, administrators, and staff rebuild the sense of community and connectedness that all schools are struggling to create. This experience will revolutionize the way you listen, validate, and support not only the kids, but each other, increasing engagement and resilience throughout the school. And, by learning to teach kids how to use the tools as well, your entire school will be equipped to help everyone feel as though they belong.

> *Everything Brian says is my gospel belief. I've been in education for 40 years, and I know that when teachers build relationships with the kids, it works. What Brian provides is the reason why it works, the academic background and research that reinforces the practices for creating relationships.*
>
> *Finding Good gives people the tools to build relationships in a positive manner. And this isn't just for school, it applies in our personal life, too. We're shifting conversations to have more positive dialogue and it helps people to open up more.*
>
> **Randy Jensen**
> Superintendent
> American Falls School District

Your Audience will have the tools to...

- Decrease feelings of loneliness and disengagement in those around them.
- Build engagement, resilience, and commitment in themselves and others.
- Help each other feel valued, understood and confident.

Key takeaways

- How to ask the "right" questions to engage and connect
- How to get out of a validation vacuum and start creating trust
- How to practice questions so you'll have the tools when you need them the most

> *We worked with Brian to refine our company culture and leadership focus. A dynamic presenter and skilled consultant, he led us through an engaging and interactive keynote with the perfect balance of expertise and entertainment, of theory and practicality. We left with insight about ourselves and each other and made specific and practical plans to build on our past wins so we can continue our success in the future. I would recommend Brian in a second!*
>
> **Cory Sanford**
> Human Resources Director
> Ashley Manor LLC

Ashley Manor EST. 1996 · Big Brothers Big Sisters. · DYNO Dyno Nobel · SOUTHERN CALIFORNIA EDISON Energy for What's Ahead℠ · Women's Council of REALTORS · WYAKIN FOUNDATION

Event-Specific Details

Let's make sure this event is a success! **Please review** to ensure alignment.

Event Name	Elite Academics Academies - Question Quest
Event Purpose	Educator professional development
Event Date	February 16, 2024
Venue	**TBD**
Venue Address	**TBD**
Event start & end times	**TBD**
Speaker Slot time & duration	**TBD**
Dress Code	**TBD**
Code of Conduct Considerations	**TBD**
Day Of Contact (Name, Email, Cell)	**TBD**
Speaker Arrival Time	**TBD**
Virtual or in person?	In person
Is travel required?	Yes
Will it be recorded?	**TBD**
Equipment	
Projector/display screen	**TBD**
HDMI Port	**TBD**
Presentation clicker / remote	**TBD**
Microphone	**TBD**
Speakers	**TBD**
Podium	**TBD**
Other	**TBD**
Any other information?	**TBD**

Each audience member will receive a **complimentary, 2 month membership** to the Finding Good platform - a resource providing additional tools and a community of people and professionals utilizing and implementing Transformational Listening skills.

4

SCHEDULE

TRANSFORMATIONAL LISTENING
Friday, February 16, 2024
123 Anywhere St., Any City

KEYNOTE

1 HOUR

Question Quest

WORKSHOP

2 HOURS

Transformational Listening Experience

BREAKOUT GROUPS

1 HOUR

Application

Please reach out for more information:
info@brianfretwell.com

MEMBERSHIP

Promo code to be provided for 2 months free

September 11, 2023

EliteX

STUDENT ENGAGEMENT
Programs
November 2023 to June 2024

Prepared by
Neesha Nanda

CATALYZING TORS VIA HANDS ON TEACHER TRAINING

🎯 **GOAL:**

Train Virtual & Flex Academy's TORs to deliver Resilience Life Coaching via a "Elite Xcelerator" to Students

HOW

Nov - Dec:
Give them a lived experience first — Run the Courage Incubator 1.25 hrs/week/group for TORs divided into 4 groups (2 groups of Virtual TORs & 1 group of Flex)

Jan - May:
- Meet with groups about implementation as they now implement the "Courage Incubator" with their students. They will get customized curriculum that is developed as we deliver the incubator to teachers and understand what they believe what would translate to students best (along with our knowledge from prior experience).
- Virtual would implement in Advisory. Amy will work with Flex to determine the right implementation. Troubleshoot & enforce concepts, concentrating on powerful questions.

What

The Elite Xcelerator *helps teens (and adults)* grow *Portrait of a Learner skills & develop the courage* to develop the *confidence to do* anything!

WHAT IS YOUTH RESILIENCE LIFE COACHING?

COACHING IS
a non-directive, person-centered, strength-based approach to achieving meaningful goals

COACHING LEVERAGES
powerful questions & emphasizes autonomy, voice and choice

COACHING ALLOWS
for exploration of insight and direction in a non-judgemental environment

COACHING PROVIDES
a non judgemental space to develop self confidence and create independence in problem solving, goal-setting and taking action

WE ADDRESS

- ☑ **BUILDING CONFIDENCE AND COURAGE**

- ☑ **FEELING STUCK AND LACKING MOTIVATION**

- ☑ **UNLOCKING POTENTIAL**

- ☑ **FINDING PASSIONS AND PURPOSE**

- ☑ **BUILDING A GROWTH MINDSET**

- ☑ **DECREASING FEAR, ANXIETY AND ANGST**

- ☑ **COMPARISON AND LACK OF SELF WORTH FROM INFLUENCES LIKE SOCIAL MEDIA**

Evidence-based Tools We Use:

Personal discovery and assessments

Neuro Linguistic Programming/Visualization

Personal story-telling

Client-directed action-plans

Measurable goal-setting

Executive functioning skills training

IT IS AN Xcelerator!

Again, it is *NOT a course...*It's a *"No man left behind"* intimate group program, carefully curated. It is focused on leveraging powerful questions in an evidence based framework to inspire accountability and action to launch whatever it is you are incubating. *It is full of fun, inspiring action steps and "dreamwork" that is evidence-based and researched-backed.*

COURAGE. WORKS. FAST.

It's a quantum leap.

Three (3) Phases to Our Work
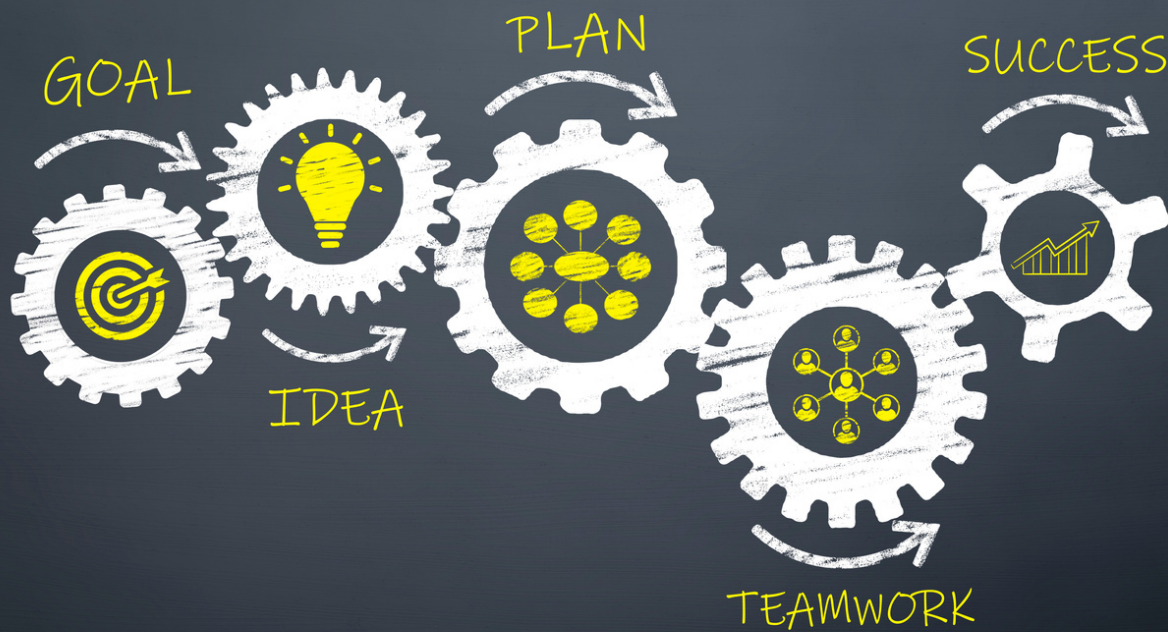
PHASE 01
FEAR AS FUEL

Uncover and reprogram subconscious fear blocks

PHASE 02
COURAGE MAPPING

Create the compass +clarity for your courageous vision

PHASE 03
COURAGEOUS ACTION

Developing your Courage practice.
We. Take. Action. Together.

MARKETING FOR PARENTS & STUDENTS

PARENTS

If you're losing sleep about the following, you're not alone...

- Your child's lack of motivation
- Your child's anxiety and fears
- Your child's obsession with what their peers think
- Your child's lack of self esteem or self worth
- Your strained relationship with your child or teen
- Your child's decision making process

KIDS & TEENS

If you're up at night stressing about the following, you're not alone...

- What others and saying and thinking about you
- Your body image
- Your relationships with peers
- Social comparisons
- Feeling anxious, sad, lost or isolated
- School and college admission

We shouldn't have to wait until we are adults to learn personal development skills and mindset tools that can make or break our levels of happiness, contentment and confidence!

Students in the "Elite Xcelerator" get a non-judgemental psychologically safe place to grow and develop.

COACHING STUDENTS WITH SSTS

GOAL

To deliver the Kolbe + group coaching directly to students in middle and high school who have an SST.

HOW

Amy will run coaching with 10 groups per week for one hour. According to the current list, we would have about 6 students in each group. Cohorts would be locked for 2 consecutive LPs at a time after which time, students might be added or shifted. Karen's interns will help to deliver the Kolbe to each student and will attend some group meetings.

WHEN

November through May

NXTLVL GAMES

AUDIENCE	FACILITATOR	PROGRAM	Number of participants	Total Cost
Student Licenses	NXTLVL	6th Grade Virtual (30) + Enrichment HomeSchool & Flex (50)	80	$44,880
SOAR	NXTLVL	SOAR	16	$9,504
Teacher Training	GA	Teacher Training	80	$5,000
TOTAL				$59,384

BUDGET

DESCRIPTION	MONTHLY	ANNUAL
NXTLVL		$59,384
EliteX (REDUCED from 23K/month) Nov - Aug	$21,500	$215,000
Student Coaching (Nov - May)	$3,000	$21,000
Teacher Training (Nov-May)	$7000	$49,000

Cost Split Between Schools:
EAA-LU $ 172,192.00
EAA-ME $ 172,192.00

TOTAL: $344,384