

Elite Academic Academy - Lucerne

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Elite Academic Academy - Lucerne
Street	43414 Business Park Dr.
City, State, Zip	Temecula, CA 92590
Phone Number	(866) 354-8302 Ext. 704
Principal	Meghan Freeman
Email Address	mfreeman@eliteacademic.com
School Website	eliteacademic.com
County-District-School (CDS) Code	36750510136960

2023-24 District Contact Information

District Name	Elite Academic Academy-Lucerne
Phone Number	18663548302
Superintendent	Meghan Freeman
Email Address	mfreeman@eliteacademic.com
District Website	https://www.eliteacademic.com/

2023-24 School Description and Mission Statement

Mission

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

Vision

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	54
Grade 2	44
Grade 3	52
Grade 4	50
Grade 5	47
Grade 6	61
Grade 7	52
Grade 8	57
Grade 9	39
Grade 10	46
Grade 11	64
Grade 12	47
Total Enrollment	693

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.1%
Male	46.6%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	13.9%
Filipino	2.5%
Hispanic or Latino	48.8%
Two or More Races	7.6%
White	23.2%
English Learners	2.5%
Foster Youth	0.1%
Homeless	1.7%
Socioeconomically Disadvantaged	51.9%
Students with Disabilities	12%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	52.59	119.40	29.32	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.34	8.20	2.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.30	47.04	267.70	65.72	12115.80	4.41
Unknown	0.00	0.00	8.90	2.20	18854.30	6.86
Total Teaching Positions	34.80	100.00	407.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.35	100	162.80	35.24	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.50	1.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	274.90	59.50	11953.10	4.28
Unknown	0.00	0.00	12.40	2.68	15831.90	5.67
Total Teaching Positions	35.35	100.00	462.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.10	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.10	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	16.30	0.00
Total Out-of-Field Teachers	16.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum in all core academic subject areas. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students to find the best curriculum for their specific needs. Teachers have curriculum guides, training manuals and there are a variety of choices for our families. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approved additional textbooks and instructional materials, this list grows. We are a WASC Accredited and NCAA school of choice. Our curriculum choices ensure rigor and ample opportunity for all students who want to pursue a four year degree and a college athletic scholarship. We also offer many CTE Pathways and ensure that our students who are interested in college/career have curriculum that allows for career advancement.

Year and month in which the data were collected	January 20, 2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for ELA. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Mathematics	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Mathematics. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Science	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
History-Social Science	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for History and Social Science. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Foreign Language	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Foreign Languages. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for	Yes	0

	students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.		
Health	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Health. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0
Visual and Performing Arts	Elite Academic Academy uses a variety of state approved Common Core Aligned Curriculum for Visual Performing Arts. We do not adopt one/two curriculum options, as many traditional schools do, but work to know our students and match a state approved curriculum to them. This allows for students and families to find the best curriculum for their specific needs. Teachers have curriculum guides and training manuals to support the curriculum. Credentialed experts also create proprietary courses for our students to ensure relevancy in today's world. Please see our chartering petition and website for a list of the curriculum. Please note that as the state approves additional textbooks and instructional materials, this list grows.	Yes	0

School Facility Conditions and Planned Improvements

Elite Academic Academy is a non-classroom-based charter school. It does not currently have any resource centers. We meet with families and students in mutually agreed-upon public locations for field trips and learning meetings. The majority of all student meetings happens virtually. We do have a central administrative office located in Temecula. It is meant for operation and administrative purposes to ensure proper secure storage of business and student files.

Year and month of the most recent FIT report

1/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	51	43	44	41	47	46
Mathematics (grades 3-8 and 11)	30	24	24	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	374	96.14	3.86	42.78
Female	210	201	95.71	4.29	46.77
Male	179	173	96.65	3.35	38.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	57	56	98.25	1.75	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	191	184	96.34	3.66	48.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	35.14
White	85	80	94.12	5.88	45.00
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	203	97.60	2.40	37.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	44	89.80	10.20	15.91

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	374	96.14	3.86	24.06
Female	210	201	95.71	4.29	24.88
Male	179	173	96.65	3.35	23.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	57	56	98.25	1.75	10.71
Filipino	--	--	--	--	--
Hispanic or Latino	191	184	96.34	3.66	25.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	37	94.87	5.13	29.73
White	85	80	94.12	5.88	27.50
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	203	97.60	2.40	21.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	44	89.80	10.20	9.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.95	27.59	14.00	10.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	221	204	92.31	7.69	27.45
Female	120	111	92.50	7.50	29.73
Male	101	93	92.08	7.92	24.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	33	91.67	8.33	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	99	92	92.93	7.07	32.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	21	100.00	0.00	19.05
White	56	49	87.50	12.50	24.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	105	92.92	7.08	20.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	22	75.86	24.14	9.09

2022-23 Career Technical Education Programs

Career Technical Education (CTE) is an academic program designed to prepare students for postsecondary education and various College and Career options. This program offers students a distinctive chance to blend fundamental academic courses with practical technical skills and knowledge relevant to specific occupations. Elite Academic presents students with a range of pathways, allowing them to tailor their educational experience and prepare for their chosen field in post-secondary education or career. Graduates from Elite Academic CTE programs emerge well-equipped with 21st-century skills and industry certifications.

Sectors

Arts, Media, & Entertainment
 Education
 Hospitality, Tourism, & Recreation
 Marketing, Sales, and Service
 Health Science and Medical Technology

CTE Pathways 9-12th

Game Development and Animation
 Professional Dance
 Education
 Recreation
 Wilderness Adventure Recreation
 ESports
 Marketing
 Production Arts
 Mental and Behavioral Health
 Patient Care
 Visual Arts

CTE Staff

CTE Associate Director (1)
 CTE Arts, Media, & Entertainment Teachers (2)
 CTE Education Teacher (2)
 Hospitality, Tourism, & Recreation Teachers (1)
 Marketing, Sales, and Service Teachers (2)
 Health Science and Medical Technology (1)

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	80
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20%

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	89.9%
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	47.06%

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	92	92	92	92
Grade 7	92	92	92	92	92
Grade 9	91	91	91	91	91

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

- Elite Academic Academy educates and involves parents and community members to understand the school's purpose by:
- *Maintaining a robust website that has a parent resource section including access to student/parent handbook
 - *Inviting parents/students to virtual webinars, such as orientation, informational meetings, seminars, mental health, college and career readiness, and so much more!
 - *Hosting an annual Parent Advisory Committee Meetings to develop the LCAP and prepare for Assessment
 - *Providing parents with report cards and access to our Student information Parent Portal
 - *Distributing annual Survey(s) to get input and ensure we are meeting the needs of our stakeholders
 - *Conducting individual meetings with School Counselor and student/parent and SST team, as necessary
 - *Providing the Parent Square Communication App where parents get e-mails and direct access to their teacher at any time.
 - *Sending monthly newsletters to families from Counseling, Technology, VAPA, Athletics, Homeschool, Virtual, and Flex programs with contact information for parents to connect and get support from each department
 - *Joining student field trips

2023-24 Opportunities for Parental Involvement

- *Listening to the weekly student podcast to stay current on school topics
- *Hosting regularly scheduled Board Meetings open to the public

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	38.6	13.9	8.3	21	21	15.2	9.4	7.8	8.2
Graduation Rate	58.82%	80.6	87.5	42.1	46.2	46.5	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	42	87.5
Female	28	25	89.3
Male	20	17	85.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	21	17	81.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	13	92.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	36	30	83.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1474	1138	159	14.0
Female	735	564	71	12.6
Male	736	571	87	15.2
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	7	4	1	25.0
Asian	26	19	0	0.0
Black or African American	178	151	29	19.2
Filipino	23	21	1	4.8
Hispanic or Latino	827	584	96	16.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	106	92	15	16.3
White	284	245	16	6.5
English Learners	50	37	13	35.1
Foster Youth	3	2	1	50.0
Homeless	25	22	1	4.5
Socioeconomically Disadvantaged	693	542	106	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	140	114	23	20.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.09	0.63	0.61	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Elite Academic Academy is an independent study program where students are schooled in the home and through various contracted vendors in the community. Typically, students are in the primary care of their parent/guardian for their schooling. There are a few instances when the school sponsors events, such as field trips and state testing, when it is important to have a clear emergency preparedness plan. The school's procedures for evacuation and emergency preparedness are outlined in our comprehensive safety plan that is updated in March of each school year. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted. Further, it is important to clearly define the responsibilities of the school and parent/guardian, as well as the school's dismissal procedures, in the event of an emergency or disaster. This plan can be found on our website for review.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other	N/A			

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A			
Mathematics	N/A			
Science	N/A			
Social Science	N/A			

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A	N/A		
Mathematics	N/A	N/A		
Science	N/A	N/A		
Social Science	N/A	N/A		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	N/A			
Mathematics	N/A			
Science	N/A			
Social Science	N/A			

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	231

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	19.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12267	2049	10219	82643
District	N/A	N/A	18348	77946
Percent Difference - School Site and District	N/A	N/A	-56.9	5.8
State	N/A	N/A	10797	88508
Percent Difference - School Site and State	N/A	N/A	-5.5	-6.9

Fiscal Year 2022-23 Types of Services Funded

Elite Academic Academy-Lucerne (EAA-LU) TK-12, the premier independent study educational option, opened its doors July 1, 2018. We focus on flexible and individualized homeschool, virtual, and blended independent study academies for students who are not successful or choose not to attend traditional brick and mortar schools. EAA-LU provides high quality and rigorous state board approved standards-based curriculum options to support students in meeting the challenging state academic achievement standards. We also offer unique academies with emphasis on Athletic Training, Visual and Performing Arts (VAPA), and Career Technical Education (CTE) opportunities to ensure our students graduate ready for college, their future careers, and the 21st-century workforce.

All high school students have access to A-G approved courses through our own developed courses, as well as three online providers: Strongmind (primarily core/some elective), UC Scout (primarily core), and Edmentum (online elective classes). Credentialed teachers support the online classes through daily interactions via text, Zoom, and Canvas. Student achievement is assessed through a variety of measures such as: State standardized testing, teacher observations, teacher-created tasks, i-Ready assessments and personalized learning paths, school-created benchmark assessments, learning period meetings, weekly meetings, report cards, learning journals, portfolios, labs, quizzes, and finals. Students also have the opportunity to participate in concurrent enrollment with community colleges in the area.

Students in 6th -12th have the option of three learning academies: Virtual, Flex or Homeschool. Each learning options has highly qualified credentialed teachers who are meeting weekly with the student for 1- 4 hours to tutor and help ensure understanding. Middle school students participate in either online courses or use common core textbooks and curriculum to demonstrate learning.

Students who are in TK-5th grade are part of Elite Academic's Homeschool or Flex Academy where Elite's highly qualified, California credentialed teacher work with their assigned students and parents/guardians to identify and implement an individualized learning plan, (ILP). At least every 20 school days, the Elite teacher, student and parent/guardian meet so that the teacher can assess student understanding of the material covered thus far, reteach concepts not yet mastered, and administer benchmark assessments and other Common Core-aligned diagnostic tests to be sure that the students are gaining a true understanding of the concepts being presented.

Elite teachers provide weekly synchronous and live lessons aligned to the Common Core and all necessary materials to support these lessons. Elite students use Common Core SBE approved curriculum such as Pearson, Glencoe, Prentice Hall, Evan-Moor, Houghton Mifflin-Harcourt, and other textbooks as described in the parent curriculum list.

Students are required to complete their assignments in order to stay on track and meet their individualized goals. In addition to scheduled learning period meetings, students and parents/guardians have access to their teachers during the school day via phone, email, online domains, and one-on-one appointments, as needed. Elite's teachers act as partners of the parent/guardian to ensure student achievement through a flexible, rigorous, relevant, individualized, and standards-based aligned education.

Students have access to tutors, small group instruction, and enrichment opportunities to explore their passions and develop a solid foundation in the areas of their academic weaknesses as well. Students may choose to attend EAA-LU sponsored field trips and group activities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	N/A	\$47,616
Mid-Range Teacher Salary	N/A	\$75,580
Highest Teacher Salary	N/A	\$100,485
Average Principal Salary (Elementary)	N/A	\$114,067
Average Principal Salary (Middle)	N/A	\$123,622
Average Principal Salary (High)	N/A	\$125,386
Superintendent Salary	N/A	\$157,977
Percent of Budget for Teacher Salaries	N/A	27.82%
Percent of Budget for Administrative Salaries	N/A	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	2
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Elite Academic Academy Professional Development is targeted and designed to improve the instruction of all learners.

The essential focus for upper lever administration (Cabinet and Directors) is student work and data. Bi-weekly Leadership meetings include professional development centered on multiple topics in support of this work.

All staff participate in professional development focused on academic success; compliance; MTSS; and developing positive

Professional Development

relationships with families.

Teachers of Record, Specialized Academic Instructors, and Content Teachers are invited to participate in EliteX opportunities, which aim to elevate the personalized teaching and learning experience offered at Elite Academic Academy.

Content Teachers continue to attend Professional Development focused on high-quality curriculum and engaging delivery. Teachers meet weekly and receive coaching support as well.

EAA also believes in building leadership at every level. At Elite we hire instructional lead teachers who are experienced teachers to serve as professional coaches focused on curriculum, teaching strategies, independent study best practices, literacy, and English Learners. Lead teachers provide individualized ongoing professional development to support student learning in the charter. They provide one-to-one support for newly hired or struggling teachers. These leads work directly for their unique Academy Directors as well as working with the Chief Academic Officer to provide teacher workshops and family engagement workshops.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10+	10+	10+